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 **College of Alameda**

2022-23 Program Review – Humanities

**Lead Authors:**

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| Jennifer Fowler, Dr. Matthew Goldstein |

**Program Overview**

Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

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| Humanities is an interdisciplinary field that involves the study of creative human thought and expression. The main objective of studying Humanities at College of Alameda is to examine significant cultural artifacts, enduring artistic creations, and touchstone ideas and beliefs from a variety of scholarly and personal perspectives. As an integral part of general education, Humanities encourages students to examine diverse forms of creativity and innovation to gain perspective on their own lives and the world around them. COA courses in the Humanities typically explore such fields as the visual arts, literature, media, popular culture, folklore, storytelling, humor, games, religion, music, dance, cuisine, fashion, tourism, and technology.**Program Learning Outcomes**Upon completion of this program a student will be able to:* Increase critical understanding of the aesthetics of human-made environments.
* Analyze selected works of creative expression in relation to various historical and cultural contexts.
* Synthesize elements from a wide range of disciplines to appreciate and evaluate artworks, ideas, and performances from around the world.
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List your program faculty and/or staff

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| Dr. Matthew GoldsteinDr. Cassie LipowitzDr. Lisa Arellano |

Describe your current utilization of facilities, including labs and other space

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| The department utilizes classrooms on campus equipped with modern instructional technologies such as an interactive whiteboard, digital projector, and document camera. However, the department primarily relies upon online resources through the Canvas learning management system as many classes remain online.  |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal** | Continue SLO assessments and stay current every year. |
| Status: In-Progress or Complete?  | Complete We continue to remain up to date on SLO assessment. |
| Which college or district goal is aligned with your program goal? | College Goal: Data-Driven Decision MakingDistrict Goal: Build Programs of Distinction |

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| **Program Goal** | Expand the number of courses offered. This will allow our department to increase our reach and allow students to use our courses to meet diverse personal and academic goals. |
| Status: In-Progress or Complete?  | In-Progress Despite extra marketing assistance from our Public Information Officer, enrollment for HUM60 Intro to LGBTQ Studies course remains “low” in the context of the administration’s enrollment goals. Our department continues to argue that LGBTQ Studies is an essential part of the college’s efforts to diversify its curriculum, and one of the clearest examples of CoA’s commitment to offer “quality educational programs and services for every member of our community” (2022-3 CoA Catalog, p. 16). In addition to satisfying AA/AS, CSU, and IGETC requirements, the course provides students with a wide-ranging overview of a fast-developing academic field whose relevance in contemporary thought and society only continues to grow. That the course has been revamped and is led by recent Stanford Ph.D. Lisa Arellano ensures that its syllabus and approach bring CoA students an up-to-date perspective and fresh materials that give them deep insight into the discipline. The course is also vital to the Humanities program and COMM-HUM-PHIL Cluster, which has seen the number and variety of its courses reduced over the last several years, and which is deeply committed to CoA’s IDEAA principles. We strongly recommend that the college continue offering this course to align with the mission of our college.  |
| Which college or district goal is aligned with your program goal? | College: Advance CoA teaching and learningDistrict: Advance Student Access, Equity, and Success |

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| **Program Goal** | Increase faculty access to technology and digital teaching tools. |
| Status: In-Progress or Complete?  | The technology in the new Liberal Studies and Language Arts building allows faculty to access the newest technology and teaching tools. We strongly recommend that the college offer ongoing professional development to actively train faculty in using technology in the new building and that IT maintains its upkeep.  |
| Which college or district goal is aligned with your program goal? | College: Advance CoA teaching and learningDistrict: Advance Student Access, Equity, and Success |

**Enrollment Trends**



**[Enrollment Trends Dashboard link](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)**

Discuss enrollment trends over the past three years

*For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline*

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| The COVD-19 pandemic and the fake-student epidemic conspired to drive enrollments down. “Trend” is probably not a useful term in this context, given the highly anomalous conditions in which data were collected over the past 18 months or so. If outliers are removed, the graph would show fairly steady productivity in the high-14 to low-15 range, within striking distance of the district’s ambitious goals. |

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

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| Faculty use innovative technologies, lectures, games, video clips, workshops, and student projects to create a student-centered learning environment. Humanities-related campus activities—film screenings, lectures, dance productions, etc.--are promoted in class and, in some cases, built into the courses. This integration of campus culture and curriculum both increases student engagement in their HUMAN coursework and supports college life. |

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

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| Standards of academic integrity are defined in each syllabus and the college catalog. Plagiarism is not tolerated in face-to-face, hybrid, or online courses. Students who plagiarize will be held accountable to the academic integrity standards outlined in the college catalog.Distance education instructors provide students with quality grade feedback and electronic interaction (email, video chats, discussion forums, announcements, etc.) just as a face-to-face instructor would. Some faculty have also taken professional development courses or trainings in online teaching pedagogy. |

**Curriculum**

Have all your course outlines of record in CurriQunet been reviewed within the past three years?



**https://peralta.curricunet.com/**

 Yes X No, please explain:

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| Humanities CORs are due for review this year; plans are underway for a full three-year evaluation. |

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

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| N/A |

How is your program meeting the needs of students, and/or articulation with four-year institutions?

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| Enrollment and success data suggests students are responding well to hybrid and online course offerings.  |

**Student Learning Outcomes Assessment**

List your Student Learning Outcomes

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| Please access the Communication, Humanities, and Philosophy cluster SLOs via the link below:[COMM/HUM/PHIL SLOs](https://peralta4-my.sharepoint.com/%3Aw%3A/g/personal/jfowler_peralta_edu/EQU0cvDhhSdNig932WxRa2wBRbxZYI-Qyk2XxeVqsQg5iA?e=UDz7VQ) |

Please provide a high-level summary and your program’s interpretation of your SLO findings over the past year.

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| Humanities students consistently achieve outcomes. In some cases, success rates are high enough to lead to considerations of the rigor of certain outcomes. |

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

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| “Objective” exams, quizzes, and assignments lend themselves readily to quantitative assessment; more challenging to assess with rigid metrics are more subjective classwork product (essays, reports, participation), arguably the most significant aspects of Humanities pedagogy. |

Have you assessed your program learning outcomes (PLOs) within the past few years? How have your assessments informed improvements/changes to your program. If you have not assessed your PLOs, explain the plan to assess and the expected timeline.

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| PLOs were assessed in 2021. The revamping of HUMAN 60 needs to be taken into consideration relative to program-level outcomes. The department will undertake a full PLO assessment as part of its COR review by the end of the 2022-23 AY. |

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

* **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
* **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
* **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
* **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
* **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

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| The Department PLOs are mapped to the ILOs. |

**Course Completion**

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| College | Academic Year | Subject  | Total Graded | Course Completion | Course Completion Rate |
| Alameda | 2022 | HUMAN | 304 | 229 | 75% |
| Alameda | 2021 | HUMAN | 320 | 238 | 74% |
| Alameda | 2020 | HUMAN | 289 | 223 | 77% |
| Alameda | 2019 | HUMAN | 363 | 235 | 65% |
| Alameda | 2018 | HUMAN | 329 | 203 | 62% |

Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

[**Course Completion Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

How does the course completion rate for your program or discipline compared to your college's Institution-Set Standard for course completion of **67%**?

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| The Humanities Department has strong course completion rates that exceed the college’s Institution-Set Standard for course completion of 67%. The average completion rate for the last three years was 75%, which exceeds the college standard by 8%. |

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this?

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| There were no significant differences in course completion rates between face-to-face and hybrid courses before the COVID-19 pandemic. It should be noted we have not been able to offer enough face-to-face or hybrid courses since the start of the pandemic due to low student enrollment and class cancellations. As a result, we cannot draw conclusions about differences in modality completion rates without larger hybrid and face-to-face course samples. |

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

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| The Humanities Department is not currently offering dual enrollment courses. |

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| College | Academic Year | Subject | Total Graded | Total Retained | Course Retention Rate |
| Alameda | 2021-2022 | HUMAN | 304 | 246 | 81% |
| Alameda | 2020-2021 | HUMAN | 320 | 264 | 83% |
| Alameda | 2019-2020 | HUMAN | 289 | 258 | 90% |
| Alameda | 2018-2019 | HUMAN | 363 | 283 | 78% |
| Alameda | 2017-2018 | HUMAN | 329 | 260 | 79% |

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

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| The Humanities Department’s 3-year course retention rate is 85% and meets the college’s 3-year average. We are pleased to sustain the college’s average retention rate during such a challenging time for students.  |

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.

Note: The table reflected use 2021-22 course data to calculate DI.

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| **College** | **Subject** | **Target Population** | **Census Enrollment** | **Success Rate** | **PPG Index** | **MOE**  | **DI Identified** |
| Alameda | HUMAN | All Students | 304 | 75.3 |   |   |   |
| Alameda | HUMAN | Asian | 115 | 88.7 | 13.4 | -7.9 | FALSE |
| Alameda | HUMAN | Black / African American | 45 | 62.2 | -13.1 | -12.6 | TRUE |
| Alameda | HUMAN | Decline to State / Unknown | 13 | 84.6 | 9.3 | -23.4 | FALSE |
| Alameda | HUMAN | DSPS/SAS | 25 | 64.0 | -11.3 | -16.9 | FALSE |
| Alameda | HUMAN | Female | 175 | 70.9 | -4.5 | -6.4 | FALSE |
| Alameda | HUMAN | First Generation | 158 | 66.5 | -8.9 | -6.7 | TRUE |
| Alameda | HUMAN | Hispanic / Latino | 62 | 67.7 | -7.6 | -10.7 | FALSE |
| Alameda | HUMAN | Male | 116 | 81.0 | 5.7 | -7.8 | FALSE |
| Alameda | HUMAN | Two or More | 20 | 65.0 | -10.3 | -18.9 | FALSE |
| Alameda | HUMAN | Unknown / NR | 7 | 85.7 | 10.4 | -31.9 | FALSE |
| Alameda | HUMAN | White | 55 | 69.1 | -6.2 | -11.4 | FALSE |

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

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| Continued efforts to diversify curriculum and maintain close working relations with Student Services and dedicated programs (e.g., Umoja, Puente, Salaam, etc.) will likely help HUMAN to reduce DI. Coordination and cross-pollination with the newly developing Ethnic Studies Department will offer other opportunities to address DI. |

**Degrees & Certificates Conferred**

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

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| Leading a GP team to see that HUM offerings are included in all degree discussions has been a key part of the department’s efforts to increase degree-conferring. Refreshing HUMAN 60 and HUMAN 15 will likewise pay dividends in the awarding of degrees, as it will bring new attention to the discipline. |

For more information on awards: [**Degrees & Certificates Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Increasing the number of students who complete a certificate or degree is a shared goal across CoA’s Ed Master Plan Goals, PCCD Goals, the Chancellor’s Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

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| Community outreach and cross-discipline cooperation—as well as continued upgrades and refreshes to curriculum—will help boost the number of degrees awarded. More communication with CSU Humanities programs, programs with which CoA has been in touch since the attempt to develop a HUMAN ADT, will likewise bring up the discipline’s numbers. |

**Engagement**

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

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| Part-time instructors participate in flex days, division meetings, department meetings, and districtwide training.There is one full-time instructor in the department. Matthew Goldstein participated in thefollowing committees:* Academic Senate (President)
* District Academic Senate (Vice President)
* District Tech Comm. (Co-chair)
* PGC (member)
* College Curriculum Committee (ex officio member)
* College Council (Co-chair)
* Misc. Distance Education Trainings
* Guided Pathways meetings and trainings
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Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

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| HUMAN faculty have helped distribute food to the community via CoA’s free-grocery program; taught contract education in China via PCCD’s Office of International Education; and appeared at college nights at local high schools. |

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

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| Adjunct faculty participate in the updating of course outlines, provide input forAPUs/Program Reviews, and make decisions regarding how department supply funds are spent. |

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff |  |  |
| Personnel: Student Worker |  |  |
| Personnel: Part Time Faculty |  |  |
| Personnel: Full Time Faculty  |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed |  |  |
| Professional Development: Personal/Individual PD needed |  |  |
| Supplies: Software |  |  |
| Supplies: Books, Magazines, and/or Periodicals |  |  |
| Supplies: Instructional Supplies | Classroom Materials | $500 |
| Supplies: Non-Instructional Supplies | Office Supplies and Misc. | $300 |
| Supplies: Library Collections |  |  |
| Technology & Equipment |  |  |
| Library: Library materials/collections |  |  |
| Facilities: Classrooms/Labs |  |  |
| Facilities: Offices |  |  |
| Other |  |  |