Welcome to Program Review

College of Alameda - 2019

HUMAN - Service Area with Instruction

Program Review

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

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.

Humanities will help students to transfer to any discipline at a college or university; improve creative and critical thinking, cultural competence, and social awareness; and develop skills in community building and conflict resolution.

Program Total Faculty and/or Staff

Full Time

Matthew Goldstein

Part Time

Cassie Lipowitz
blank

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

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

Status	**If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?**
Completed	Data in Curriqunet.

College Goal
Strengthen Data-driven / informed decision making

District Goal
Build Programs of Distinction

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	**If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?**
In-Progress	

College Goal
Advance CoA teaching and learning

District Goal
Build Programs of Distinction

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

Status

Completed

College Goal

Advance CoA teaching and learning

District Goal

Advance Student Access, Equity, and Success

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

New projectors and technology were installed in many classrooms last year. The new Liberal Arts building that is in construction on campus will also increase access to high-tech teaching tools.
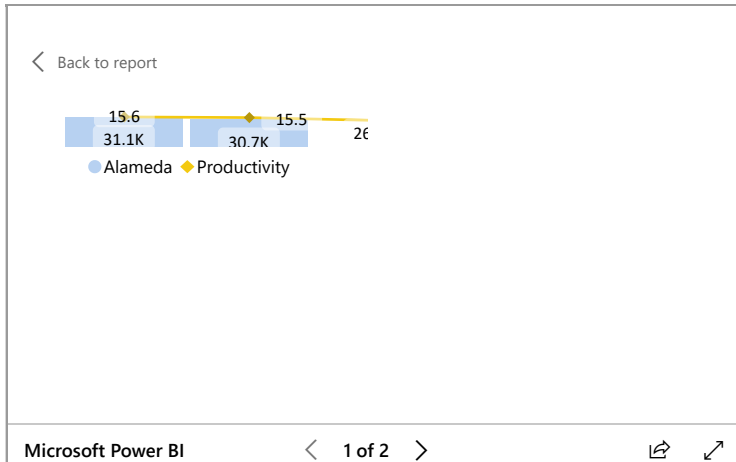
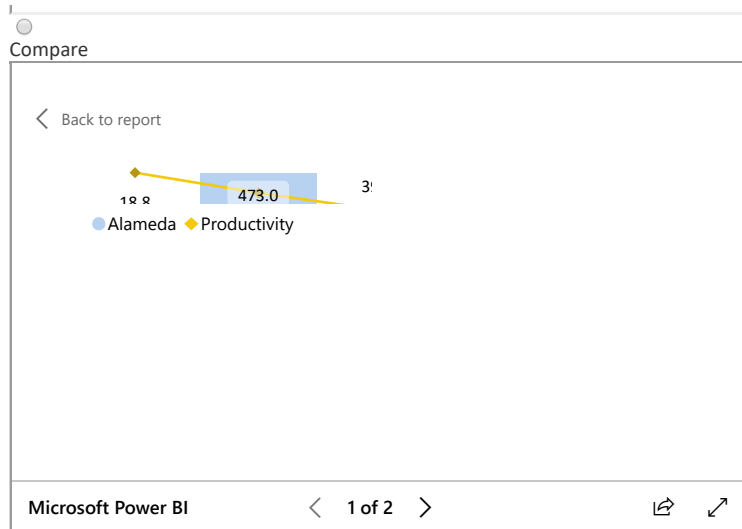**Describe your current utilization of facilities, including labs and other space**

The Humanities Department utilizes "smart classrooms" on campus equipped with an interactive whiteboard, digital projector, and document camera.

Enrollment Trends

College Level - Program and Department comparison

Chart

Back to report

15.6   15.5
31.1K   30.7K   26
● Alameda   ◆ Productivity

Microsoft Power BI   ‹ 1 of 2 ›

Compare

< Back to report

473.0

18.8   3

● Alameda ◆ Productivity

Microsoft Power BI   < 1 of 2 >

Using the Enrollment Trends dashboard filter to your college and subject area. Reflect on the enrollment trends over the past three years. How does the enrollment trend for your program compare to the overall college trend? What factors could be attributing to this trend?

Enrollment trends in Humanities the last three years met or exceed overall enrollment trends at the college. In the 2016-2017 academic year, department productivity precisely matched the college at 15.3. In 2017-2018 productivity trailed the college average by 1.2, but outperformed it in 2018-2019 by 0.7 points.

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

Faculty incorporate LTI tools and applications in Canvas and during on-campus class sessions like Films on Demand to engage students. Culturally significant events are incorporated into curriculum to keep material relevant and current.

How is technology used by the discipline, department?

As referenced above, faculty members use digital content and and learning tools to deliver material to students on-campus and online.

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?

Some of the methods of maintaing integrity and consistency of academic standards may include, but are not limited to:
-The option to use plagiarism detection software such as Turnitin.
-Curriculum centered around sound use of evidence, avoiding fallacies, and proper source citation.
-On-campus faculty supervised assessments when possible.
-Leveraging library instruction, tools, and databases.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Instructional Technologist	An employee who works with faculty to design more effective, legally compliant online learning environments	1/1/2020	Office of the President

Resource Request

Personnel　　　　　　　　　　　　Full-time Faculty

% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
	This position will provide instructional design services for faculty to support the use of high-quality online instruction and Learning Management Systems. In addition to developing effective and engaging instructional resources such as video tutorials, webinars, and online courses, the Instructional Designer will work with faculty and staff to develop and implement learning resources. The Instructional Designer will also develop and implement training programs to promote understanding of technology-mediated learning. In addition, the Instructional Designer will stay current with current pedagogical and technical trends in online education to provide training and assistance to keep the district current with these technologies. The Instructional Designer will teach a variety of Instructional Design courses and workshops, which may vary from semester to semester, and must be able to integrate the basic principles of instructional design into both classroom and collaborative projects with faculty and staff.	75000	25000

Total Costs

100000

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

Name	Last updated date	Semester and Year	To be updated on	To be deactivated on
HUMAN 013 - HUMAN013				11/19/2019
		Select Year...		
HUMAN 013B - Myth, Symbol and F...	September, 22 2016 11:05:02			11/19/2019
		Select Year...		
HUMAN 049 - Independent Study in...	August, 21 2019 10:47:49			
		Select Year...		
HUMAN 015 - Popular Culture	October, 29 2018 11:34:48			
		Select Year...		
HUMAN 060 - Introduction to LGBT...	October, 29 2018 11:35:42			
		Select Year...		
HUMAN 002 - Human Values	October, 23 2018 14:17:06			
		Select Year...		

HUMAN 001 - Introduction to the H...   March, 21 2019 18:56:51

Select Year...

HUMAN 003 - Future Studies   October, 23 2018 14:20:52

Select Year...

HUMAN 040 - Religions of the World   January, 14 2019 10:22:15

Select Year...

HUMAN 013A - Myth, Symbol and F...   February, 12 2019 14:56:41

Select Year...

Please summarize your plans for curriculum improvement/development, including details on specific courses or programs you plan to improve/develop.

Continue to update curriculum and course outlines of record to reflect discipline trends and updates. Humanities 13 and 13B are currently in review for deactivation.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

No Actions/Requests

Improvement Actions

Instruction - Assessment

Student Learning Outcomes Assessment

List your Student Learning Outcomes. SLOs are specific, measurable statements of what students will know, be able to do, or be able to demonstrate when they complete a course. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

Course	Student Learning Outcomes (SLO)	Last date Assessed	Planned Assessment Date	Attachments
HUMAN 015 - Popular Culture	Explore different forms of popular culture, and demonstrate a deeper awareness of their cultural and historical context.			
HUMAN 015 - Popular Culture	Examine specific forms of popular culture or mediated entertainment in the context of our everyday lives, and further evaluate their impact on different audiences.			
HUMAN 015 - Popular Culture	Synthesize knowledge about popular cultures to make better consumer choices and create social change.			
HUMAN 002 - Human Values	Recognize major thinkers and tenets of ethical theory.			
HUMAN 002 - Human Values	Synthesize knowledge about various ethical concerns to make better decisions, wiser choices, and create social change at home, school, work, and the greater community.			
HUMAN 002 - Human Values	Apply formal academic ethical theory to real-world situations.			
HUMAN 001 - Introduction to the Humanities	1. Demonstrate an increased awareness for the art of everyday life.	3/19/2019		

HUMAN 001 - Introduction to the Humanities	2. Examine the meaning of Humanities as a holistic range of disciplines that uses different approaches to study forms of art, aesthetics, play, performance, and cultural traditions from around the world.	
HUMAN 001 - Introduction to the Humanities	3. Analyze and interpret selected works of creative expression (such as visual, verbal, and kinesthetic arts) in relation to various historical and cultural contexts.	
HUMAN 003 - Future Studies	Explore how individuals and groups create and enact their grand visions for the future.	
HUMAN 003 - Future Studies	Analyze and interpret specific future visions, plans, goals, dreams, technologies, and fictions in a critical and contextual manner.	
HUMAN 040 - Religions of the World	Demonstrate an understanding of the basic tenets of each of the major religious traditions.	5/7/2019
HUMAN 040 - Religions of the World	Evaluate and analyze the philosophical, theological and spiritual beliefs and ideas of each of the major religious traditions.	
HUMAN 040 - Religions of the World	Compare and contrast the philosophical, theological and spiritual beliefs and ideas of each of the major religious traditions.	

HUMAN 013A - Myth, Symbol and Folklore	Integrate knowledge of various storytelling traditions to increase self-awareness and creatively enrich one's life at home, school, work, and the greater community (e.g., to understand or change one's life story, to empathize with others, to resolve conflict, to communicate more clearly, to write more insightfully, to build community, to work within or change organizations, etc.).	5/7/2019
HUMAN 013A - Myth, Symbol and Folklore	Recognize the Humanities as an inquiry into human identity and experience, as an endeavor to find meaning and order in the prevailing myths or cultural stories of humankind.	
HUMAN 013A - Myth, Symbol and Folklore	Evaluate and synthesize various forms of everyday narrative such as conversations with friends, family, or acquaintances, epics, books, news, films, other forms of multimedia, and scholarly resources to make and express critical judgments (or reason clearly with good evidence) about historical and contemporary issues that affect our everyday lives.	

How has your department worked together on assessment? Provide examples on collaboration, leadership, planning exercises, and data analysis. What aspects of assessment work went especially well in your department and what improvements are most needed?

Lead Instructor Matthew Goldstein collaborates with part-time instructor Cassie Lipowitz to gather assessment data and reflect on results. No improvements are identified for the process at this time.

What were the most important things your department learned from assessment? If implementation of your action plans resulted in better student learning and/or changes in curriculum, detail the results

See attachments above for HUM1, 13A, and 40 for most recent assessment reports for the 2018-2019 academic year.

Give us an update on your Program Learning Outcomes (PLOs). A complete program assessment means all PLOs have been assessed for that program. Attach any evidence, i.e. reports from Task Stream or Curricunet Meta.

We have not assessed PLO's yet. We will engage in conversation about what that might look like in the future.

Does your department participate in the assessment of multidisciplinary programs?
No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Not applicable.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?
Yes

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

ILOs are mapped on course outlines of record and considered in developing SLOs and PLOs.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Ongoing compensation for adjunct instructors to play a larger role in assessment.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.
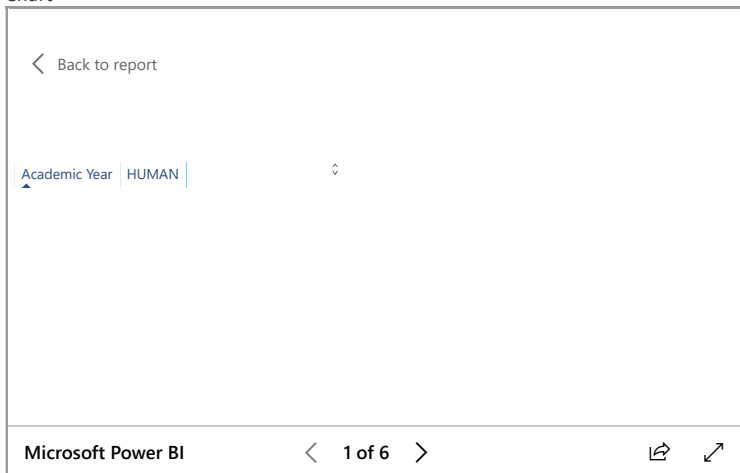
No Actions/Requests

Improvement Actions

Course Completion

College Level - Program and Department comparison

Chart

< Back to report

Academic Year   HUMAN   ↕

| Microsoft Power BI | < 1 of 6 > | ⬈ ↗ |

Compare

< Back to report

Academic Year | HUMAN

Microsoft Power BI   〈   4 of 6   〉
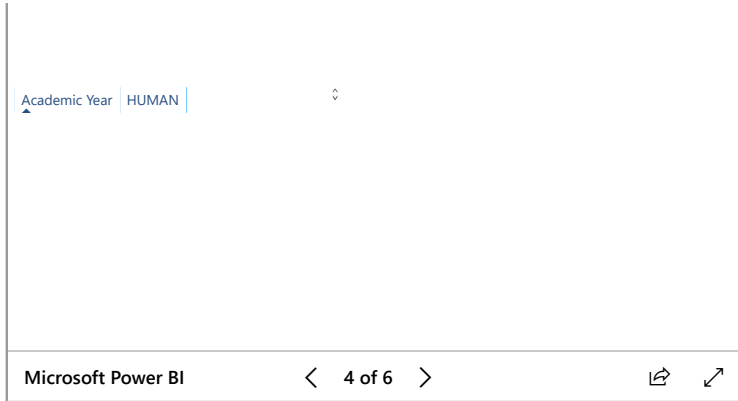
Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Name	2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)	2018 - 19 Completion Rate (%)
HUMAN 1 INTRO TO HUMANITIES	50	59	64
HUMAN 13A MYTH/SYMBOL/FOLKLORE	41	60	65
HUMAN 15 POPULAR CULTURE	100		
HUMAN 2 HUMAN VALUES	63	63	62
HUMAN 40 RELIGIONS OF WORLD	52	79	68

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

○ Yes
◉ No

Students between the ages of 35-54 had a course completion rate of 54%. This is a consistent trend across disciplines in our cluster. The overwhelming majority of these students are working adults, many with family commitments. Discussions around creating a learning community or more online support resources for these students could be beneficial.

Ethnicity

○ Yes
◉ No

Students identifying as Black/African American had a 44% completion rate. This is dramatically below any other ethnic/racial groups. The department may benefit from connecting our students with resources on campus like Umoja that support student success.

Gender

○ Yes
◉ No

Foster Youth Status

○ Yes
◉ No

Disability Status

○ Yes
◉ No

Students registered and receiving DSPS had a 51% completion rate. Attention can be given to continually updating course materials and offering content in multiple formats to support student learning challenges and needs.

Low Income Status

○ Yes
◉ No

Veteran Status

○ Yes
◉ No

Veteran students had a 54% completion rate. Department collaboration and connection with the Veteran's Resource Center on campus may help improve this rate.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

The college's institution-set standard for course completion is 66%. The Humanities Department is currently at just under 60%, however the four year trend is positive. Over five years, completion rates have increased dramatically at 45% illustrating improvement.

How do the department's Hybrid course completion rates compare to the college course completion standard?

The data dashboard does not separate online versus hybrid courses. See answer below for a discussion on course completion rates in distance education courses.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

The online course completion rate is 66, which is typical. Faculty make adjustments to online courses based on assessment results and feedback from students.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

The retention rate in Humanities for the last three years is 75%. We were not able to locate the Institution-Set Standard.

What has the discipline, department, or program done to improve course completion and retention rates?
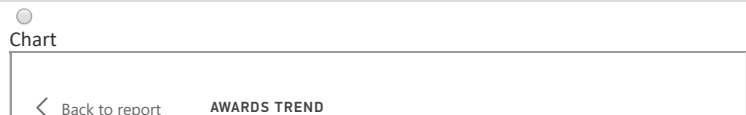
The Department has made a deliberate effort to use Starfish and adopted best practices of direct student outreach of students that are absent or showing dramatic performance weaknesses.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.
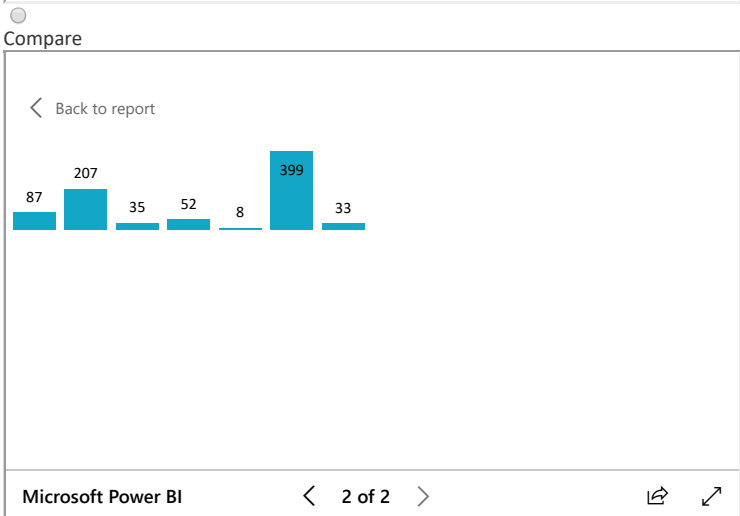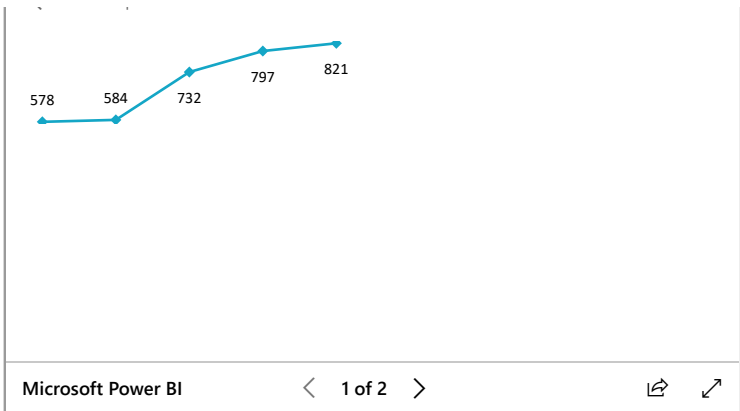
Improvement Actions   No Actions/Requests

Degrees and Certificates

College Level - Program and Department comparison

○
Chart

⟨ Back to report   **AWARDS TREND**

578   584   732   797   821

Microsoft Power BI   <   1 of 2   >

Compare

Back to report

87   207   35   52   8   399   33

Microsoft Power BI   <   2 of 2   >

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

There were no degrees conferred the past three years. However, courses are consistently used to fulfill GE requirements.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Continue conversations with faculty and students to determine how our department can serve student goals. Leverage development of Guided Pathways â€œmeta majorsâ€ to promote interest in HUMAN degrees.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.
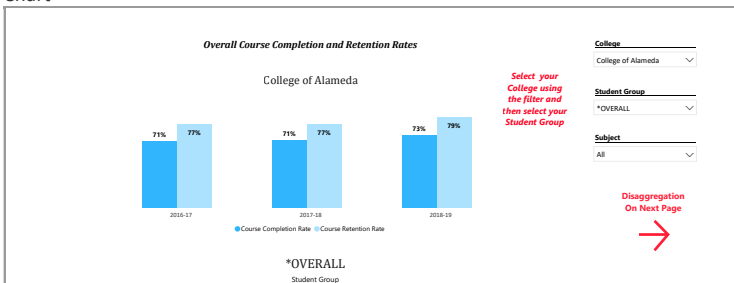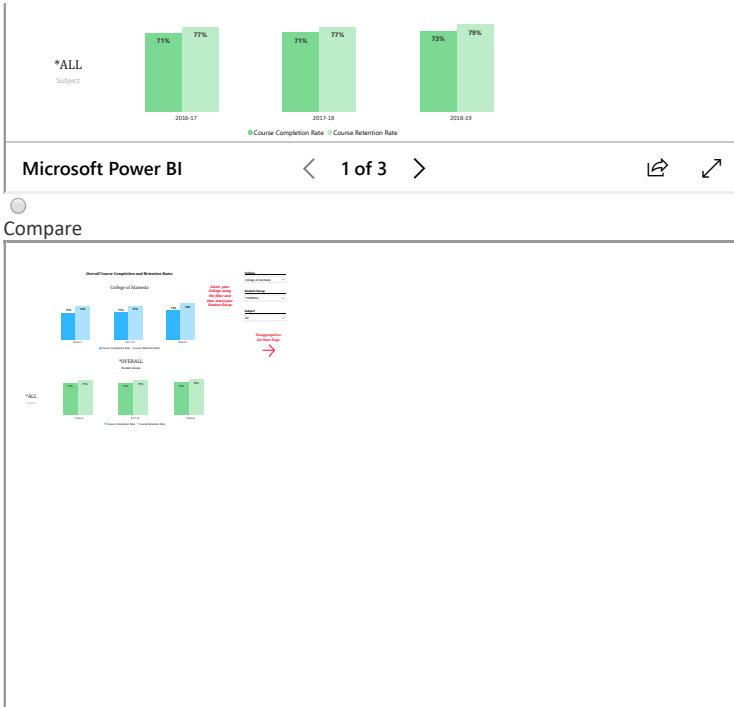
Improvement Actions　　　　　No Actions/Requests

Students Served

College Level - Program and Department comparison

◉
Chart

Microsoft Power BI   <   1 of 3   >

Compare

Detail the services provided by your program/service area.

Reflect on collaboration and engagement with other programs/service areas that have contributed towards student success and meeting program goals

Review and reflect your program's data using the Student Services Dashboard. Describe any significant changes and discuss what the changes mean to your program.

Detail the completion rates for your program and comment upon it. Do performance gaps exist in the completion rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, Foster youth, Veterans, and students with disabilities or other groups not listed here? Note: groups whose completion rate is 3% or less than the College completion rate reflect a disproportionate impact.

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?

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

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.

Among the committees Department members have served on include:
-Academic Senate President
-District Distance Education Committee
-Secretary of the Peralta Federation of Teachers
-Program Review Taskforce
-Participatory Governance Council
-Institutional Effectiveness Committee
-College and District Hiring Committees
-Chief Financial Hiring Committee

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The Humanities Department is looking into expanding community partnerships in the future.

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

They are invited to department meetings, SLO assessment, flex day, and to participate in departmental decison making such as scheduling.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

No Actions/Requests

Improvement Actions

Action Plan Summary and New Program Goals

Total Improvement Plans: 1
Total Resource Request: 1

Review, add or modify the following actions plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The action plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

Section / Head	Description		
Instruction			
Enrollment Trends			
Instructional Technologist	An employee who works with faculty to design more effective, legally compliant online learning environments	1/1/2020	
			Completed Date
			Annual Progress Update Date
Student Services & Special Programs			
Student Services or Special Programs			
Engagement			

New and Continuing Goals

Discipline, Department or Program Goal	College Goal	PCCD 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.

Advance CoA teaching and learning

Build Programs of Distinction

Resource Request Summary

Total Cost: $100000
Total Resource Request: 1

Instruction
Personnel

Type	% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Costs

Full-time Faculty	This position will provide instructional design services for faculty to support the use of high-quality online instruction and Learning Management Systems. In addition to developing effective and engaging instructional resources such as video tutorials, webinars, and online courses, the Instructional Designer will work with faculty and staff to develop and implement learning resources. The Instructional Designer will also develop and implement training programs to promote understanding of technology-mediated learning. In addition, the Instructional Designer will stay current with current pedagogical and technical trends in online education to provide training and assistance to keep the district current with these technologies. The Instructional Designer will teach a variety of Instructional Design courses and workshops, which may vary from semester to semester, and must be able to integrate the basic principles of instructional design into both classroom and collaborative projects with faculty and staff.	75000	25000	100000

Sub-Total: $100000

Professional Development
  No Resources found for this category

Technology and Equipment
  No Resources found for this category

Supplies
  No Resources found for this category

Facilities

No Resources found for this category

Library
  No Resources found for this category

Other
  No Resources found for this category

Engagement
Personnel
  No Resources found for this category

Professional Development
  No Resources found for this category

Technology and Equipment
  No Resources found for this category

Supplies
  No Resources found for this category

Facilities
  No Resources found for this category

Library
  No Resources found for this category

Other
  No Resources found for this category

Student Services & Special Programs
Personnel
  No Resources found for this category

Professional Development
  No Resources found for this category

Technology and Equipment
  No Resources found for this category

Supplies
  No Resources found for this category

Facilities
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Library
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Other
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Student Services or Special Programs
Personnel
  No Resources found for this category

Professional Development
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Technology and Equipment
  No Resources found for this category

Supplies
  No Resources found for this category

Facilities
  No Resources found for this category

Library
  No Resources found for this category

Other
  No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Jennifer Fowler
Matthew Goldstein

Please enter the name of the person submitting this program review.

Jennifer Fowler