

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: Humanities

2. Name of individual(s) completing the form: Lori Clinchard

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years: Over the past two years, the Humanities Department has carefully reviewed and integrated the feedback provided by RAPP for both the Comprehensive Program Review and the Annual Update. Our faculty grounded these conversations in the institutional data, including enrollment, success rates, and disaggregated outcomes by ethnicity. Then we discussed the patterns we were seeing in our own courses in modality preferences, course success, and equity gaps. We discussed these findings during a quarterly department meeting, using the data as a springboard for an in-depth conversation about student experiences, and also about the ways our pedagogical choices may influence outcomes. We are committed to strengthening RSI practices, making more intentional use of tools such as “Message Students Who...” and the early alert Connect system, and we also take advantage of equity workshops through professional development. The addition of two new full-time faculty members in Fall 2025 further supports our ability to respond to RAPP’s recommendations, deepen our assessment practices, and plan collaboratively for long-term improvements in student success and equity.

4. Describe any changes or updates that have occurred since you last submitted program review: Since our last program review submission, the Humanities Department has experienced several important updates. The most significant development is the addition of two new full-time faculty members, Mona Rawal and Veronica Keiffer-Lewis, who joined the Humanities Department and began teaching in Fall 2025. Their arrival restores our department’s full-time faculty core and enhances our ability to provide stability, collaboration, and consistent student support across all modalities and course offerings. In terms of instructional modality, the department has continued working to expand in-person course offerings by scheduling additional hybrid sections. While some in-person sections continue to face enrollment challenges that limit their viability, we remain committed to providing students with meaningful face-to-face engagement whenever possible. Faculty across the department are now fully implementing RSI practices in in-person, hybrid, and online courses. Enrollment has remained steady over the past several years, with modest overall growth and a notable increase in the number of Humanities sections offered. The department also continues to benefit from close collaboration with the California History Center (CHC). The Humanities Chair, who also serves as the CHC Faculty Director, has strengthened ties between the two areas through Humanities-related exhibitions, film events, student programming such as the Pride fashion show and support for student internships—including the Humanities Scholars Work Experience program.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Improve Success Rates	Enhance overall course success rates—particularly for disproportionately impacted (DI) students—through strengthened RSI practices, targeted outreach, scaffolded assignments, and increased use of early-intervention tools.	Humanities full- and part-time faculty; Humanities Department Chair	Office of Equity; Online Education; Guided Pathways Villages	Disaggregated success-rate data by ethnicity; modality-based success trends; Canvas activity and course participation patterns; Early Alert usage reports; faculty reflections.	By analyzing year-to-year changes in success rates (DI groups at 73% and other groups at 80% in 2024–25), reviewing assignment completion patterns, and evaluating the effects of added scaffolding and increased RSI on student engagement and retention.	Faculty expanded the use of RSI in online and hybrid sections, implemented more in-class reading and structured scaffolding, increased early outreach to inactive students through the Canvas “Message Students Who...” tool, and strengthened the use of Early Alert to reduce non-completion.

<p>Increase Humanities Certificates</p>	<p>Support and monitor the number of Humanities Certificates earned, recognizing that the conclusion of the Humanities Mellon Scholars Program will shift long-term patterns of certificate completion.</p>	<p>Humanities Department Chair; Humanities faculty involved with certificate-bearing courses</p>	<p>Counseling; Internship Programs; California History Center (for projects tied to certificate pathways)</p>	<p>Certificate completion reports showing 24 Humanities Certificates awarded in 2024–25; comparison to previous years; changes expected next year due to Mellon Scholars program completion .</p>	<p>By reviewing annual certificate totals, enrollment trends in certificate-bearing courses, and student participation in related Humanities pathways and internships.</p>	<p>The department is reassessing the long-term viability of this goal now that Mellon Scholars funding has concluded and is exploring new ways to support interest in Humanities pathways, including experiential learning opportunities connected to CHC programming .</p>
<p>Diversify Humanities Course Offerings</p>	<p>Explore, identify, and begin development of new interdisciplinary Humanities courses responsive to student interest and emerging global topics.</p>	<p>Humanities Department Chair; interested full-time faculty (including new faculty beginning Fall 2025)</p>	<p>Curriculum Office; Articulation; CHC for interdisciplinary connections ; departments in related disciplines</p>	<p>Enrollment stability; patterns of student interest; transfer trends; faculty discussions during department meetings.</p>	<p>By identifying specific feasible course topics—such as AI and Ethics and Humanities and Migration</p>	<p>We intend to move at least one new course forward into curriculum development now that increased full-time faculty capacity allows deeper collaboration</p>

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Close Equity Gaps	Improve success rates for disproportionately impacted students through enhanced RSI, proactive outreach, culturally responsive assignments, and consistent use of early intervention strategies.	Humanities Department Chair; all Humanities faculty	Office of Equity; Institutional Research; Guided Pathways Villages; Student Services	Disaggregated success-rate data; withdrawal patterns; student participation and engagement indicators; faculty reflections in department meetings.	By analyzing changes in disproportionately impacted student success rates; monitoring improvements in assignment completion; evaluating reductions in non-success and withdrawal rates

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved? In recent years, the Humanities Department’s primary resource needs have centered on personnel rather than instructional equipment or facilities. The addition of two new full-time faculty members in Fall 2025, Mona Rawal and Veronica Keiffer-Lewis, has directly strengthened the department’s capacity to support our students. Their arrival has had an immediate positive impact on workload distribution, consistency in pedagogical practices, and the department’s ability to move forward on goals such as diversifying course offerings, enhancing equity-focused teaching strategies, and increasing faculty presence at student events and programming. The department did not submit significant instructional equipment requests during recent review cycles, and therefore has not experienced changes related to equipment allocation. Our primary gains this year are directly connected to expanded full-time faculty capacity, which now enables more comprehensive SLO assessment cycles, increased collaboration with the California History Center, and stronger participation in student-centered initiatives across the campus.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients. The Humanities Department serves a highly diverse student population, and our courses, particularly HUMI 1: Creative Minds, play a significant role in supporting disproportionately impacted students. Our disproportionately impacted students benefit strongly from the department’s emphasis on relational, student-centered, and reflective learning practices. Our instructors consistently use engagement strategies such as culturally responsive assignments, frequent check-ins with inactive students, scaffolded writing and reading activities, and classroom structures that foster belonging and confidence. The addition of two full-time faculty members in Fall 2025 has strengthened our ability to sustain these practices across all sections and modalities. Increased full-time faculty presence helps ensure greater consistency in equity-focused instruction, more proactive outreach to struggling students, and deeper participation in Guided Pathways Village activities, which directly affects disproportionately impacted student engagement and retention. Disaggregated success-rate data show that disproportionately impacted student success rates have remained relatively stable, with a 73% success rate in 2024–25. While this represents a positive trend, disparities remain between disproportionately impacted groups and other student groups (80% success rate). These ongoing gaps reinforce the importance of sustained early intervention, inclusive curriculum design, and increased faculty interaction.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<ul style="list-style-type: none"> • Synthesize critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate capacity for personal, as well as social change. • Develop understanding between persons of various religious traditions. • Critique the complexities within each religious tradition in order to engage others in meaningful dialogue regarding values and controversies.
<p>Method of Assessment of Learning Outcome</p>	<p>The SLO was assessed in Winter 2025 through an interview-based assignment in which students selected a religion, conducted background research, designed informed interview questions, and engaged in a substantive conversation with someone from that tradition. Students then</p>

(please elaborate)	produced a reflective and analytical written assignment. The assessment incorporated in-class preparation, guided writing activities, and structured reflection to support student success.
Summary of Assessment Results	<ul style="list-style-type: none"> • 18 students exceeded expectations • 3 students met expectations • 2 students approached expectations • 5 students did not meet expectations (primarily due to incomplete or missing work)
Reflection on Results	The majority of students demonstrated meaningful understanding of the complexities involved in interfaith dialogue, including the ability to craft insightful interview questions, think critically about religious traditions, and engage compassionately and imaginatively with perspectives different from their own. Students also displayed notable growth in self-awareness and in their understanding of how personal beliefs influence interpretation. The combination of in-class writing preparation and the experiential out-of-class interview component proved particularly effective in deepening intellectual engagement with the course material.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	In response to patterns identified in the assessment, and taking into account the non-completion rate, the instructor plans to increase use of the early alert Connect system to support students who fall behind early in the term. Additional scaffolding will also be incorporated to reinforce assignment organization, time management, and step-by-step progress toward completion of the interview and written reflection.

Please email this form to your dean/manager. Email the form to RAPP tri-chairs.

10. Dean Manager Comments:

The Humanities Department is one of the largest and most robust departments within the division and continues to operate at a high level of effectiveness. The department consistently attracts strong student enrollment and is well staffed with a balanced complement of full-time and part-time faculty, allowing for both instructional stability and curricular innovation. This staffing structure supports sustained program quality while enabling the department to respond to student demand and institutional priorities.

The department is deeply engaged in high-impact practices and campus partnerships, including ongoing collaboration with the California History Center, participation in learning communities, and leadership in the Humanities Scholars Work Experience Program. These initiatives provide students with enriched learning opportunities that connect academic study to experiential

learning, public scholarship, and community engagement. Faculty within the department are highly involved not only at the departmental level but also across the division and college, contributing meaningfully to shared governance, interdisciplinary initiatives, and institutional planning.

Across community colleges, humanities programs are increasingly taking a leadership role in shaping conversations around artificial intelligence, ethics, democracy, storytelling, and the human experience. Many institutions have developed lecture series, interdisciplinary institutes, reading groups, ethics labs, and public humanities programs that examine how emerging technologies affect culture, identity, equity, creativity, and civic life. These efforts position the humanities as essential—not ancillary—to technological advancement and workforce preparation.

In alignment with emerging national practices, the Humanities Department is well positioned to help lead the college in shaping sustained, interdisciplinary conversations around artificial intelligence and its impact on society. Building on existing strengths, the department proposes expanding VERITAS as a Center for AI & Human Experience—a hub for inquiry, collaboration, and public engagement.

The Center for AI & Human Experience would focus on fostering dialogue, research, and innovation that examine how artificial intelligence shapes human experience, ethical reasoning, culture, and society. Through this framework, VERITAS would serve as a convening space for faculty, students, and community partners across disciplines to critically engage with the social, cultural, philosophical, and ethical dimensions of emerging technologies.

Other community colleges have begun establishing similar centers, institutes, and programming that integrate humanities perspectives into AI discourse through lecture series, interdisciplinary panels, faculty learning communities, student research showcases, and community forums. These efforts elevate the humanities as essential to ethical innovation and civic responsibility in a rapidly evolving technological landscape.

At De Anza College, positioning VERITAS as a Center would strengthen interdisciplinary collaboration, support student engagement and experiential learning, and enhance the college's leadership in addressing the human implications of technology. This initiative aligns naturally with the Humanities Department's mission and expertise, while also contributing to broader institutional goals related to innovation, equity, and critical inquiry.

Overall, the Humanities Department demonstrates strong capacity, high faculty engagement, and strategic alignment with emerging educational trends. With continued investment and intentional expansion of public-facing and interdisciplinary programming, the department can further elevate its impact on student learning and the broader college community.

11. Vice President/Associate Vice President Comments:

The Humanities Department continues to demonstrate strong instructional leadership, enrollment stability, and deep commitment to equity-centered teaching and student engagement. The addition of two new full-time faculty members has strengthened departmental capacity for assessment, curriculum development, and sustained student support across all modalities. Faculty implementation of Regular and Substantive Interaction, early alert outreach, and culturally responsive pedagogy reflects a coordinated effort to improve success rates for disproportionately impacted students. The department's close partnership with the California History Center and leadership in experiential learning initiatives further enrich student learning.