

PROGRAM REVIEW Fall 2022

Program: Humanities

Division: Arts and Humanities

Date: 10/20/22

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____N/A

Accomplishments
1 In the 2020-2021 Humanities PR, we planned to update HUMN 3. We are in the process of completing and submitting course modifications and updates for various courses, including that one, as this PR is being submitted (Fall 2022).
2 In the '20-'21 Humanities PR, we planned to promote our HUMN 11 and 12 survey courses since they are our newest courses. We have done that through flyers (posted around campus and handed out at major fairs), through word of mouth, as well as through outreach to Counseling. We offered those courses as "combo" courses during the pandemic, and are now offering them asynchronously to a larger enrollment. We hope to offer them in-person in the future as well.
3 In the '20-'21 Humanities PR, we planned to improve our SLO and assessment work. We have entered some assessment data, created new assessments, and reflected on some of our findings. We are a small program with solid alignment between our full-time and part-time instructor and with good student success rates; perhaps due to these factors, we have not found our SLO work to lead to anything very noteworthy.
4 We have been an active part of the Guided Pathways work on campus. The HUMN degree map was completed by the requested deadline, we have attended GP sessions during Flex Days and College Days, and our full-time faculty member is a Guided Pathways Success Team member.
5 All of our HUMN courses are intentionally committed to equity and align with LPC's equity definition, especially as concerns <i>"a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students."</i> Both our full-time and part-time faculty members are committed to meeting LPC students where they are at - engaging them through various teaching styles and both low-stakes and high-stakes

assessment modes, having friendly and flexible approaches to our syllabi and daily online and in-person instruction, as well as offering students a broad range of content that highlights the cultural contributions of a diverse set of visual artists, filmmakers, thinkers, writers, performers, and musicians.

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In addition to the above accomplishments, we have done several other things to support our program, including:

- promoting our two film-focused courses through LPC Film Studies Program promotional materials, at campus film events, and through outreach to local high schools and other community colleges
- learning to use OMNI so we can enhance our LPC webpage (in process)
- continuing to be actively involved in the Art on Campus Taskforce – helping to acquire and install art around our campus for everyone to enjoy
- maintaining comfortable in-person and online course environments and providing students with frequent updates and announcements about campus events, services, and opportunities to help create a sense of belonging for our students
- continuing to show student success rates at higher rates than the LPC average and strong across the demographic spectrum

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

1. Challenges and obstacles:

We experienced challenges that are the byproducts of adapting to the pandemic: a heavier workload, lower course enrollments and a degree of instability in terms of student success, adapting to the return to on-campus and in-person instruction (including in the HyFlex modality), among other things that have impacted our time and productivity. Due to these realities, it has not been easy to do as much work on curriculum development, program and course promotion, or improving our SLO work on eLumen, but we have done our best and have made many accomplishments (as stated above in 1.A.).

It has been hard to balance the streamlining of our course offerings - which seems necessary in the Covid-19/post-Covid-19 contexts where we're seeing some lower enrollment and possibly less FTEF – with maintaining a robust series of Humanities courses that meet students' interests and needs. We have considered deactivating our lowest-enrolled and less-frequently offered HUMN 6 Nature and Culture and/or merging it with HUMN 3 Intro to Humanities for these reasons. We are still deciding.

We are still working to improve withdrawal rates across our courses; our newest data show both improvements and declines in this area, depending on the course, mode of instruction, and time period/cultural context. We know that some students have been experiencing a lack of motivation, grit, and resources during and post-pandemic, which has made it hard for them to persevere as well as they had been pre-pandemic. But we also acknowledge room for improvement on our own end as teachers and will continue to strive to retain as many students as possible and to help them succeed.

2. Needs:

Due to the fact that HUMN has one full-time faculty member who does all the work of coordinator for both HUMN and FLMS, along with teaching 5 courses (capped at 44 each) and serving on various committees, some support in the form of reassign time is necessary. It is something we plan to apply for, although we know there is not much to go around.

We are interested in support for learning about and applying for grants for OER money to purchase course sets of textbooks in order to meet the new "price tag" labeling that will be accompanying course listings in the schedule. We support lowering student costs and aim to keep our textbooks affordable, but we have not yet found OER textbooks that meet our standard, nor do we feel we have the countless hours it takes at this stage to recreate our courses around new sets of readings and materials. If we could purchase course sets of textbooks, then we too could claim LTC or ZTC for our course listings. We fear that the "commodification" of course listings, while being well-intentioned, will lead students to choose courses solely on these criteria, therefore leading to lower enrollments, which is something we hope to avoid.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

We have integrated the HyFlex modality into our course offerings. We will continue to offer one or two courses in this mode because, while there are some drawbacks, they are outnumbered by the positives for students.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____N/A

The Humanities Program is actually connected to every aspect of the LPC Mission statement through the humanistic way in which our courses are taught, our high success rates that demonstrate student learning and achievement, the broad range of students we serve being primarily courses taken for GE, and the ways in which the exciting array of our course content – from art, literature, and film to history and ideas - promote a lifelong interest in both cultural engagement and personal growth (“Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students’ transfer, degree, and career-technical goals while promoting lifelong learning”).

*We are also solidly connected to Goals A, B, D, and E of the Educational Master Plan.

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

_____N/A

Plan	New	Continuing	Short term	Long term
Continuing to revise and update curriculum.		X		
Promoting the HUMN AA and Certificate programs to add majors.		X		

Continuing to enter and reflect on our SLOs and assessment data according to our 3-year plan.		X		

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F. 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.	We have gathered student feedback through frequent conversations and occasional mid-semester and end-of-semester surveys.
What did you learn?	We have learned that students are often unaware of the resources available to them through our college. They have become “used to” asynchronous and/or Zoom course modes, and take a mix of course offerings, but the majority say they know they learn better and succeed more when they take in-person courses. They wish parking was free and gas was cheaper...
How will you use the feedback?	We take time to show students around the LPC website, to point out specific opportunities (food and tech resources, Career Coach and program maps, Smartshops, Health Center services, etc., not to mention Financial Aid), and to walk them through Canvas. We do this at the start of the semester a few times and then as needed throughout the semester. We make sure our course offerings are in a variety of modalities and at different days/times. We encourage students to return to campus and show them the

	benefits of in-person instruction in whatever ways we can. We hope that the college will consider making student parking free, or perhaps at least cheaper. A great way to lower student costs!
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G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

 X N/A

Barrier	Suggestions

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2IYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

As noted above, our overall success rate for '21-'22 is at 75% which is over 2 points higher than the LPC college-wide success rate. Our total course enrollments have seen a decline from the high enrollments we saw in both Fall 2020 and Spring 2021. We are working to improve enrollment numbers, but we know that this is a nation-wide trend and is therefore, somewhat out of our control.

When it comes to the gender and age of our students, interestingly, we see that there were less "older" students (22-40) once the pandemic restrictions eased and there was a return to campus. As

for race and ethnicity, we see fewer White students, more African-American students, and a small decline in our Latino students (who still are the second largest group we serve). The enrollment status and unit load of Humanities students has stayed fairly stable, although we see a slight decline in “first-timers” and “full-timers” which may be a consequence of pandemic-related changes to our student body as a whole during the past year or two.

We have fewer students using DE as we have returned to campus and offer half of our courses in person, and we see a slight change in students’ educational goals: fewer transfer students and more AA students, something that may again speak to changes in the ways students see their goals as a result of the pandemic’s impact on their lives. Student grade distribution data for Humanities courses remains quite stable, and our withdrawal rate is overall lower, which is great. We do, however, see a slight increase in students earning Fs. We wonder if this is due to the challenges with retention that DE courses have, or the fact that students who have been severely impacted the pandemic have found it hard to complete their coursework.

Looking specifically at our course-by-course success rates, we see a percentile range for ’21-’22 from the low-70s to mid-90s. We are proud to report increases in student success in one of our newest courses HUMN 11, and in both of our film courses HUMN 2 and HUMN 4.

Lastly, while we saw an unusually high productivity rate in ’20-’21 in the Humanities Program, we are happy to see our productivity numbers above the LPC average for Fall ’21 at 536.6, and back to our pre-pandemic levels for Spring ’22 at 544.3. While lower than some of our better years in the past, our Fill Rate was 82% for both semesters.

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 are 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?
____ 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.

HUMN did not meet its program-set standard by 1%. This is a minimal variance, which we think is a positive indication given the consequences of the pandemic on our program and college as a whole.

Our set standard is 76%, which is over 6 points above the LPC set standard of 69.2%, and our success rate was 75%, which is over 2 points above the LPC rate of 72.9%. All things considered, we are proud of where our program is when it comes to the status of our success rate.

If we look at success rates course by course in HUMN, we see in general that, despite the pandemic and a gradual return to campus with one class in-person in Fall 2021 and a few in Spring 2022, we held on to more students due to our retention efforts. Our success rates for the past year range from 70% to 90% with the lowest being in DE and the highest in in-person courses.

DE courses traditionally have lower success rates across the board, not just in our program. We feel like some students who remained our classes may not have been able to finish successfully due to the impacts of the pandemic on their lives, their motivation, and their lack of momentum. We will continue to monitor this in future PRs.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

Our program selected to review on a rotating basis the same sets of courses in fall semesters (HUMN 11 and HUMN 28) and spring semesters (HUMN 4, HUMN 10, and HUMN 12) over the course of our current 3-year plan. This was due the fact that all of these courses align with one of our core PSLOs: "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."

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year).

100% of the courses being considered in our 3-year plan for Fall '21 (HUMN 11 and HUMN 28) and Spring '22 (HUMN 10) to look at one PSLO (see above) have assessments done in eLumen. *Two courses that were slated to be considered as part of this plan (HUMN 4 and HUMN 12) did not run and therefore are not included in this percentage (one was cancelled, one was not offered as planned).

- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

We find that most Humanities students demonstrate "Mastery" or "Above Average" scores when it comes to learning based on the assessments we've done for the courses being considered during the '21-'22 school year according to our 3-year plan.

During the past two years, due to the challenges faced by students and teachers, we see a rise in the numbers for "No Demonstrated Achievement" which means several students did not

complete the important assessment being used for this data. This is something we hope to remedy in the coming years.

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

We regret to report that we were unable to disaggregate our PSLO data. We will try to complete this portion of the PR next year.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

See #5 above.

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

See #5 above.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes __X__ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

__X__ YES _____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

We admit that this area – assessing SLOs and using eLumen as part of the assessment process – is the most challenging and frustrating aspect of the Program Review for us. We understand the need for assessment analysis, and we see the value in creating, mapping, assessing, and reflecting on PSLOs and CSLOs; however, we would like to see the use of a more streamlined, bug-free, user-friendly, intuitive, and generally less time-consuming and tedious software or platform. This is something that we have stated in past PRs. This is an area that we hope to continue to improve upon in terms of our own work, but one we also genuinely hope will be streamlined by the college.

Notably, we also find that there is much less data to analyze as we are a small program with often only one or two sections per course per semester. For us, periodic check-ins where we (the two teachers who make up our program) discuss assessment tools, student success, and ways to improve are much more rewarding and meaningful.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

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Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- **X** ***Yes, all of my maps are accurate!***
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

☒ YES ☐ No

Course Name & Number
HUMN 6 (currently pending)
HUMN 11 (currently pending)
HUMN 12 (currently pending)
HUMN 3 (currently pending)

***These are all going to be submitted in Nov. 2022 in time for review and hopefully the last fall vote by the committee in Dec. 2022.**

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____YES ___X___No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____YES ___X___No

Course Name & Number

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

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