

**Program:** Humanities

**Division:** Arts and Humanities

**Date:** 10/27/23

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**With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.****

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

**Time Frame:** This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

**Key Terms:** The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

#### HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2022 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

#### 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) 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, 2023**

## IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**
  1. To check on the status of courses and programs to see if any updates are required
    - a. Log in to CurricUNET
    - b. Select "Course Outline Report" under "Reports/Interfaces"
    - c. Select the report as an Excel file or as HTML)
  2. If updates are needed, submit these updates to the Curriculum Committee
  3. Then, 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 during certain semesters.
    - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
    - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

## HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

## THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

## ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Overall, the Humanities Program is going strong! Our set standard for the 22-23 academic year is 74%, which is above the LPC set standard, and our success rate is 77.1%, which is also above the college-wide success rate and is higher than our own previous success rate of 74.5%. We are proud of where our program is when it comes to the status of our success rate and high productivity numbers. We have experienced minor cuts to our program offerings, as have programs across our college due to the low-enrollments experienced over the past two years, but we feel certain that our program will continue to thrive and possibly grow. During the 22-23 academic year, Humanities successfully offered 19 sections taught by two part-time and one full-time instructor (7 in Fall 22, 8 in Spring 23, and 4 in Summer 23).

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

We completed some SLO assessments as part of the 3-year plan, but, as mentioned in past Program Reviews, this is an area we continue to struggle to complete and dedicate time to for various reasons, an important one being the non-user-friendly nature and technical issues with eLumen, another being the fact that we often teach one or maybe two sections of each course each semester, leaving little need for assessment comparison across sections. However, we plan to keep working to improve in this area. In looking at our program data from the 21-22 to 22-23 academic years, we notice a few things that we want to pay attention to and/or keep in mind as we schedule, plan for, and teach our popular GE courses: we see upticks in the amount of 19 or younger students, Asian and multi-ethnic students, first-time students, and in-person students. We also see that while our withdrawal rate (something we mentioned as being of concern in our last Program Review) has fortunately gone down from 13% in 21-22 to 10% in 22-23, we still see withdrawal numbers we really want to improve in HUMN 10 and HUMN 28 online. HUMN 10 online in particular continues to decline when it comes to student success and growing withdrawal rates. This course has been taught by one of our part-time instructors over the past three years during fall, spring, and summer; we plan to work with that person to improve success rates this year and next.

**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.

3. Got anything new planned for 23-24?

As noted in our last Program Review, HUMN 3 and HUMN 6 needed significant curriculum updates and revisions; these are currently being submitted in Fall 23. We are deactivating HUMN 29 Independent Study as that is not a course we ever offer or intend to offer. We hope to continue to support our one to two part-time instructors by offering sections to teach, keeping lines of communication open, and getting together once-a-semester in a more informal, social way for lunch or happy hour with Philosophy and Religious Studies, and perhaps other, program colleagues. We plan to continue to keep the productivity and student success rates high for the Humanities Program. Lastly, we hope to create a rotating schedule of course offerings that will stay consistent from year to year so we can post it on our webpage on the LPC website. This would also allow us to offer more sections of each course in either fall or spring and reduce the amount of preps the full-time faculty member has each semester (which is always either 4 or 5).

## CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

*Vicki Shipman will provide you with or support any data needs*

### LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.
  
2. What is the median income for occupations within your program?

### ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
  - i. \_\_\_\_\_YES \_\_\_\_\_No
  
2. If not, please explain.

### STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

#### Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review

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SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

***C1. STRONG WORKFORCE PROGRAM STUDENTS***

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Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

***C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR***

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Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

***C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE***

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Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

***C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS***

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Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

***C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION***

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Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

***C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY***

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Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

***C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS***

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Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

**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.

How may these metrics improve?

***C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS***

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Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

***C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE***

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Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?