

#28

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Collector: Email Invitation 1 (Email)
Started: Monday, February 10, 2020 4:17:48 PM
Last Modified: Monday, February 10, 2020 5:00:15 PM
Time Spent: 00:42:27
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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

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

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Moriah Gonzalez-Meeks

Q3 Dean/Manager:

Alicia Munoz

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

During Summer 2019, there was a departmental reorganization where the History program moved from the Social and Behavioral Sciences department to join with Humanities, Philosophy, and Religious Studies. In addition, the college hired Dr. Stan Rodriguez, the first full-time Kumeyaay Studies instructor at Cuyamaca! The new department is called History, Humanities, and Philosophy and houses the disciplines of History, Humanities, Kumeyaay Studies, Philosophy, and Religious Studies; Moriah Gonzalez-Meeks is the chair. During Fall18-19 there were improvements in efficiency and fill rates for Humanities and Philosophy. During Fall19-Spring20, there has been an increase in the number of sections and enrolled students in Humanities, while Religious Studies has maintained its number of sections and enrollments.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q6 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.docx (19.9KB)

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

In order to make SLO assessments more consistent, a new assessment plan has been created. After consultation with SLO coordinator Tania Jabour, new skill-based SLOs are currently being created for each discipline. CORs will be updated over the course of the academic year. The department now has a separate SLO meeting to evaluate assessments and discuss student learning; the goal is to make this process more meaningful and intentional.

Q8 3. Does your department or discipline offer any degrees and/or certificates? **Yes**

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

We are not currently assessing our PLOs. This semester we will begin working with Tania to create PLOs for the Humanities ACP. We will begin assessing our PLOs after that is complete. The existing PLOs are partially mapped but they need to be redone when we revise the SLOs and PLOs.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, click here. **No**

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **Yes**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

The overall success rate for Humanities increased 8% from Fall17-Spring18 (61%) to Fall 18-Spring19 (69%) however this is below the College's overall success rate of 75%. In terms of gender, while both females and males experienced an increase in success rates, these groups also fall below the College's overall rates at 73%/75% and 64%/72% respectively. From Fall17-Spring18 to Fall18-Spring 19, success rates improved for Latinx and White students, while it decreased for Black, Asian, Filipino, Multiple Races, and Unknown students. There were not any Pacific Islander students enrolled in Humanities courses during either of these academic years, this is concerning but not surprising considering the overall population of Pacific Islander students at Cuyamaca, which numbered in the 60s during both of these academic years. The department overall could do a better job in drawing in Asian, Filipino, and Pacific Islander students. In Fall17-Spring18, American Indian students achieved a 90% success rate. Almost all of these students were enrolled in Humanities 116, a Kumeyaay Humanities course. Unfortunately, the instructor who taught this course died so it was not offered during Fall18-Spring19. Consequently, there was no change in success rates for American Indian students during this period.

The overall success rate for Philosophy remained level at 75% during both Fall17-Spring18 and Fall 18-Spring19, and is line with the College's overall success rate of 75%. In terms of gender, there was a slight increase in female success rates (2%) and a small decrease in male success rates (-4%), however, both of these groups match or exceed the College's overall success rates at 75%/75% and 74%/72% respectively. From Fall17-Spring18 to Fall18-Spring 19, success rates improved for Black, American Indian, and Multiple Races, while it decreased for Male, Asian, Filipino, Latinx, and White students. Pacific Islander students did not remain enrolled in Philosophy courses during Fall17-Spring18; those enrolled during Fall18-Spring19 had a 33% success rate, retention was a significant factor.

The overall success rate for Religious Studies decreased slightly (2%) from Fall17-Spring18 (59%) to Fall 18-Spring19 (57%) and is significantly below the College's overall success rate of 75%. In terms of gender, female success rates decreased 12%, while male success rates increased 14%; both groups fall below the College's overall rates at 57%/75% and 57%/72% respectively. From Fall17-Spring18 to Fall18-Spring 19, success rates improved for Male, Black, and Latinx students, while it decreased for Female, , White, and Multiple Races. There was no change in success rates for American Indian students, they achieved 100% success in both academic years. There were not any Asian students during Fall17-Spring18; those enrolled during Fall18-Spring19 achieved 100% success rates. There were not any Pacific Islander students enrolled in Religious Studies courses during either of these academic years. There were not any Filipino students enrolled in Fall18-Spring19; those enrolled during Fall17-Spring18 had a 0% success rate.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

The disciplines of Humanities, Philosophy, and Religious Studies will help to meet the College's goal of 77% success rates through professional development trainings aimed at increasing equity-mindedness and improving online teaching. Faculty are being encouraged to participate in the Equity-Minded Teaching and Learning Institute and to complete @ONE trainings on Culturally Relevant Teaching Online and Humanizing Online Teaching. Improving instruction and increasing relevant course offerings will further support student validation and engagement and improve retention and success rates.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

In Humanities, the following groups had a success rate below 75% in Fall18-Spring19. The equity gaps are as follows: Female (-2%), Male (-11%), Black (-25%), Asian (-15%), Latinx (-6%), and Multiple Races (-18%).

In Philosophy, the following groups had a success rate below 79% in Fall18-Spring19. The equity gaps are as follows: Male (-5%), Female (-4%), Black (-4%), Latinx (-12%), Pacific Islander (-46%), and Multiple Races (-3%).

In Religious Studies, the following groups had a success rate below 61% in Fall18-Spring19. The equity gaps are as follows: Female (-4%), Male (-4%), Black (-25%), Latinx (-7%), and Multiple Races (-11%).

The equity gaps vary by discipline, however 4 groups experience gaps in all 3 disciplines: Black, Latinx, Male, and Multiple Races.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

The department does not have any full-time Humanities or Religious Studies faculty members so most of the courses in these disciplines are taught by part-time faculty who do not have the time, resources, or power to lead and direct the development of these disciplines. In addition, traditional teaching methods and assessments remain pervasive despite evidence that suggests equity-minded teaching strategies and active learning are more effective. In addition, traditional educational policies and practices are not holistic; they do not lend themselves to relationship and trust-building with students. Students of color, many of whom are also first-generation college students, do not see themselves in the faculty and in much of the subject matter. These factors, along with overt racism and racial microaggressions, can often lead to feelings of being an outsider or not belonging, which in turn leads to lower retention and success rates.

Sorry, hyperlinks do not work in SurveyMonkey.

Article on effects of microaggressions: <https://www.middlesex.mass.edu/RLOs/748/Critical-Race-Theory.pdf>

Article on imposter syndrome and race: <https://www.insidehighered.com/news/2017/04/06/study-shows-impostor-syndromes-effect-minority-students-mental-health>

Article on imposter syndrome and first-generation students: <https://journals.sagepub.com/doi/abs/10.1177/1948550619882032>

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

The department is working to diversify faculty and increase the number of equity-minded practitioners. It will do this by hiring new equity-minded faculty and by encouraging existing faculty to become more equity-minded. Equity-minded professional development opportunities are being promoted to department faculty and are now a primary component of department meetings. Professional development for online teachers is vital as the equity gaps are larger in our online courses, and online offerings make up a large number of the department's courses. The department is currently in the process of making sure that all faculty, those new to online teaching and those "grand-fathered in," complete the required trainings (Canvas, accessibility, and online pedagogy) as well as equity-minded trainings offered by @ONE on Culturally Responsive Teaching Online and Humanizing Online Learning. Finally, the department is going to expand and modify course offerings to make them more relevant for Cuyamaca's diverse students, thereby increasing retention and success and reducing equity gaps.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

The steps listed in the previous question are the departments' goals. The goals are interrelated as diversifying faculty, increasing the number of equity-minded practitioners, and offering more relevant courses will work to close equity gaps. More effective teaching and more relevant courses will lead to increased enrollment.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

Currently, Lindy Brazil works with Pathway Academy to provide a learning community for students combining her ENG 120 (Comp) and HUM 115 (Humanities in San Diego) courses. This has been ongoing for a couple of years and the feedback from students participating in the learning community has been very positive. During this academic year, Philosophy will be adding a Bioethics course to the catalog and will develop a learning community with faculty from the Biology department. In addition to these new partnerships, the department is working with counseling to share new and modified courses with students. Finally, the disciplines of Humanities, Philosophy, and Religious Studies will begin collaborating with their counterparts at Grossmont and holding events on campus in order to increase student interest.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?

Yes

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

During Fall18-Spring19, online success rates in each discipline were significantly lower (-14, -13, -40) than on-campus success rates. In Humanities, retention rates were 85% for on-campus courses, while the online course rate was 70%. Success rates were 72% for on-campus courses, while the online course success rate was 58%. In Philosophy, the retention rates were 95% for on-campus courses, while the online course rate was 84%. Success rates were 85% for on-campus courses, while the online course success rate was 68%. In Religious Studies, the retention rates were 100% for on-campus courses, while the online course rate was 56%. Success rates were 89% for on-campus courses, while the online course success rate was 49%. The on-campus rates for this year were unusually high compared to the four prior academic years. During Fall17-Spring18, retention and success rates for on-campus and online courses varied slightly, 67%/69% and 60%/59% respectively.

As discussed previously, the department is currently in the process of making sure that all faculty complete the required trainings (Canvas, accessibility, and online pedagogy) as well as equity-minded trainings offered by @ONE on Culturally Responsive Teaching Online and Humanizing Online Learning. In addition, portions of all department meetings will be focused on high-impact online teaching strategies.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Regular and effective contact has been discussed during the last two department meetings; most recently we discussed the different ways Zoom could be used to ensure regular and effective contact (lectures, Q&A, interviews, student discussions, office hours, etc.) The chair sends out emails reminding faculty of these requirements and recommends that all assessments incorporate communication between students and/or between students and instructors.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Create new philosophy courses

Q26 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q27 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q28 Goal Status **Deleted**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal:

The goal was deleted as it is an activity. The goal was to increase enrollment. The activity is currently in progress and will be completed this semester.

Q30 Do you have another goal to update? **No**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated? **Respondent skipped this question**

Q33 Do you have another goal to update? Respondent skipped this question

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2: Respondent skipped this question

Q35 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q36 Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

Q37 Goal Status Respondent skipped this question

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal: Respondent skipped this question

Q39 Do you have another goal to update? Respondent skipped this question

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: Respondent skipped this question

Q41 How will this goal be evaluated? Respondent skipped this question

Q42 Do you have another goal to update? Respondent skipped this question

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3: Respondent skipped this question

Q44 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q45 Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

Q46 Goal Status

Respondent skipped this question

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q48 Do you have another goal to update?

Respondent skipped this question

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year:

Respondent skipped this question

Q50 How will this goal be evaluated?

Respondent skipped this question

Q51 Do you have another goal to update?

Respondent skipped this question

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:

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 Goal Status

Respondent skipped this question

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q57 Do you have another goal to update?

Respondent skipped this question

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year:

Respondent skipped this question

Q59 How will this goal be evaluated? **Respondent skipped this question**

Q60 Do you have another goal to update? **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5: **Respondent skipped this question**

Q62 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q63 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q64 Goal Status **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated? **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)? **Yes**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Increase enrollment

Q70 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

In order to better serve students and increase enrollment, the department is creating new courses that reflect students and validate their experiences. In addition, equity-minded practitioners develop a positive reputation and bring in students, as well as improve retention and success rates.

Q72 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 data:

Enrollment and section detail data, student achievement data, retention and success rates, Marissa Salazar's student scheduling survey data

Q73 Action steps for this year:

Offer more relevant courses by modifying existing courses and developing new courses.
Continue making the schedule more responsive to student needs. We will be polling our students as part of Marissa Salazar's scheduling data collection project.

Q74 How will this goal be evaluated?

Enrollment numbers
Fill rates
Retention and success rates

Q75 Do you have another new goal? **Yes**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Diversify faculty and increase the number of equity-minded practitioners

Q77 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

The department is committed to hiring new faculty who better reflect students and their experiences and are committed to mentoring and guiding students (enter the path). The department is also committed to increasing the number of equity-minded practitioners, thereby increasing retention (keeping them on the path) and success rates for all student groups (ensure learning).

Q79 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 data:

Student demographics, instructor demographics, retention and success data

Q80 Action steps for this year:

Equity-minded professional development training for existing faculty
Hire new equity-minded faculty

Q81 How will this goal be evaluated?

Enrollment numbers
Fill rates
Retention and success rates
Part-time faculty interview responses

Q82 Do you have another new goal? **Yes**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:

Close equity gaps

Q84 Which College Strategic Goal does this department goal most directly support? **Organizational Health**

Q85 Please describe how this goal advances the college strategic goal(s) identified above.

The department is committed to closing equity gaps through the use of more effective, equity-minded teaching . This will result in better retention and success rates, which will lead to more degrees, certificates, and students transferring. Increasing the number of degrees/certificates/transfers, as well as improved outcomes for marginalized students, will result in more funding for the College under the new funding formula. In addition, positive learning experiences in the department will lead to greater FTES and increase funding. This is especially important as enrollments are down regionally and within the district.

Q86 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 data:

Student achievement data, degree and certificate data, transfer data, enrollments and FTES

Q87 Action steps for this year:

Equity-minded professional development training for existing faculty
Hire new equity-minded faculty
Make courses more relevant for students by modifying existing courses and adding new courses

Q88 How will this goal be evaluated?

Retention and success rates by demographic group

Q89 Do you have another new goal? **No**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 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 data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **Yes**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **Yes**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **No**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **No**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **No**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)? **No**

Page 39: Final Check

Q102 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**
