

#9

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Friday, December 17, 2021 11:44:31 PM
Last Modified: Saturday, December 18, 2021 12:15:40 AM
Time Spent: 00:31:08
Email: Moriah.GonzalezMeeks@gcccd.edu
IP Address: 72.207.118.129

Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Humanities, Philosophy, & Religious Studies

Q2

I.2. Lead Author:

Moriah Gonzalez-Meeks; Courtney Hammond

Q3

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

Jessica Thompson

Q4

1.4. Dean/Manager:

Lauren Halsted

Q5

Initial Collaboration Date with Dean:

Enter the initial date you met **10/26/2021**
with your dean to discuss
your program review using
this format: MM/DD/YYYY

Page 2: II. Program Reflection and Description

Q6

II.1. Provide your program's mission statement:

The humanities, philosophy, and religious studies programs offer a diverse transfer curriculum and are committed to equity-minded teaching and academic excellence. Course offerings focus on global cultures, historically underrepresented groups in the United States, and various forms of cultural and religious expression. Program courses also emphasize research and writing, hands-on, active learning, and critical thinking and interpretive skills that are essential to the college's General Education mission.

Q7

II.2. How is this program advancing the college mission, vision and values?

The humanities, philosophy, and religious studies programs are committed to equity-minded teaching practices and we have been working on expanding the content of our curriculum and adjusting our assessments in light of this. Both Courtney Hammond and Jessica Thompson, who teach most of our courses, have participated in recent courses to become informed on best practices in this regard, namely the Equity Minded Teaching and Learning Institute, and the @One Equity and Culturally Responsive Teaching course. As we look forward, we are excited to see how the changes we are currently making will be reflected in our retention and success rates.

The humanities program has been expanding its course offerings; we now have two Kumeyaay Arts and Culture courses (HUM 116/117), which explore Kumeyaay culture and spirituality through storytelling, games, pottery, tool making, house and boat making, and traditional uses of plant materials and their harvesting. These courses are part of the Kumeyaay Studies AA degree and work to promote and expand traditional Kumeyaay cultural knowledge and environmental science.

Another humanities course (cross-listed with Ethnic Studies) we recently developed, Culture, Art, & Ideas of the United States course (ETHN/HUM 111), focuses on the experiences and contributions of African Americans, Asian Americans, Latinas/os/x, Native Americans, and Middle Eastern Americans through an analysis of film and television, music, dance, graphic novels, writing, photography, handicrafts (i.e. weaving, pottery, quilting, etc.), architecture, food, philosophy, and social institutions. This course is one of three classes that make up the core of the new Ethnic Studies AA degree and it works to promote the cultural contributions and experiences of racially and ethnically marginalized groups in the United States.

The humanities program is also in the process of diversifying its faculty members in order to better reflect the diversity of our student body.

Q8

II.3. How does your program support the college's strategic goal of implementing guided pathways?

In addition to our commitment to equity, the humanities, philosophy, and religious studies programs are working to find ways in which our courses can be useful not only for a degree in philosophy or humanities, but in other programs throughout the college. For example, we hope to work with the Biology department on recommending our Bioethics course as part of their degree pathway. Similarly, we hope to work with the Paralegal program on encouraging their students to take our Logic course, and with the Computer Science department to include our Ethics course as a recommended GE.

In addition, we are revising and updating our degree maps and will be updating our PLOs to align with the Ethnic Studies, History, and Kumeyaay Studies programs in the Culture, People, & Ideas ACP. We are also in the process of updating our websites to provide more information about our programs/disciplines, our faculty, and career opportunities for students who want to major in the disciplines we offer.

Q9

Yes

II.4. Is the program description in the current college catalog up to date and accurate?

Page 3: III. Course Curriculum, Assessment and Student Success

Q10

Yes

III.1. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active courses outlines been reviewed within the last five years?

Q11

III.2. 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, statewide transfer model curriculum).

The philosophy program hopes to add some additional courses, namely a course on Philosophy and Popular Culture, and a course on Asian Philosophy. The rationale for these additions comes from class surveys where students have indicated what they would find interesting and want to study. However, we must first determine if these classes will count as GE credit and/or articulate with the CSU and UC systems since we don't want to offer classes that won't propel students in their trajectory for transfer.

The religious studies program will be assessing and updating its curricula in an effort to ensure that courses are relevant to students. The program has struggled with enrollment and we hope that updating these courses will result in improved enrollment. Grossmont College recently hired a full-time religious studies instructor with whom we have been collaborating; we plan to add some of the new courses that were created to our catalog and to update existing courses that are difficult to fill.

The humanities program will be adding one or two additional courses in support of the Kumeyaay Studies program; one of these, Kumeyaay history and culture of the ocean, is currently being developed. Kumeyaay Art and Culture III would be a course developed for the proposed BA in Kumeyaay Studies.

Q12

III.3. How is your program meeting the needs of students, and/or articulation with four-year institutions?

The humanities, philosophy, and religious studies programs offer various GE courses for students across the college, and so we provide them with the necessary units to fulfill the requirements for the particular degree path. All of our courses articulate to the CSU, UC, or both.

Q13

III.4. Please upload the most recent version of your program's course SLO assessment plan. [Click here for an Assessment Plan Template](#)

HPRS, SLO Assessment Plan 2022.pdf (331.4KB)

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and discuss what changes, if any, were made as a result. Include any student learning-related successes and challenges that SLO results have revealed for your department.

In Philosophy, we have just assessed all of our currently offered courses' SLOs. With respect to Phil 110, our success rates were much improved given new assessment strategies that we employed. Our Phil 125 course also saw improved passing rates across all three SLOs. The Phil 140 course had an 85% passing rate on all three of its SLOs, and Phil 141 had a 78% passing rate on both of its SLOs. In light of our emphasis on equity, some of the changes we have made include alternative assessment strategies such as e-portfolios, reflection based writing assignments, video/audio submissions in addition to written essays, and leniency with respect to due dates and number of attempts at an assignment. Once the full data is made available on our student demographics in these courses, we hope to see what impact these changes may have had with respect to equity.

High-level analyses for humanities and religious studies are more difficult since we do not have any full-time faculty teaching in these disciplines. In recent years, almost all of the humanities and religious studies courses, with the exception of Kumeyaay Arts and Culture, are being taught in fully online modalities. Retention rates have improved in the last two years, which has led to increases in success rates. 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. Due to the focus on content, the old SLOs were course specific. The shift toward measuring skill acquisition is reflected in the new humanities SLOs, which have now been updated for all Humanities courses.

Page 4: IV. Degree and Certificate Programs

Q15

Yes

IV.1. Does your program offer any degree/certificate programs?

Page 5: IV. Degree and Certificate Programs

Q16

IV.2. For each degree and certificate, indicate how many awards were conferred in the past 5-years.

[cuyamaca-pr-data-2021-2022-college-wide-certs-and-degrees-awarded-excel.pdf \(729.2KB\)](#)

Q17

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

Philosophy had 10 degrees conferred; we do not offer any certificates.

Humanities and religious studies do not offer degrees or certificates.

Philosophy was updated in 2018

Q18

Yes

IV.4. Can students complete the degree/certificate requirements within a 2-year period? **Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

Q19

IV.5. How are you currently assessing your PLOs? *Note: The college requires assessment of PLOs within a 4-year cycle

Humanities and religious studies do not have PLOs. We are rewriting our PLOs for Philosophy and submitting them to curriculum for review, so they are not yet being assessed. We will be changing them to match the ACP-wide PLOs that have been adopted by Ethnic Studies, History, and Kumeyaay Studies:

- Interpret and evaluate evidence by analyzing biases, patterns, trends, and relationships.
 - Evaluate and apply subject matter to students' lived experiences and current events.
 - Analyze how power and privilege operate in society, through the categories of race, class, gender, ethnicity, and sexuality.
 - Develop and support arguments with evidence, including academic and organic (i.e. cultural, traditional, and experiential).
 - Research and explore career options and/or obtain experience in a career field.
-

Q20

IV.6. Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

If No, briefly explain the plan to revise:

We are planning to rewrite the philosophy PLOs to be in line with the PLOs for all of the programs in our ACP. These PLOs have already been agreed upon, so it just remains to submit them to curriculum for approval.

Page 6: IV. Degrees and Certificate Programs continued

Q21

No

IV.7. Are the PLOs mapped to the course SLOs?

Page 7: IV. Degree and Certificate Programs continued

Q22

IV.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade A, B, C or P out of those enrolled at census) for the College as a whole. What is your department or discipline's 4-year (2024-25) goal for success rate across all courses in the department or discipline and how has the department of discipline's success rate across all courses changes within the past 4-years?

Our goal for success rate across all courses is 80%. Over the last four years, the humanities overall success rate fluctuated from the low to mid 60% in the spring to the high 60%-low 70% in the fall semesters. The religious studies overall success rate increased over the last four years in the spring semesters from 40-50% to the mid 70% and in the fall semesters from the low 60% to 70-80%. The philosophy program intends to match, if not exceed, the college goal of a 77% success rate across all of its courses. We believe the strategies we are employing with regard to equity will help accomplish this goal. In the past four years, our success rates have increased during the spring semesters from 74% in Spring 2017 to 82% in Spring 2021. There was, however, a noticeable dip in Spring 2020 (down from 87% in Spring 2019 to 75%) and a noticeable rebound in Spring 2021 (82%.) We believe this dip to be Covid related, and feel positive about the rebound in the following year. Our fall semesters were also increasing 77% in 2016 to 81% in 2020. The highest success rate was 86% in Fall 2019, so the dip in the following year may have been Covid related as well.

Q23

IV.9. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

The humanities, religious studies, and philosophy programs rely on current trends within the community to inform our possible course additions, topics and themes discussed within our current courses, and assessment measures. We also rely on student surveys and polls conducted in our classes, usually anonymously and at the end of the course, regarding the kinds of topics students find interesting, as well as which assessment tools they found most engaging and instructive. We also utilize retention and enrollment data, both at Cuyamaca and Grossmont, to determine which classes we offer and which courses we add to the schedule.

Q24

IV.10. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program? Please discuss all equity gaps identified in the data.

In humanities and philosophy, equity gaps exist for the following groups: Asian, Black, Latino/a/x, and Multiple Races. In religious studies, equity gaps exist for the following groups: Black, Latino/a/x, Multiple Races, and male students.

Q25

IV.11. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Department/discipline factors that may be contributing to lower rates of success for these groups of students include: the types of assessments, course policies, materials costs, instructor mindsets about students, course content not being relevant to students, and instructors not reflecting the diversity of the student population.

If the question is what may be contributing to these lower success rates, I can only speculate at this point. I would guess that there are a couple of issues. First, some, if not all, of the readings included in our philosophy classes require a high level of reading comprehension, and some of the reasoning needed to be successful in our logic and critical thinking classes require the kind of abstraction usually gained in algebra level math classes and above. It's possible that these students are not coming to the class with the skills necessary to succeed. The question then becomes how to get them to succeed despite this. That is where our focus on equity is coming into play. Another possible reason for lower rates of success may have to do with the way we have traditionally been assessing our students. Now that we are including more equity-minded assessments, we will see if these equity gaps begin to narrow.

Q26

IV.12. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)? Consider the specific steps your department will take to address equity gaps and discuss any plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.

1. Encourage more department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities.
2. Incorporate more equity-minded professional development opportunities in/during department meetings.
3. Continue to hire new equity-minded and diverse part-time faculty to teach new courses and existing courses like the Humanities of the Americas course, which was developed several years ago but has not been offered.
4. Make courses more relevant for students by modifying existing courses and adding new courses.

We began to offer our new courses: PHIL 141 and HUM 111, 116, and 117. HUM 111 is one of 3 core classes in the new Ethnic Studies AA degree and we are going to reapply for CSU Area F Ethnic Studies approval. We are going to continue to develop new courses. 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.

Q27

IV.13. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

Our programs provided a large percentage of our course offerings in fully online formats prior to the pandemic. Instructors continued to hone and develop their online teaching skills during this period. We improved our Canvas containers and learned how to teach synchronously through Zoom. We will continue to create robust Canvas containers for in-person courses as well and provide some courses and office hours synchronously through Zoom.

Q28

Respondent skipped this question

OPTIONAL DOCUMENT UPLOAD 1: Please upload any data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Q29

Respondent skipped this question

OPTIONAL DOCUMENT UPLOAD 2: Please upload any other data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Page 8: IV. Degree and Certificate Programs continued

Q30

Yes

Does your program offer courses via distance education excluding emergency remote teaching in 2020-21 (classes that would have been taught in person, if not for the pandemic)?

Page 9: IV. Degree and Certificates Programs continued

Q31

Yes

IV.14. Are there differences in success rates for distance education (online) versus in-person sections?

Q32

IV.15. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

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%. These trends continued into Fall 20- Spring 21, with slight increases in retention and success in Spring 21. 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.

Q33

IV.16. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

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.

Q34

IV.17. What innovative tools and strategies are you using in your online courses to engage students and support student success?

We are using embedded quizzes in videos to encourage attention and participation. We are also including links to Student Services on our Canvas Home pages, encouraging students to utilize the various resources available to them at Cuyamaca. For philosophy, an Instagram account is being created to curate content for each of our course offerings that bring current events and stories to bear on the topics we discuss in class.

Page 10: IV. Degree and Certificate Programs continued

Q35

No

IV.18. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 11: IV. Degree and Certificate Programs continued

Q36

Respondent skipped this question

IV.19. Please share your observations about the employment rate for your program over the past several years.

Q37

Respondent skipped this question

IV.20. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Q38

Respondent skipped this question

IV.21. What would you like your program's employment rate to be, ideally (stretch goal)?

Page 12: IV. Career Exploration and Program Demand (All Programs)

Q39

IV.22. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

Our disciplines are working to incorporate more career exploration assignments into our classes. We have discussed potential career panels related to the humanities with the career center staff.

Q40

IV.23. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

The salary ranges \$60,000-70,000 annually and degrees in the humanities and related fields prepares students with the critical thinking, research, and writing skills necessary for a variety of jobs.

Q41

Respondent skipped this question

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

Page 13: IV. Strengths, Challenges & External Influences

Q42

IV.24. Please describe your program's strengths.

The strength of the philosophy program lies in its ability to adapt to an ever-changing social landscape. Especially in our Phil 110 and Phil 125 courses, the topics we cover can vary in such a way as to appeal to students in a relevant way. We can address issues that affect them in their daily lives, and help them, through critical thinking skills, understand the world around them. Another strength lies in the fact that philosophy is more of an activity than a discipline. In other words, no matter what degree a student may be pursuing, the critical thinking skills that come with having studied philosophy are always relevant. Therefore, we appeal to students outside of just those who want to focus on philosophy as a degree or career path.

The Humanities program is interdisciplinary in focus and provides students with a wide variety of cultural knowledge, both globally and within the United States, with an emphasis on historically racially marginalized groups. The discipline provides critical support to both Kumeyaay Studies and Ethnic Studies. Two humanities courses are part of the Kumeyaay Studies AA degree and additional humanities courses with a focus on the Kumeyaay are currently being developed. HUM 111 is one of the core classes of the new Ethnic Studies AA and has been put forward to meet the new CSU Area F Ethnic Studies requirement and will be submitted for the forthcoming UC Area 7 Ethnic Studies requirement. In addition to 4-year institution requirements, Title V is changing to require students to complete an Ethnic Studies requirement within the CCC system and humanities courses will be able to help students meet these new requirements..

Finally, we have a commitment to equity, and with that, our willingness to try new ways of content delivery and assessment.

Q43

VI.25. Please describe your program's challenges.

The challenges we face in the humanities, philosophy, and religious studies programs are that we are hindered in what courses we can offer due to enrollments and the articulation/transfer status of our classes. With only one full-time instructor, we also lack a diverse faculty to help inform and shape curriculum.

Q44

IV.26. Please describe external influences that affect your program (both positively and negatively).

One external influence that affects our program negatively is the fact that our Grossmont counterparts are able to offer a greater variety of classes than we are. Therefore, even if students begin their studies with us, they will most likely end up taking classes, and perhaps finishing their degrees at Grossmont due to the variety offered there.

Another external influence that affects our program is the unfortunate pervading idea that studying the humanities and philosophy is just useless trifling over matters that don't mean much for practical life. This is exacerbated when education is thought of primarily as a means to an end, i.e. a career.

On the other hand, we are positively affected by external influences in that current events and social and political dynamics become material for our classes and often contribute to a very relevant and personal experience for our students.

A further external influence that could affect our program is the rise of artificial intelligence and the need to inform those creating it with ethical decision making skills. For instance, there are many calls for ethicists and philosophers to be part of computer programming in order to help construct algorithms for technologies such as self-driving cars. Genetic engineering will require ethicists to work alongside scientists to make decisions as to what kinds of augmentations would be permissible, and so on. And the further division of our political landscape will require the open-minded curiosity of the philosophical thinker to help try to bridge the gap and find commonality in order to enable discourse.

Q45

IV.27. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

The opportunities are vast. As we have already embarked on our journey to a more equitable program, via content and assessment, we aspire to be able to adapt to students' needs as the landscape changes in the next few years. With so much up in the air as far as how people will work, where they will choose to live, what kinds of careers will develop as a result of new technologies and changing needs, the humanities, philosophy, and religious studies programs can function as a foundation for critical thinking skills, open-minded curiosity and a historical understanding of how societies have dealt with the "big questions" for centuries. As the needs of our students change, the very nature of these programs and the philosophical thinking they employ require that we change as well.

Page 14: V. Previous Goals

Q46

1. Previous Goal 1:

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

Q47

Guided Student Pathways

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

Q48

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

3. Goal Status

Page 15: V. Previous Goals continued

Q49

Respondent skipped this question

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

Q50

Respondent skipped this question

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

Q51

Yes

Would you like to submit another previous goal?

Page 17: V. Previous Goals continued

Q52

1. Previous Goal 2:

Diversifying faculty and increasing the number of equity-minded practitioners

Q53

Student Validation & Engagement

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

Q54

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

3. Goal Status

Page 18: V. Previous Goals continued

Q55

Respondent skipped this question

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

Q56

Respondent skipped this question

Would you like to submit another previous goal?

Page 19: V. Previous Goals continued

Q57

No

Would you like to submit another previous goal?

Page 20: V. Previous Goals continued

Q58

Respondent skipped this question

1. Previous Goal 3:

Q59

Respondent skipped this question

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

Q60

Respondent skipped this question

3. Goal Status

Page 21: V. Previous Goals continued

Q61

Respondent skipped this question

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

Q62

Respondent skipped this question

Would you like to submit another previous goal?

Page 22: V. Previous Goals continued

Q63

Respondent skipped this question

Would you like to submit another previous goal?

Page 23: V. Previous Goals continued

Q64 Respondent skipped this question

1. Previous Goal 4:

Q65 Respondent skipped this question

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

Q66 Respondent skipped this question

3. Goal Status

Page 24: V. Previous Goals continued

Q67 Respondent skipped this question

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

Page 25: VI. 4-Year Goals

Q68

1. Goal 1:

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

Q69 Student Validation & Engagement

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

Q70

3. Please describe how this goal advances the college strategic goal(s) identified above:

We are striving to eliminate equity gaps and increase success rates through making our courses more relevant to our diverse student population, through hiring more equity-minded and diverse faculty members, and by encouraging existing faculty members to complete equity-minded teacher training in order to reflect and modify their assessments, course materials, policies, and mindsets about students.

Q71

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

Student achievement data and SLO assessment results were used to inform this goal. Our programs have equity gaps as a result of lower retention and success rates, particularly for historically racially marginalized groups. In addition, some disciplines have enrollment gaps for some demographic groups.

Q72

5. 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. Encourage more department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities.
2. Incorporate more equity-minded professional development opportunities in/during department meetings.
3. Continue to hire new equity-minded and diverse part-time faculty to teach new courses and existing courses like the Humanities of the Americas course, which was developed several years ago but has not been offered.
4. Make courses more relevant for students by modifying existing courses and adding new courses.

We began to offer our new courses: PHIL 141 and HUM 111, 116, and 117. HUM 111 is one of 3 core classes in the new Ethnic Studies AA degree and we are going to reapply for CSU Area F Ethnic Studies approval. We are going to continue to develop new courses. 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.

Q73

6. How will this goal be evaluated?

This goal will be evaluated by assessing course-level and discipline-level enrollment, retention, and success data.

Q74

Yes

Would you like to propose a new, 4-year goal?

Page 26: VI. 4-Year Goals continued

Q75

Goal 2:

Diversify faculty and increasing the number of equity-minded practitioners

Q76

Student Validation & Engagement

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

Q77

3. Please describe how this goal advances the college strategic goal(s) identified above:

Some disciplines have enrollment gaps for students from historically racially marginalized groups. Diversifying discipline faculty can improve student validation and engagement because students see themselves reflected in the classroom and can lead to increased diversity in students enrolling in discipline courses. Equity-minded practitioners bring students' cultures, experiences, and prior knowledge into the course and subject matter and in so doing contribute to student validation and engagement. Research has shown that when students feel welcome/a sense of belonging, valued, and affirmed that their retention and success rates improve. This also connects to and supports Goal 1.

Q78

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

Faculty demographic data for the college and our programs, as well as college-wide student demographic data was used to determine where equity gaps in faculty hiring exist. Student enrollment data, student achievement data, and SLO assessment results were also used to inform this goal as faculty teaching practices have a direct impact on student outcomes and enrollment.

Q79

5. 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. Encourage more department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities.
 2. Incorporate more equity-minded professional development opportunities in/during department meetings.
 3. Continue to hire new equity-minded and diverse part-time faculty to teach new courses and existing courses like the Humanities of the Americas course, which was developed several years ago but has not been offered.
-

Q80

6. How will this goal be evaluated?

Faculty demographic data for our programs, disaggregated student enrollment and achievement data, and data related to faculty who are engaging in Equity-Minded professional development will be used to assess this goal.

Q81

No

Would you like to propose a new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q82

Respondent skipped this question

1. Goal 3:

Q83

Respondent skipped this question

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

Q84

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above:

Q85

Respondent skipped this question

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

Q86

Respondent skipped this question

5. 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).

Q87

Respondent skipped this question

6. How will this goal be evaluated?

Q88

Respondent skipped this question

Would you like to propose a new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q89

Respondent skipped this question

Goal 4:

Q90

Respondent skipped this question

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

Q91

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above:

Q92

Respondent skipped this question

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

Q93

Respondent skipped this question

5. 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).

Q94

Respondent skipped this question

6. How will this goal be evaluated?

Page 29: Resources Needed to Fully Achieve Goal(s)

Q95

Faculty Resource Needs

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

Page 31: Final Check

Q96

I am ready to submit my program review

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