

PROGRAM REVIEW Fall 2021

Program: Humanities

Division: Arts and Humanities

Date: 10/25/21

Writer(s): Elizabeth Wing Brooks

SLO/SAO Point-Person: Elizabeth Wing Brooks

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 During the 2020-21 year of entirely remote instruction, the Humanities Program met our program-set standard and we have a higher productivity rate than we have had in the past 5 years, as shown in both fall and spring semester data. We saw an overall increase in student DE success rates.	X	X	
2 Student success rates are looking good across the demographic spectrum for Humanities courses – increased success rates can be seen in our students with disabilities, our Hispanic/Latinx students, and our Asian and Filipino students. Success rates amongst our African American, White, and Multiethnic students are remaining stable. See Section 2A for more on this.	X	X	X
3 The Humanities Program offered a combination of asynchronous and “combo” (½ asynch + ½ synch) courses to best meet our students’ needs during the pandemic; some prefer asynch and others wanted some weekly “live” contact through Zoom classes. We also began to successfully offer one of our asynch courses, HUMN 10 taught by Prof. Steve Chiolis, as a ZTC course.	X	X	
4 Our Humanities full-time faculty member, Elizabeth Wing Brooks, is a member of the Art on Campus Task Force and has worked hard with that group to research and acquire African American art which we are preparing to display on campus. We also brought a new mural to campus, painted by local artist Aaron de la Cruz on the 1600 building.			X
5 Elizabeth Wing Brooks has attended a few of the Presidents’ Call to Action speakers, along with other College Day, Convocation, and Flex Day events that focused on equity and cultural responsiveness in curriculum, as well as campus and classroom culture. She continues to inform her teaching, course content, and interaction with students with these practices.	X	X	X

6 During the 2020-21 year of entirely remote instruction, Elizabeth Wing Brooks made an effort to communicate on a regular basis with her students at the start of every weekly Zoom class, creating a sense of community and keeping students aware of what was new at LPC - student services, campus events, student government, class schedules and registration information, job/internship opportunities, Program Mapper and Career Coach, etc. Students reported that this time for announcements and Q and A was very valuable and often the only time they heard about these things.	X	X	

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1 Most likely due to the shift to remote instruction and fallout from the pandemic, our program saw a slight rise in 2020-21 in our withdrawal rate, but looking back over a couple of years, the rate is somewhat stable. This is something we've been paying close attention to over the past few years, and we will continue to do so.	X	X	
2			
3			
4			
5			
6			

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
We plan to revise and update the course outlines for HUMN 6 Nature and Culture and HUMN 3 Intro to	X		X	

Humanities. We are considering merging these two courses by incorporating the themes of nature and culture, along with other themes, into HUMN 3. This would make it more in line with other CC introductory courses. We could maintain HUMN 3's focus on formal art analysis but enhance the course with more attention to themes and context, thereby also making it more culturally responsive. Elizabeth Wing Brooks is currently in discussion with our part-time Humanities instructor, Steve Chiolis, and Philosophy instructor Jeremiah Bodnar about these ideas. HUMN 6 has traditionally had lower enrollments and is therefore offered less frequently, factors that are also part of this decision.				
We plan to continue to develop and promote our new global Humanities survey courses, HUMN 11 and HUMN 12. They were successfully offered and taught remotely for the first time in Fall 2020 and Spring 2021. The students who persisted in the courses really enjoyed them, based on end-of-semester feedback and conversations, but they didn't have high enrollments and the success rates could be improved upon. It often takes a few years for new courses to gain momentum, so we will continue to watch these closely, perhaps offering them at different times to see if enrollments increase.		X		X
When it comes to SLOs and eLumen, we hope to better develop, plan, and update our assessment data more regularly. This is an area that we have found very challenging and onerous.		X		X

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.
 _____N/A

Campus system or Committee	How has it benefitted your students?
The full-time Humanities instructor, Elizabeth Wing Brooks, serves on various committees, projects, and task forces that benefit students in various ways: 1. the Curriculum Committee, 2. the Art on Campus Task Force, 3. the Honors	1. Attention to and implementation of important changes in the curriculum through the DE addendum process during remote instruction, 2. the acquisition of art for our campus to enliven and enrich student experiences upon return to campus and for the future, 3. working on Honors

Program Advisory Council, and 4. the Persistence Project.	Projects every semester with usually 2-3 students for various Humanities courses, and 4. actively working to engage with and retain students through increased contact at the start of the semester, creating more welcoming syllabi, one-on-one meetings during the first third of the semester with one class, student surveys, and reflection on teaching.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	During the 2020-21 year, Prof. Wing Brooks regularly surveyed her students through Zoom polls, conversations, Canvas surveys, and short ungraded Canvas Discussions.
What did you learn?	I learned that our students were struggling in many ways due to the pandemic. They found the weekly Zoom meetings really helpful in fighting the feelings of isolation and disconnect, especially during the second half of Spring 2020 at the start of totally remote instruction, Fall 2020, and then still but less so during Spring 2021. They missed being on campus and seeing and interacting with teachers, other students, and staff. As the pandemic rolled on, however, they became increasingly “used to” the new virtual instruction mode; they said two things about this: they found it convenient and useful in many ways, but they also noticed their own increasing lack of motivation and Zoom/Canvas burnout. Some students have said they now prefer remote learning, while many others (a slight majority), said they can’t wait to return to school and/or do a combo of online and in-person because they know they learn better on campus when it comes to certain subjects. Some students said that they found remote instruction very challenging and never want to do it again; others chose to drop classes and put school “on hold” until the pandemic is all over...

How will you use the feedback?	As noted above, I got lots of different responses! I shared this feedback with my colleagues (other instructors) and with my dean, Amy Mattern. I used this feedback as I coordinated our program and thought about how best to schedule classes for Fall 2020 and Spring 2021, and then for Fall 2021 too. I decided to offer some classes asynchronously, and others in the “combo” mode of one synchronous Zoom class per week with the rest on Canvas. Based on our fill and success rates, I think this worked well. Through polls, conversations, and surveys, I learned a lot about my students and got close to them in ways that helped me better serve them as a teacher, keeping me flexible, and making me more aware of their lives outside of school and what matters most to them.
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Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program’s data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The data for our program show, on the one hand, a lot of stability, and on the other, some interesting trends. Our overall enrollments show a solid increase in the past year, back to where they were several years ago, up from 653 in 2019-20 to 782 in 2020-21. In terms of student age, the 19-25 year old group is about the same over the past few years, but we have seen an increase in our 25-29 year old students, as well as a slight increase in our students who are 30 years or older. We have a bit more female students than we used to, while we have a bit fewer male students. The educational goal data remain basically the same. There has been a slight increase in full-time students and transfer students.

The data for HUMN show that our course success rates for students with disabilities are up 5% while the enrollment numbers have stayed basically the same, which is a good trend that we hope to continue to see. Our overall enrollment numbers by race and ethnicity show a few

changes. We have an increase from 20% to 30% in our Hispanic/Latino students, and this group also shows a slight increase in success rates, as do our Asian and Filipino students. This is an improvement upon something we were concerned with in our 2019-2020 Program Review. When it comes to White student enrollment (from 41% – 34%), we have seen a decrease. And the student success rate for our African American and Multiethnic students remains stable, but we will work to see an increase in these areas.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
__X__ yes ____no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

"Upon completion of the AA in Humanities, students are able to discuss important themes expressed in material culture and belief systems as seen throughout global history."

We want to look more closely at the above PSLO because it addresses a common important outcome for 6 of our HUMN courses. We planned to assess this in 3 courses taught in Spring 2021 (the other 3 of these 6 are scheduled for assessment in Fall 2021).

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). **___ 2 of 3 assessments were completed for this PSLO ___%**
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. **___ YES ___X___ No**

I see data for the two assessments I created for this PSLO, but I only see data for Spring 2021 from Steve Chiolis for a CLSO of the other course being assessed because I did not plan the assessment for him correctly. This is something I need to work on; while I understand the value of SLO work to some degree, the barrier is that I find eLumen and the SLO process in general very onerous.

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

Our assessment data show that students are succeeding in learning and meeting the PSLO we set out to assess in Spring 2021.

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

No, it was not because we don't know how to disaggregate data. We would like to know if any equity issues emerged once we learn how to disaggregate the data.

- (6) List changes that you plan on making to improve student learning and address inequities.

We always seek to improve student learning and address inequities; however, we don't have data discuss at this point.

- (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

See #s 5 and 6 above.

- (8) Are you planning on revising on your 3-year planning template? If so, describe.
____YES ___**X**___No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

- (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (6) List changes that you plan on making to improve student learning and address inequities.

- (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year’s Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

☒ YES ☐ No

Course Name & Number
HUMN 4 Global Cinemas – course update has already been submitted to Curriculum Committee.
HUMN 6 Nature and Culture – course update is in progress.

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

☒ **X** YES ☐ Not at this time

If yes, explain details, rationale, or any support that might be helpful

We are considering updating HUMN 3 Intro to Humanities to make it less focused on formal art analysis and more theme-based, which is similar to other introductory community college Humanities courses. We may merge HUMN 3 and HUMN 6 (see section 1C for more on this).

D. Does your program plan to create any new courses or programs this year?

☐ YES ☒ **X** No

If yes, please provide details and the rationale

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?