Instructional Units Program Review Year Five Update - Humanities Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by **Alexander, Kenneth** on **09/28/2021 21:52**

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

Our State-approved (as of July, 2019) degree offering (an LMC Associate of Arts in Humanities) remains the same, with all component courses and elective option updated during the Summer of 2021. New course offerings include reviving HUMAN 040: Opera: The Human Experience in Music, Voice, and Drama and initiating HUMAN 060: American Musical Theatre. Courses in development: 1) a new course addressing mythology is in development, working out its scope and cultural context; and 2) a new course designed as an "Introduction to Humanities", with a flexible topical focus depending on the discipline within the Humanities of its instructor of record. We are also considering reviving a tradition within Humanities of team teaching, to offer students integrated exposure to multiple topics within the Humanities subjects (history, philosophy, religion, literature, art, and music.)

We currently have only one adjunct, with most courses taught by Department full time staff and "guest" instructors from other departments (Music, Drama, and Philosophy. Additional adjuncts were sought and interviewed to form a "pool" for future hires, but COVID put that process on the back burner, where it remains.

We are also in conversations with the Philosophy Department in order to possibly create a joint departmental organizational change. This is primarily motivated by the impending retirement of the only full time instructor in the Department as currently organized in union with the Art Department.

1b. Please address the following enrollment data provided for your program.
    1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill   rate, and productivity (FTES/FTEF)

No Value

1b. Please address the following enrollment data provided for your program.
    1.b.2. What does the data suggest in terms of future needs/directions?

No Value

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Indicators 1–6

VS1a.) Program Set Goals: We anticipate a slow but steady growth and would expect 2-3 in process as of the present. **Update:** *It HAS been slow, but steady! COVID has affected all departments and programs, but we think Humanities has been more seriously affected than other required courses, like Math and English.*
VS1b.) Action Steps: New courses and sections are being added and the AA degree Program is now under way. **Update:** *New courses and initiatives are reported in Section 1a, above.*
VS1c.) Timeline & Responsible Parties: Perhaps by Spring, Semester of 2022. Ken Alexander and adjuncts **Update:** *None*

VS2a.) Program Set Goals: Our program IS a local AA. (When there is agreement, we will pursue an AAT through the State,) **Update:** *As of this time, there has been NO update to the State-initiated AAT.*
VS2b.) Action Steps: We offer substantial sections of our all-GE courses at both Pittsburg and Brentwood, with a schedule that varies between morning, afternoon and evening to maximize availability. **Update:** *Our plans remain the same, but the disruptions of COVID and the shift to largely online instruction have put our rotation plans on hold until online synchronous, asynchronous, hybrid, and F2F issues have been resolved.*
VS2c.) Timeline & Responsible Parties: On-going; Ken Alexander and adjuncts **Update:** *None*

VS3a.) Program Set Goals: With only nine or ten courses, our GE courses satisfy transfer and graduation requirements, but do not demand excessive units. **Update:** *No change*
VS3b.) Action Steps: N/A **Update:** *None*
VS3c.) Timeline & Responsible Parties: Ken Alexander and adjuncts **Update:** *None.*

VS4a.) Program Set Goals: N/A
VS4b.) Action Steps: N/A
VS4c.) Timeline & Responsible Parties: N/A

Indicators 5 and 6: The same as indicator 4 above

FOR CTE PROGRAMS ONLY
1c.   Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016.), Title 5, 51022 (https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C? viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData= (sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde

No Value

FOR CTE PROGRAMS ONLY
1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

No Value

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

2. Vision for Success Goals Update

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

No Value

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

No Value

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Alexander, Kenneth** on **10/01/2021 16:11**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

ALL courses in Cycle 2 were successfully assessed.

✓	🗎	HUMAN-019-CSLO-2018... ✕ ↗ ⋮	September 30, 2019	Robertson, Beth
✓	🗎	HUMAN-020-CSLO-2019... ✕ ↗ ⋮	September 30, 2019	Robertson, Beth
✓	🗎	HUMAN-021-CSLO-2019... ✕ ↗ ⋮	September 30, 2019	Robertson, Beth
✓	🗎	HUMAN-030-CSLO-2019... ✕ ↗ ⋮	April 30	Robertson, Beth

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

We continue to refine our pedagogy, looking to accentuate the assessment instruments that produce the best results. We have: 1) continued to employ Cornell notes across the curriculum, 2) Employing a mix of written and oral exams based on assigned literary works, both individual and group-based, and 3) A new initiative has been to use the annotation feature within CANVAS to have students prepare for in-class (via ZOOM) discussions by submitting annotations prior to class. Students *necessarily* come to class better prepared to discuss the content of assigned articles.

4. Course Outline of Record Updates : Version by **Alexander, Kenneth** on **10/01/2021 16:11**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COOROs) to the Curriculum Committee by November 1, 2021.*

NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

All Humanities CORs are up to date.

Impact of Resource Allocation