

Q21. Welcome to COA's new, online portal for completing your **Annual Program Update (APU)**. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will be saved, should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions about the portal during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. For questions about your program or the process, please contact your instructional dean or service area or administrative unit vice president. Thank you!

Q1. Please select the discipline, department or program:

HUMAN 

Q102. Please select the Program Type:

- Instructional
- Student Services
- Administrative Services

Q2. Please provide the name of the person(s) completing this Program Review:

Jennifer Fowler

Q103. The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Q3. Please provide the mission statement for your program:

The Humanities is an interdisciplinary field that involves the study of local and global forms in the creative arts and sciences. The main objective of studying humanities at College of Alameda is to explore the aesthetics of everyday life from a variety of disciplinary perspectives. As a form of general education, the humanities encourages students to examine emerging forms of play, creativity, and innovation so that they learn to become more deeply engaged in their own lives and with the world-at-large. Through fun lectures, games, discussions, workshops, and multi-sensory projects, COA courses in the humanities explore such exciting topics as performance, the visual arts, language, literature, film, media, popular culture, folklore, storytelling, humor, games, religion, music, dance, food ways, fashion, tourism, and technology.

Q104. Please specify the **date** of your program's last Comprehensive Program Review (month and year):

October 2016

Q105. Cut and paste the program goals and administrative unit outcomes (AUOs) from your program's most recent Program Review or AUO documents into the left-hand column. Then complete the remaining columns of the table below. Program Review Archives, PCCD and COA Strategic Goals can be found on [your program's APU home](#) page.

	PCCD goal advanced upon completion (#)	COA goal advanced upon completion (#)	Progress on goal or AUO attainment (specify: the date completed, revised, or ongoing)	Explanation or Comments (describe any revisions or impediments)

Assessment

Continue SLO assessments and stay current every year. This will allow our department to meet accreditation standards.

E.1	5, 7, 8	Ongoing	
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Curriculum (if applicable)

Expand the number of courses offered. This will allow our department to increase our reach and number of degrees awarded.

E.1	3, 5	Ongoing	
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Instruction (if applicable)

Increase faculty access to technology and digital teaching tools. This will allow our classes to be competitive with other colleges and increase student enrollment.

E.4	3, 5	Ongoing	
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made a big step last Spring in 2017 by securing a shared digital projector for our faculty. This ensures that faculty not assigned to teach in a smart classroom still have access to modern technology and digital teaching tools.

Student Services and Student Equity

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Professional Development, Institutional and Professional Engagement, and Partnerships

Collaborate with local colleges and universities to update our curriculum.

E.1	3, 5	Ongoing	
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Other Program Improvement Objectives or AU Outcomes

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Other Program Improvement Objectives or AU Outcomes

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the most recent year and/or the years since your last comprehensive program review.

Q107. Using the [Enrollment Data Dashboard](#), review any changes in the student demographics of your students. Particularly consider changing number (or percentage) of student by age, gender, ethnicity, and special populations (foster youth, veterans, low income, students with disabilities). Comment on any changes.

Overall, enrollment in Humanities classes have stayed relatively consistent over the last three years. There have been some semesters where enrollment has gone up and down, which seems to coincide with enrollment trends of the college at a whole. The most notable demographic change has been an increase in African American female students, which has doubled since Spring 2014. What is interesting to note is that the population of African American female students has slightly declined in the college overall, it has doubled in our department.

Q108. Using the [Enrollment Data Dashboard](#), review and comment about any changes in enrollment by course.

Enrollment for HUM 15 Popular Culture declined from Fall 2015 to Spring 2017. My belief is this might be due to the fact that it's not a course that is offered every term so students are less familiar with it being on the schedule or what it entails. On the other hand, enrollment for HUM 2 Human Values has increased fourfold since Fall 2014. Unlike HUM 15, HUM 2 is a course we have been offering consistently from semester to semester in both face to face and hybrid formats. I believe this has helped build visibility, interest, and engagement around the course.

Q109. Using the [Productivity Data Dashboard](#), review and comment on any changes in the productivity of your program and courses.

Productivity took a steep dive from Fall 2016 to Spring 2017. However the college as a whole took a dive between these two terms as well. It seems as if our numbers are reflecting the college's overall productivity trends.

Q110. For Student Services units, consider and comment on any changes in the number of student contacts and the success rates of the students served.

N/A

Q111. Using the [Course Completion](#) and [Retention Data Dashboards](#), review and comment on any changes in the completion and retention rates of your program's courses.

The Humanities Department's course completion rates increased to 61% in the 2016-2017 academic year, which is the second highest it has been over the last decade. Retention decreased by two percent last year but the college's overall retention rate decreased by 1% too, which doesn't seem to be a significant difference.

Q112. Using the [Course Completion](#) and [Retention Data Dashboards](#), review and comment on any changes in the completion and retention rates of your program's **Distance Education or Hybrid** classes versus **face-to-face** (or lecture) classes. Use the DE filter. Set it to "NULL" to review only face-to-face classes.

Retention rates in our hybrid classes that are 50% or less online dropped dramatically, whereas rates in 100% online course has stayed consistent around 60%. Special attention may need to be spent encouraging students in hybrid classes to make sure they are fully participating in BOTH the face to face and online portions of their course. In my experience, it seems that hybrid students that have challenges seem to drop off in one part of the course. Either they'll attend classes in person but fall behind on their online work, or they'll do the online work but have poor attendance face to face.

Q113. Review and reflect on other program specific data or unplanned events that reflect significant changes in the program.

We added a new instructor two years ago that has successfully taught our Religions of the World class. That course had not been offered in quite some time and it is beneficial to our program to offer more than our regular run of the mill courses.

Q114. Using the [Equity Data Dashboards](#), please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here?

- Yes
- No

Q115. If differences exist, please detail the differences and describe the activities your program is making to address the differences. How will your program evaluate the effectiveness of these activities?

Differences do not exist to a significant degree.

Q116. What curricular, pedagogical or other changes has your department made since the most recent program review?

Some of our courses have been updated and we have expanded online course offerings.

Q117. Were these changes based on assessment of student learning outcomes at the course or program level?

- Yes
- No

Q118. Please identify the assessment used.

The question number displayed is the respondent

Q119. Please describe the basis for the change if assessment was not used (choose all that apply).

- Title 5 requirements
- Certification requirements
- Other

Many of the course outlines had not been updated in several years. Changes were made to bring the outlines up to date.

Q120. Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs).

Q121. Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

The discipline head was out on sabbatical and has yet to input the data. Data will be inputted by the end of the semester and current year data will be inputted by the end of Summer 2018.

Q124. What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

The department chair, discipline head, and faculty engage in meaningful one-on-one dialogue and group discussion during department meetings. Evidence of dialogue can be found on department meeting minutes.

Q123. Describe your plans for improvement projects based upon the assessment results.

Since data has not been entered for last year yet, our goal is to enter the data and then determine our plans for improvement projects once we get the results.

Q125. Attach evidence of these assessment results (the assessment report from [Taskstream](#), departmental meeting notes, or the assessment spreadsheet showing these results).

Q126. Is your program one of the below?

- CTE program
- Counseling Department
- Library Services
- Student Services or Administrative Unit
- None of the Above

Q128. For CTE Programs: Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

The information is not applicable to the respondent.

Q129. Is your CTE program working with a Deputy Sector Navigator?

The question answer displayed to the respondent

Q130. Briefly describe your CTE programs' work with the Deputy Sector Navigator?

The question answer displayed to the respondent

Q131. Is your CTE program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant(s).

The question answer displayed to the respondent

Q132. **For Counseling:** What has the counseling department done to improve course completion and retention rates? What is planned for the future?

The question answer displayed to the respondent

Q134. What is the counseling department planning to do to improve course completion and retention rates in the future?

The question answer displayed to the respondent

Q133. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

The question answer displayed to the respondent

Q135. **For Library Services:** Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update.

The question answer displayed to the respondent

Q136. Please fill in the information below re Library Services:

The question answer displayed to the respondent

Q137. **For Student Services or Administrative Units:** Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit.

The question answer displayed to the respondent

Q138. How has this information informed unit planning and goal setting?

The question answer displayed to the respondent

Q139. Briefly describe any changes that have impacted the work of your unit.

The question answer displayed to the respondent

Q146. Please find the Prior-Year Resource Utilization Self-Evaluation Template in your [Program Review home page](#), review your expenditures for 2016-17 and complete the form. Upload it here when you are finished.

[HUMAN Prior-Year-Resource-Utilization-Self-Evaluation-Template-2.xlsx](#)

21.5KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q144. Congratulations. You have completed your Annual Program Update for 2017-18. If you have completed each question in each section, you may close this tab. Your answers will be saved and submitted. Thank you!

Location Data

Location: [\(37.773498535156, -122.27880096436\)](#)

Source: *GeoIP Estimation*



Prior Year Resource Utilization Self-Evaluation Form

Directions: Please review your 2016-17 resource allocations and expenditures provided in the **Expenses 2016-17** tab below. Enter them below and evaluate your use of those funds by completing the table below. Please keep your responses to less than 100 words. If there is additional information, please email it to Interim Dean Engel kengel@peralta.edu. Thank you.

College: COA
 Name, Department or Program: Humanities
 Contact Person: Jennifer Fowler
 Date: 10/18/2017

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain
General Fund			0				
Instructional Equipment	500	295	205	The new projector and digital equipment will	N/A	Instructors are able to better relay and help	I am not sure if these numbers are accurate
Instructional Supplies	600	588	12	Supplies help us run the day to day operations of	N/A	without basic teaching supplies like paper and	we spent up to 125 of the money.
Fund 10			0				
Measure A			0				
Strong Workforce			0				
Perkins			0				
Equity			0				
Basic Skills			0				
Work-Study			0				
Other			0				

TOTAL			0				
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