#19

COMPLETE

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Page 1: I. Program Overview and Update

Q1

I.1 Department(s) Reviewed:

History, Humanities, and Philosophy Department. Disciplines: Humanities, Philosophy, and Religious Studies

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Q2

1.2 Lead Author

Moriah Gonzalez-Meeks

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report

Courtney Hammond

Q4

I.4 Dean/Manager:

Alicia Munoz

Q5

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

Humanities, Philosophy, and Religious Studies faculty have begun to participate in the Equity-Minded Teaching and Learning Institute (EMTLI), a year-long professional development training, the goal of which is to eliminate equity gaps. The department has created two new courses. The first is Philosophy 141: Introduction to Bioethics, which focuses on ethical dilemmas in the medical field such as the use of human beings and animals in research, genetic and reproductive technologies, abortion, euthanasia, delivering healthcare, etc. The second is Humanities/Ethnic Studies 111: Culture, Art, and Ideas of the United States, as part of the forthcoming local Ethnic Studies AA degree. The course focuses on the literary, visual, performing, and culinary arts of African Americans, Asian Americans, Latinas/os/x, Native Americans, and Middle Eastern Americans. The new Ethnic Studies degree will be housed in both the History, Humanities, and Philosophy department and the Social and Behavioral Sciences department. We will begin to apply for courses to meet Cuyamaca's new Cultural Diversity Graduation Requirement. The department continues its work collaborating with other disciplines and departments to create learning communities. A proposed learning community with Biology and Bioethics students were discussed in Spring 2020. We hope to continue these efforts in 2021.

Page 2: II. Assessment and Student Achievement

Q6

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

Yes, the assessment plan is on file, but work is needed to update the plan

Q7

OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

HPRS, SLO Assessment Plan 2021.pdf (342.2KB)

Page 3: II. Assessment and Student Achievement

Q8

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment planII.A.1a Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

The new assessment plan is attached to the annual update. We added a new humanities course to the curriculum (HUM 111), which will be offered for the first time in Fall 2021. In addition, we are transitioning all of the humanities courses to new SLOs. The new humanities SLOs were approved by the SLO Coordinator. Revisions to philosophy and religious studies SLOs are being discussed currently as are PLOs for the Humanities ACP.

Page 4: II. Assessment and Student Achievement

Q9

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. *If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

SLO assessments were not completed during the spring 2020 semester due to Covid-19. Faculty discussions related to SLOs over the last year have focused on switching to semester-long or project-based assessment of SLOs rather than assessing SLOs at one point in the semester, for example using an exam or quiz question. Instructors noted that they usually had pass rates of 75% of the class or more on the SLO they were assessing but that later in the semester students struggled with the concept related to the SLO they had assessed earlier. This led to a discussion of having the SLOs focus more on skills or competencies that we wanted students to acquire or refine versus memorizing information, which is what the old SLOs focused on. Consequently the SLOs were course specific. You can see this shift toward measuring skill acquisition reflected in the new humanities SLOs, which will be the same for all humanities courses. Similar work will be done in philosophy and religious studies this year.

New Humanities SLOs
1) Interpret how the social, cultural, and/or historical context of creative works (literature, music, visual art, popular culture, architecture, etc.) inform their meanings, values, and/or significance.
2) Analyze and apply the themes, symbols, and messages in creative works to students' own lives, identities, and experiences.
3) Analyze how creative works are used to contest, assert, or mediate social and cultural power related to race, class, gender, ethnicity, sexuality, and/or religion.
4) Develop an argument or thesis statement related to the arts (literary, visual, performing, etc.) and support that argument with reliable evidence.

Page 5: II. Assessment and Student Achievement

Q10

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

Humanities
The overall retention (83% to 81%) and success rate (70%) for Humanities stayed fairly consistent from Fall 2018 to Fall 2019. The success rate remains a few points below the College's overall success rate of 75%. From Spring 2019 to Spring 2020, there is overall a 13% decline in retention (79% to 66%) and a 5% decline in success rates (67% to 62%) that can most likely be attributed to the mid-semester shift to distance learning as a result of the pandemic. We see this reflected in the data for almost every group. From Fall18 to Fall19, the success rates for the following groups improved: Black, Native American, Latino, and Multiple Races, while equity gaps for Asian students persisted in Fall 19. From Spring 19 to Spring 2020, success rates decreased for every group except for Native American and Asian, and equity gaps existed for the Black and Multiple Races groups. In terms of gender, from Fall 18 to Fall 19, success rates for women declined 8% and increased 8% for men resulting in overall success rates of 70% for women and 71% for men. Success rates for both men (-2%) and women (-9%) declined from Spring 19 to Spring 20, resulting in overall success rates of 61% for women and 63% for men. Prior to the pandemic we were seeing some small gains in retention and success and the reduction and elimination of some equity gaps. With the onset of the pandemic in spring 2020 those gains disappeared. The only exception was the Asian group, whose success rates increased by 5% from Spring 2019 to Spring 2020.

Philosophy
The overall retention (90%) and success rate (76% and 77%) for Philosophy stayed fairly consistent from Fall 2018 to Fall 2019. The success rate remains a few points above the College's overall success rate of 75%. From Spring 2019 to Spring 2020, there is overall a 4% decline in retention (86% to 82%) and a 5% increase in success rates (72% to 77%) that is laudable in light of the mid-semester shift to distance learning as a result of the pandemic. From Fall18 to Fall19, the success rates for the following groups improved: Black, Asian, Pacific Islander, and White. Unfortunately, significant equity gaps remain for both the Latino/a/x (-13%) and Multiple Races (-31%) groups. From Spring 19 to Spring 2020, success rates increased for Native American, Asian, Latino/a/x, Middle Eastern, White, and Multiple Races groups. Despite these improvements, equity gaps persisted for Latino/a/x (-7%) and Multiple Races (-8%) groups. In terms of gender, from Fall 18 to Fall 19, success rates for women declined 2% and increased 2% for men resulting in overall success rates of 75% for women and 80% for men and an equity-gap of 5%. Success rates for both men (+4%) and women (+7%) increased from Spring 19 to Spring 20, resulting in overall success rates of 80% for women and 74% for men and an equity gap of 6%.

Religious Studies
The overall retention (70% to 87%) and success rate (62% and 85%) for Religious Studies increased significantly from Fall 2018 to Fall 2019. The success rate remains 10% above the College's overall success rate of 75%. From Spring 2019 to Spring 2020, there is overall a 22% increase in retention (55% to 77%) and a 28% increase in success rates (49% to 77%) that is impressive in light of the mid-semester shift to distance learning as a result of the pandemic. From Fall18 to Fall19, the success rates for the following groups improved: Black, Latino/a/x, White, and Multiple Races. Unfortunately, equity gaps remain for Black, Latino/a/x, Middle Eastern, and Pacific Islander groups. From Spring 19 to Spring 2020, success rates increased for Black, Latino/a/x, Middle Eastern, White, and Multiple Races groups. Despite these improvements, equity gaps persisted for Black, Asian, Latino/a/x, Middle Eastern, and Multiple Races groups. In terms of gender, from Fall 18 to Fall 19, success rates for women increased 32%, from 59% to 91%, while success rates for men increased 10%, from 65% to 75%. This resulted in an equity-gap of 16%. Success rates for both men (+49%) and women (+23%) increased from Spring 19 to Spring 20, resulting in overall success rates of 78% for women and 71% for men, and an equity gap of 6%.

Q11

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

Our goals are to reduce/eliminate equity gaps, to provide culturally relevant curriculum to students, and to diversify our faculty and increase the number of equity-minded practitioners. We will continue to strive to close and eliminate equity gaps. We are going to do so through providing more culturally relevant curriculum and implementing equity-minded teaching practices. Many courses have recently been modified to be more culturally relevant, including the creation of an Ethnic Studies humanities course. Faculty continue to participate in the EMTLI, and we continue to engage in equity-minded professional development during our department meetings. We will also continue to diversify our part-time pool and hire more equity-minded instructors.

Page 6: II. Assessment and Student Achievement

Q12   **Yes**

Do you offer distance education (online) courses?
(excluding emergency remote teaching in 2020)?

Page 7: II. Assessment and Student Achievement

Q13

II.C.1 If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

The success rates increased in all modalities from Fall 18 to Fall 19, but there were significantly higher success rates in face-to-face classes as compared to online classes. In Fall 2019, success rates were 96% in face-to-face classes versus 58% in online classes. A significant factor in this difference has to do with retention; online retention is almost 30% lower (67% versus 96%). From Spring 19 to Spring 20, online course success rates increased from 49% to 81%. In Spring 2020, face-to-face classes (courses that started face-to-face and transitioned to remote) had a success rate of 54% compared with online classes (classes that began and stayed fully online throughout the pandemic) at 81%. There are significant differences between modalities in the fall and spring. Further investigation into success rates by course should provide additional insights. In order to improve online course outcomes, we have been working on developing our Canvas containers more robustly, utilizing OER course materials, humanizing the virtual learning experience, and getting students to engage more with us and other students through different assignments.

Q14

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

Instructors utilize the following in order to communicate and stay connected with students: discussion boards, instructor participation in discussion boards, group assignments, virtual student hours, announcements and messaging through Canvas, recorded lectures, Playposit, Flipgrid, and Padlet.

Page 8: III. Previous Goals: Update

Q15

Goal 1:

Reduce/eliminate equity gaps and increase the overall success rate to 80%

Q16

Goal Status

In Progress - will carry this goal forward into next year

Page 9: III. Previous Goals: Update continued

Q17

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q18

Do you have another goal to update?

Respondent skipped this question

Page 10: III. Previous Goals: Update continued

Q19

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

1. Equity-minded professional development training for existing faculty: Faculty are beginning to participate in the Equity-Minded Teaching and Learning Institute. I would like to encourage new faculty to participate as well.
2. Hire new equity-minded faculty: I would like to hire some new equity-minded, part-time faculty.
3. Make courses more relevant for students by modifying existing courses and adding new courses: We began to offer the new Philosophy 141: Bioethics course. We created a new Humanities course for the new Ethnic Studies degree (forthcoming) and to satisfy the new CSU Area F Ethnic Studies requirement. During the next year we are going to continue updating our CORs and SLOs to incorporate more relevant information and skills. In addition, we are going to work on creating more practical and useful assessments like projects, as opposed to tests, as well as culturally relevant modules for our foundational sequences.

Q20

Do you have another goal to update?

Yes

Page 11: III. Previous Goals: Update continued

Q21

Goal 2:

Increase enrollment

Q22 **Deleted**

Goal Status

Page 12: III. Previous Goals: Update continued

Q23

Please describe the results or explain the reason for deletion/completion of the goal:

We received feedback on the 2020 Annual Update that increasing enrollment is not an effective goal and that it should be changed. The intent of the original goal was related to providing culturally relevant curriculum, so it was moved to an action item for Goal #1.

Q24 **Yes**

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q25 **Respondent skipped this question**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q26 **Respondent skipped this question**

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q27

Goal 3:

Diversifying faculty and increasing the number of equity-minded practitioners.

Q28 **In Progress-will carry this goal forward into next year**

Goal Status

Page 15: III. Previous Goals: Update continued

Q29 **Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

Q30

Do you have another goal to update?

Respondent skipped this question

Page 16: III. Previous Goals: Update continued

Q31

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

The goal is still in progress. 1 philosophy faculty member is in the process of completing the Equity-Minded Teaching and Learning Institute. I would like to bring more faculty from these disciplines into the EMTLI. In addition, I am hopeful of hiring new equity-minded, part-time faculty to teach the new Ethnic Studies humanities course and the Humanities of the Americas course, which was developed several years ago but has not been offered.

Q32

Do you have another goal to update?

No

Page 17: III. Previous Goals: Update continued

Q33

Goal 4:

Respondent skipped this question

Q34

Goal Status

Respondent skipped this question

Page 18: III. Previous Goals: Update continued

Q35

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Page 19: III. Previous Goals: Update continued

Q36

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Page 20: IV. New Goals

Q37

Would you like to propose any new goal(s)?

No

Page 21: IV. New Goals continued

Q38

New Goal 1:

Respondent skipped this question

Q39

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q40

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q41

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q42

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q43

How will this goal be evaluated?

Respondent skipped this question

Q44

Do you have another new goal?

Respondent skipped this question

Page 22: IV. New Goals continued

Q45

New Goal 2:

Respondent skipped this question

Q46

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q47

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q48

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q49

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q50

How will this goal be evaluated?

Respondent skipped this question

Q51

Do you have another new goal?

Respondent skipped this question

Page 23: IV. New Goals continued

Q52

New Goal 3:

Respondent skipped this question

Q53

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q54

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q55

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q56

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q57

How will this goal be evaluated?

Respondent skipped this question

Q58

Do you have another new goal?

Respondent skipped this question

Page 24: IV. New Goals continued

Q59

New Goal 4:

Respondent skipped this question

Q60

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q61

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q62

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q63

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q64

How will this goal be evaluated?

Respondent skipped this question

Page 25: V. Resources Needed to Achieve Goal(s)

Q65

What resources is your program requesting this year to achieve the program's goal(s)?

Faculty Resource Needs

Page 27: Final Check

Q66

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review