Program Review - Overall Report

Instructional: Humanities

Data Review

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in (Humanities courses) have been (decreasing) from 77% to 73% in success and (decreasing) from 89% to 85% in retention over the past 3 years.

The students in (Humanities) courses have stayed about the same in their rate of receiving less than passing (DF) grades during this time. The DF Rate is consistent at a 4% margin over this 3-year period which seems to indicate a rise in the total number of Withdrawals awarded over this time from 11% to 15%.

The number of students who have declared a major in (Humanities, Philosophy, and Arts) went from 318 to 222 in 3 years. This represents decreased growth for this program. Of these students, 12% have met with a counselor and developed an educational plan.The number of students who have completed a degree or certificate in Humanities, Philosophy, and Art program went from 223 to 161 in 3 years. This represents decreased growth for this program. In the most recent year (2020), 161 students graduated. The expected number of students who should get a degree would be approximately 44 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 117 more students to graduate with a degree or certificate.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

In terms of student subgroups in (Humanities courses), (African American Females and Hispanic Males) are showing gaps in success that are concerning.

Data Review

There are no disproportionately impacted populations in the past two years after closing a Retention gap among *Hispanic Females* *in 2017-2018.*

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?
Humanities faculty will be looking into strategies to engage African American Females and Hispanic Males. CORA trainings will be important for the Humanities Faculty to better address these populations. Humanities will make a greater effort to participate in the Norco College Racial Justice Taskforce and other Equity based activities as well.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?
Humanities

What percent of SLOs in the disciplines you identified above have been assessed?
100

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).
None

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?
No

If all SLOs are not mapped to at least one PLOs, please explain why.
The Area of Emphasis Degrees are shared by many disciplines so these assignments are not made by a single discipline.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)
Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.
N/A

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?
Humanities

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.
During Fall 2019, PLOs 1-4 were assessed with positive outcomes as reported by the Office of Institutional Effectiveness

To what to you attribute this success?
A collaborative effort by many disciplines working on their own areas with professionalism and competence.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.
PLO 5 was not assessed in this cycle. I was last assessed in 2013-2014

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?
We will need to plan this with other disciplines in conjunction with the Office of Institutional Effectiveness

Assessment Review

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.
As an AOE, this is a collaborative exercise with many disciplines which makes the question rather challenging since there are many pathways here. However, they are reasonable and necessary to disciplines with interpretive emphasis and analytical skills.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).
The AOE is a vital pathway for the arts, humanities, and interdisciplinary programs for private schools and CSU and UC programs in the Arts. As such, there is no single pathway. A single project is not really practical since it is a broad foundation for many careers and transfer patterns. The four year experience is necessary in order to prepare for careers in the arts and humanities at large. Simply put, transfer to 4-year institutions is vital before career pathways can be determined.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).
Internships with local foundations would be a great way to support students in the arts.

Review current PLOs. Do the outcomes listed above align with the current program outcomes?
Yes.

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
I am teaching Humanities curriculum in a 2-year rotation in Web Enhanced and Online to serve our population. This is not sustainable for a single faculty member. The Area of Emphasis degrees are a large pool of students whose interests and interdisciplinary concerns necessitate a flexible curriculum. However, this is not popular at the moment despite the fact that the Humanities students outnumber other disciplines by over 10 times in program awards.

What are your plans/goals (3-year) regarding this goal?
I am requesting support in my discipline in order to handle the load that supports all other disciplines in our College. Humanities is a General Education discipline that bolsters students awarded degrees in the Arts, Philosophy, History, Sociology, Psychology, English, Communications, and more. I have all majors in my classroom. Increasing FTES for students in Humanities will require more support from an additional full-time faculty member to meet our regional population growth and expand the program at once.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
See the screen shots included for comparison.
History Program Awards for Comparison
AY 19-20 (10 awards total)

Program Review: Part 1

Humanities Program Awards for Comparison
AY 19-20 (161 awards total)

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
There are no disproportionately impacted populations in Humanities courses in the Review Cycle from 2017-2020.

Program Review: Part 1

Academic Year	2017-18					2018-19					2019-20				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**441**	**386**	**87.5%**	**1**	**22**	**486**	**427**	**87.9%**	**0**	**1**	**409**	**345**	**84.4%**	**0**	**6**
African American	18	14	77.8%	0	22	33	30	90.9%	0	1	21	16	76.2%	0	6
Asian	38	34	89.5%	0	22	49	46	93.9%	0	1	20	19	95.0%	0	6
Hispanic	256	223	87.1%	1	22	270	235	87.0%	0	1	256	213	83.2%	0	6
Native American	2	1	50.0%	0	22	4	2	50.0%	0	1	3	2	66.7%	0	6
Pacific Islander	1	1	100.0%	0	22				0	1				0	6
Two or More	3	2	66.7%	0	22	4	4	100.0%	0	1	8	7	87.5%	0	6
Unknown	1	1	100.0%	0	22	5	4	80.0%	0	1	5	3	60.0%	0	6
White	122	110	90.2%	0	22	121	106	87.6%	0	1	96	85	88.5%	0	6
Male	**313**	**289**	**92.3%**	**0**	**0**	**323**	**284**	**87.9%**	**0**	**0**	**308**	**264**	**85.7%**	**0**	**0**
African American	18	17	94.4%	0	0	17	13	76.5%	0	0	19	16	84.2%	0	0
Asian	32	32	100.0%	0	0	46	44	95.7%	0	0	43	40	93.0%	0	0
Hispanic	164	148	90.2%	0	0	176	152	86.4%	0	0	153	127	83.0%	0	0
Native American				0	0	1	1	100.0%	0	0	1	0	0.0%	0	0
Pacific Islander	2	2	100.0%	0	0	1	1	100.0%	0	0	4	4	100.0%	0	0
Two or More	2	1	50.0%	0	0	2	2	100.0%	0	0	1	1	100.0%	0	0
Unknown	2	2	100.0%	0	0	2	1	50.0%	0	0	4	3	75.0%	0	0
White	93	87	93.5%	0	0	78	70	89.7%	0	0	83	73	88.0%	0	0
Total	**754**	**675**	**89.5%**	**0**	**0**	**809**	**711**	**87.9%**	**0**	**0**	**717**	**609**	**84.9%**	**0**	**0**

What are your plans/goals (3-year) regarding this goal?

Humanities faculty will look at Spring 2021 data to continue this positive trend in our discipline at Norco College in preparation for the 2025 Objectives analysis from 3.1-3.3 related to African American, Latinx, and Men of Color students. Humanities is making a positive contribution in these Equity goals.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Retention Rate Over Time

Course-Level: HUM-10, HUM-35, HUM-4, HUM-4H, HUM-8

Academic Year	2020-21				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**223**	**194**	**87.0%**	**0**	**2**
African American	7	6	85.7%	0	2
Asian	29	28	96.6%	0	2
Hispanic	121	104	86.0%	0	2
Native American	1	1	100.0%	0	2
Pacific Islander	2	2	100.0%	0	2
Two or More	5	2	40.0%	0	2
Unknown	1	1	100.0%	0	2
White	57	50	87.7%	0	2
Male	**136**	**119**	**87.5%**	**0**	**0**
African American	6	5	83.3%	0	0
Asian	19	18	94.7%	0	0
Hispanic	68	55	80.9%	0	0
Native American				0	0
Pacific Islander				0	0
Two or More	2	2	100.0%	0	0
Unknown	2	2	100.0%	0	0
White	39	37	94.9%	0	0
Total	**359**	**313**	**87.2%**	**0**	**0**

- The visuals will be masked if only one faculty member teaches the course(s) based on the filters
- Excludes students with Gender: Unknown

<u>**RESOURCES**</u>

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?
No

What percentage of your courses are out of date?
More than 25%

If you have courses that are not current, are they in the curriculum process?
Yes

For out of date courses that are not already in progress of updating, what is your plan?
I have been responsible for Distance Education Addenda for courses taught in Online and Hybrid in a regular cycle. This includes HUM 4DE, 5DE, 10DE, 11DE and 16DE. I also completed a Major Modification for HUM 16. This is the best I could do given our District Discipline relationships.
We need to have District wide agreement about the core Humanities courses that need Objectives, SLO update, and textbook updates for HUM 4/4H, 5/5H, 9, 10/10H, 11, and 18. These courses are taught at all 3 Colleges which means we have to convene and make some hard choices. I've initiated this conversation every year for the past 4 years without success as you can see. I will continue to ask about COR updates and hope that our sister institutions will approve an update.

Do you have proposals in progress for all the DE courses you intend to file?
Yes

Do you require help to get your courses up to date?
No

Program Review Reflections

What would make program review meaningful and relevant for your unit?
Program Review is fine as it is. However, we need to contemplate the impact of COVID on our population in the next cycle. I hope we can have serious Discipline, College, and District wide discussions about our expectations for students in the most unusual time of RCCD history. We cannot simply assume our pre-COVID EMP goals will be met based upon this shift to online instruction for all disciplines that were not ready for this moment. Regarding Humanities, we need Program Review to support the continued development of Online and Hybrid offerings for students who desperately want and need these modalities in addition to the classrooms on campus.

What questions do we need to ask to understand your program plans, goals, needs?
None.

What types of data do you need to support your program plans, goals, needs?
Disaggregated data for all HUM courses taught in Spring 2021 to analyze for faculty in Fall 2021. We will have a Discipline meeting to consider how to continue in the post-COVID reality.

If there are any supporting documents you would like to attach, please attach them here.
Data-Story-Template-2021.docx

Resource Requests

2021 - 2024

What resources do we already have?
As a General Education anchor discipline, classroom space and standard materials are provided by the College. Our program does not have resources independent from the College at large.

As such, our greatest strength as a discipline is to have additional quality Humanities faculty available for instruction in all modalities. As a discipline of a single Full-Time Faculty, I can testify this is too heavy for one person to bear. A second Humanities faculty would be most welcome. It is too much for one person to increase Program Awards through student contact and recruitment, manage the Humanities program, schedule and staff all courses in Humanities, assess all courses taught in Humanities, improve curriculum with District Colleagues, serve on Improvement of Instruction and Committees, support Associate Faculty, and improve success and retention rates.

What resources do you need?
Additional Full-Time Faculty to serve students as we increase FTES.

Request related to EMP goal or Assessment?
EMP Goal 1

$ Amount Requested
120,000

Resource Type
FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
1

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review
Yes

Data Narrative (Story) Template

(Look at the Time Series: Success & Retention Dashboards)

Overall, students in (Humanities courses) have been (decreasing) from 77% to 73% in success and (decreasing) from 89% to 85% in retention over the past 3 years.

The overall enrollment increased during this period from 53,920 to 59,968 which means an increase in FTES Humanities contributes to the College. The total enrollment retained during this period increased from 47,576 to 50,091.

The students in Humanities courses have stayed about the same in their rate of receiving less than passing (DF) grades during this time. The DF Rate is consistent at a 4% margin over this 3-year period which seems to indicate a rise in the total number of Withdrawals awarded over this time from 11% to 15%.

The number of students who have declared a major in Humanities, Philosophy, and Arts went from 318 to 222 in 3 years. This represents decreased growth for this program. Of these students, 12% have met with a counselor and developed an educational plan.The number of students who have completed a degree or certificate in Humanities, Philosophy, and Art program went from 223 to 161 in 3 years. This represents decreased growth for this program. In the most recent year (2020), 161 students graduated. The expected number of students who should get a degree would be approximately 44 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 117 more students to graduate with a degree or certificate.
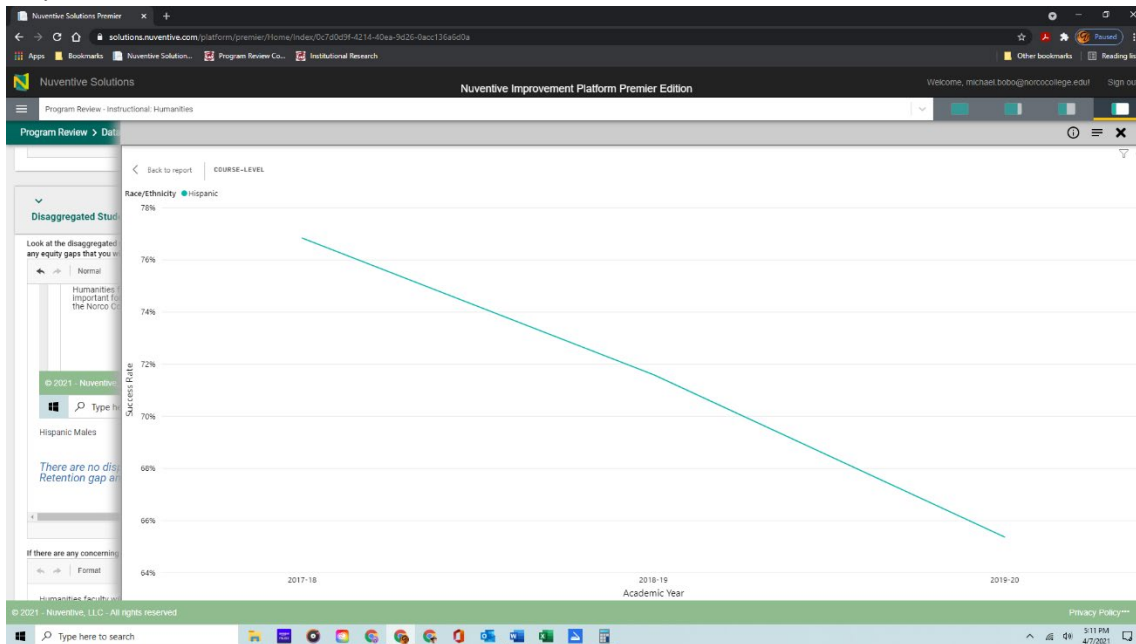
(Look at disaggregated Success and Retention dashboards)

In terms of student subgroups in (Humanities courses), (African American Females and Hispanic Males) are showing gaps in success that are concerning. See next page.

African American Females Data
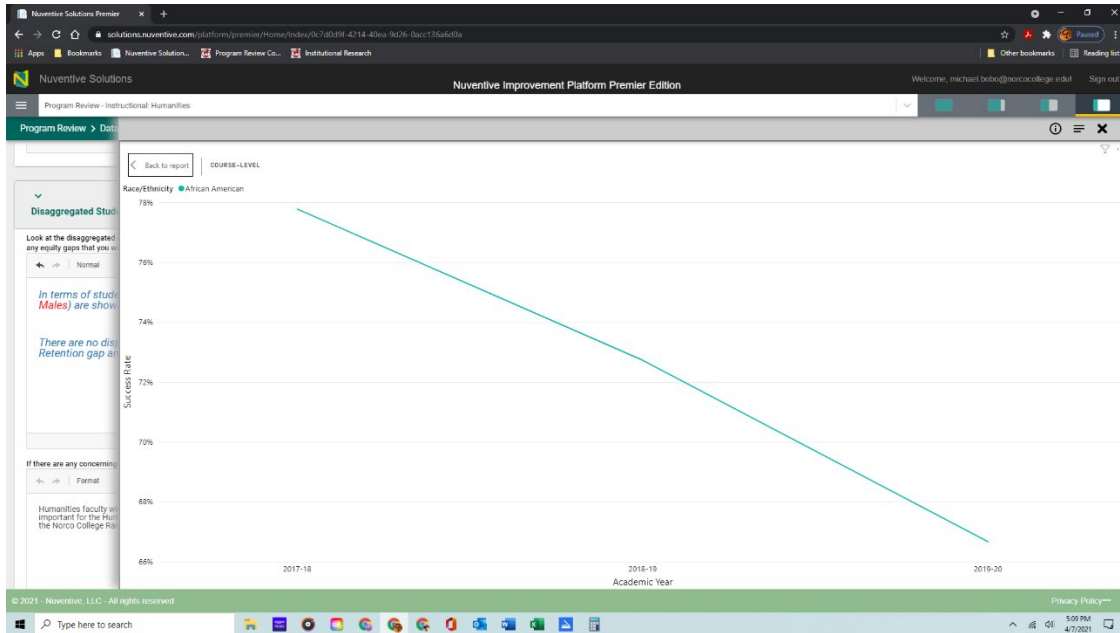
Hispanic males

Hispanic Females improvement in this Program Review Cycle

There are no disproportionately impacted populations in the past two years after closing a Retention gap among Hispanic Females in 2017-2018.

Academic Year Gender	2017-18 Enrolled	Retained	Retention Rate	DI	Close Gap	2018-19 Enrolled	Retained	Retention Rate	DI	Close Gap	2019-20 Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**441**	**386**	**87.5%**	**1**	**22**	**486**	**427**	**87.9%**	**0**	**1**	**409**	**345**	**84.4%**	**0**	**6**
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Hispanic	256	223	87.1%	1	22	270	235	87.0%	0	1	256	213	83.2%	0	6
Native American	2	1	50.0%	0	22	4	2	50.0%	0	1	3	2	66.7%	0	6
Pacific Islander	1	1	100.0%	0	22				0	1				0	6
Two or More	3	2	66.7%	0	22	4	4	100.0%	0	1	8	7	87.5%	0	6
Unknown	1	1	100.0%	0	22	5	4	80.0%	0	1	5	3	60.0%	0	6
White	122	110	90.2%	0	22	121	106	87.6%	0	1	96	85	88.5%	0	6
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Hispanic	164	148	90.2%	0	0	176	152	86.4%	0	0	153	127	83.0%	0	0
Native American				0	0	1	1	100.0%	0	0	1	0	0.0%	0	0
Pacific Islander	2	2	100.0%	0	0	1	1	100.0%	0	0	4	4	100.0%	0	0
Two or More	2	1	50.0%	0	0	2	2	100.0%	0	0	1	1	100.0%	0	0
Unknown	2	2	100.0%	0	0	2	1	50.0%	0	0	4	3	75.0%	0	0
White	93	87	93.5%	0	0	78	70	89.7%	0	0	83	73	88.0%	0	0
Total	**754**	**675**	**89.5%**	**0**	**0**	**809**	**711**	**87.9%**	**0**	**0**	**717**	**609**	**84.9%**	**0**	**0**

(Look at Majors in Fall dashboard)

The number of students who have declared a major in (Humanities, Philosophy, and Arts) went from 318 to 222 in 3 years. This represents increased/decreased/flat growth for this program. Of these students, 12% have met with a counselor and developed an educational plan.

Gender by Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
Female	**210**	**200**	**184**	**151**	**150**
Amer Ind/Alaska Nat	3		1	1	
Asian	9	11	12	9	9
Black	16	8	9	9	4
Hispanic/Latino	122	119	108	88	97
Nat Hawaii or Other PI	1		1	1	1
Two or More Races	6	4	1		4
Unknown/Unreported	1	1	1	2	1
White	52	57	51	41	34
Male	**125**	**129**	**130**	**93**	**68**
Amer Ind/Alaska Nat	1	1			
Asian	7	4	8	9	8
Black	4	6	5	7	2
Hispanic/Latino	65	75	76	57	44
Nat Hawaii or Other PI			1	1	
Two or More Races	1	1	2	2	
Unknown/Unreported		1	1	1	
White	47	41	37	16	14
Unreported	**4**	**6**	**4**	**3**	**4**
Amer Ind/Alaska Nat				1	
Asian	1	1	1	1	1
Black				1	1
Hispanic/Latino	1	2	2		1
Nat Hawaii or Other PI		1	1		
Unknown/Unreported	1	2			1
White	1				
Total	**339**	**335**	**318**	**247**	**222**

(Look at Awards Dashboard-Instruction)

The number of students who have completed a degree or certificate in Humanities, Philosophy, and Art program went from 223 to 161 in 3 years. This represents increased/decreased/flat growth for this program. In the most recent year (2020), 161 students graduated. The expected number of students who should get a degree would be approximately 44 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 117 more students to graduate with a degree or certificate.