

PROGRAM REVIEW Fall 2019

Program: Humanities and Philosophy

Division: Arts and Humanities

Date: 10/11/19

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SLO/SAO Point-Person: Elizabeth Wing Brooks

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates: <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The **Humanities Cluster** is comprised of the Humanities, Philosophy, and Religious Studies programs. Humanities, Philosophy, and Religious Studies are small programs - one full-time and normally one part-time faculty per program – with traditionally high productivity; all of our courses meet local GE, CSU GE, and/or IGETC GE requirements. Humanities has an AA degree, while Philosophy has an AA and an AD-T; Religious Studies meets transfer requirements and is looking to develop an AA degree.

Kimberly Tomlinson will be submitting a separate Program Review for **Religious Studies**.

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Philosophy.

Looking at the spring data for the past several academic years, two groups of students are consistently increasing their presence in Philosophy. One group is the students who are designated as “first time any college.” This number has gone from 0 in Spring 2015 and has increased every year up to Spring 2019. The second group that has increased every year in the same time period is those designated as “high school/adult school” as their highest level of educational achievement. My guess as to the cause of this recent trend is the increasing success of Middle College, as well as our outreach to and support of Middle College students.

Humanities.

The Humanities Program continues to see an increase in Middle College and “first time any college” students (up from 4% in 2014-15 to 13% in 2018-19). We are also noticing a decrease in full-time students (down from 68% in 2013 to 53% in 2018) and an increase in part-time students (up from 29% in 2013 to 40% in 2018). These trends seem to accord with what we are seeing campus-wide as the student population of LPC changes over the years. In the way we schedule, plan, and teach our Humanities courses, we are intentionally trying to address the needs of younger students and first time college students, many of whom are here part-time as they balance work, life, and school. For more on data trends we are seeing related to Student Success, please see below (Section 2.A.).

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input checked="" type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

N/A							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
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D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

Fall 2018 Plan: The Humanities Program plans to continue working to update and revise its curriculum offerings and to actively recruit more Humanities majors, or at the very least, maintain or improve our enrollments. We are considering the creation of a Humanities Certificate over the course of the next year.

Over the past year, the **Humanities** Program has indeed successfully revised the AA degree as well as created a Certificate of Achievement that will hopefully attract some Humanities majors. We are continuing to work on the promotion of our degree, certificate, and courses in general through flyers, outreach to the Counseling Department and directly to students, an updated LPC Humanities Program webpage, and tabling at major fairs and other events.

Relatedly, we have also successfully proposed and received approval for a new **Film Studies** AA and Film Studies Certificate of Achievement which both incorporate at least two Humanities courses. This degree and certificate will be available to students in Fall 2020, hopefully complementing our usual Humanities enrollments.

Fall 2018 Plan: We also plan to continue to focus on our DE offerings: both expanding them and ensuring their alignment with the new CVC-OEI standards.

Relative to the above expectation, the **Philosophy** Program is in the final stages of completing OEI alignment and POCR review to have Prof. Bodnar's Philosophy 2 Ethics DE course approved for the course exchange. Philosophy is also acting as a pilot (only 4 in state are currently participating) in the POCR review process to certify the college to create local OEI review teams. As for **Humanities**, Prof. Wing Brooks began the OEI alignment and POCR review process for HUMN 28 DE in Fall 2018; however, the review was put on hold in Spring 2019 due to a shortage of reviewers for the state-level process. Wing Brooks intends to continue with and complete this process during Spring 2020 or shortly thereafter.

Fall 2018 Plan: The Philosophy Program is currently offering PHIL 2 Honors and plans to monitor it for success and effects on the Philosophy Program as a whole.

The above plan was attempted by the **Philosophy** Program, but not brought to fruition. An Honors Phil 2 Class was created and promoted through active tabling in the quad, visits to classrooms, emails to honors students, conversations and flyers given to counseling faculty, and other outreach measures. In the end, the enrollments were not high enough to allow the course to continue, but over 15 philosophy honors contracts were completed by individual students in the honors program last year.

Fall 2018 Plan: Both the Humanities and Philosophy programs are carefully considering how to schedule a variety of courses on a variety of days and times, a mixture of online and face-to-face courses, so as to best meet student needs, as well as insure robust enrollment.

Over the last year both the **Humanities and Philosophy** programs have struggled to fill night classes, and some of them have had to be cancelled; this is something we are continuing to try out and monitor. We have continued to expand our online course offerings, and demand for online courses is high. Soon we hope to be offering Philosophy 2 Courses on the course exchange, and this should offer additional opportunities for enrollment expansion. Humanities continues to offer 1-2 DE sections per semester and in the summer, along with primarily daytime course offerings.

The **Humanities** Program has two new courses that have the potential to positively impact students: HUMN 11 Culture and Arts I and HUMN 12 Culture and the Arts II – both of which fulfill multiple GE/CSU/IGETC requirements and also fulfill required prep for those students who want to transfer to complete a 4-year Humanities degree. HUMN 11 was unfortunately cancelled due to low enrollment in Fall 2019, but we hope that HUMN 12 will successfully fill for Spring 2020.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
X	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

As mentioned above, our attempt to offer a separate honors course in **Philosophy** was not successful. Outreach efforts were high. Participation in the Honors Program at large has increased dramatically over the past year, and it is likely that as participation continues to grow, and more students are attempting to complete the 5-course sequence for Honors Scholar status, the demand for honors courses will increase.

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F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

Philosophy.

Because of challenges outside of the control of our program, staffing needs have fluctuated greatly over the past year. In some cases we have had to complete last minute hires, as well as change staffing after the semester has begun. This creates a burden for staff as well as students as we have tried to solve these unforeseen challenges.

Philosophy.

Philosophy 8 is a logic and composition course created as an option for IGETC students to complete the logic requirement for the philosophy degree. The course is currently running successfully, but was denied CID status for the Philosophy degree, despite containing all of the material in our already approved Phil 6 course. This is a potential frustration for students attempting to complete the philosophy degree, and we are in the process of appealing the decision now.

Humanities Cluster.

Our cluster of programs would like to join the DE committee and other DE instructors in asking for more **institutional support** in order to complete the necessary and important work of **making sure that all DE content is fully web accessible** to all of our students. This is a time-consuming process for instructors, and it is one that could be better completed with greater institutional support and prioritization, not to mention dedicated time for and support staff to help instructors.

As stated earlier in our 2017 and 2018 Program Reviews for PHIL, HUMN, and RELS, we requested that our Humanities Cluster have a **shared space for both faculty and students in our cluster**. Since that time our considerations have made their way into the facilities planning process. No distinct decisions have been made as to facilities accommodations, but our needs have become a part of the planning dialogue for the new buildings. Kimberly Tomlinson in particular, with Humanities Cluster support, has strongly advocated for a **sacred contemplation space on campus**. We as a cluster feel that this is a very important and necessary space for students, staff, and faculty on campus; we are not satisfied with the small not-private space that has been dedicated to this in the 2400 building and hope this continues to be a planning priority.

Last but not least, we have previously expressed the **need for reassigned time for the Humanities Cluster coordinator**, primarily for fall semesters. This has been requested but never addressed. The new FA Contract TA Article 10 mentions some course release/reassigned time for program coordinators but does not stipulate which programs or how that decision is made. Being the program coordinator of a small program, or in our case a cluster of programs, each with limited full-time (or only one) faculty per program, means wearing too many hats, to put it mildly.

In addition to the standard requirements for full-time faculty of committee service and teaching 15 units (of, in our case, high-capped courses of 44 students per course) with multiple very different preps (2-4 different preps per semester), as discipline coordinator we are required to: schedule courses and help with staffing, write Program Review (for which we need to analyze data), update and possibly create curriculum, update PSLOs and CSLOs along with generating assessments and entering data, write discipline plans, create Guided Pathways maps for our degrees and certificates, update program webpages, participate in outreach to students and advise students, among other things. These duties require many hours of work during the fall semester. Requiring this amount of work of faculty members who are also acting as program coordinator without offering support through reassigned time in fall semesters is not sustainable and jeopardizes the wellbeing of those faculty members. The students being served by those faculty members will therefore be negatively impacted. Perhaps another way to address this ongoing problem is to move around some deadlines so that coordinator work is more evenly spread out between fall and spring semesters.

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X	External Factors		Learning Support		Professional Development		Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Philosophy. The Philosophy program as done some additional promotion for Middle College, offering mini-lectures to expose first-year middle college students to college experience. It is hoped that this will foster the continued success of our program with the Middle College population.

Philosophy. We plan to use whatever resources are available to appeal the decision to reject Philosophy 8 for the Introduction to Logic CID approval.

Humanities. The Humanities Program is beginning to implement (in the short term) a multi-year program vision plan and schedule (along with work on a Guided Pathways map for possible majors) that will hopefully address several issues: 1) streamline course offerings so that we can let students and Counseling know ahead of time what will be offered and when for long-term planning, 2) improve our scheduling of courses at diverse times to allow students a variety of options (face-to-face and online), 3) modify existing course outlines and introduce new courses that meet students' needs for transfer and meet their interests in more engaging and timely ways, and 4) find ways to schedule a variety of courses without overloading faculty with too many preps at once.

We are also planning to phase out HUMN 44 Narrative Film and Film Music, which will be replaced by HUMN 2 Intro to Film Studies in Fall 2020, and phase out HUMN 7 Contemporary Humanities, much of which is also covered in the second half of the new HUMN 12 Culture and Arts II course.

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H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Humanities. See above (G.) short-term plan item which includes a multi-year program plan/schedule.

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Section Two: Current Topics (Required for All Programs)

- A. Program-Set Standard (Instructional Programs Only):** The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

yes no (Humanities and Philosophy)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Philosophy.

We have been following a trend in lower success rates in some Philosophy courses over the past few review cycles. Our main explanation for this difference was the fact that our offerings expanded dramatically immediately after the term which set our standard. This meant that our students in the following terms were much more diverse in their preparation and skill levels. This trend seems to be borne out by the most recent data. Our percentage of first-time students and high-school students continues to increase. Our hypothesis is that this less-prepared group of students also had a harder time completing their work successfully. We also believe that this could be related to staffing changes such as changing instructors after a class has begun, or students not getting the expected instructor for their class.

Humanities.

The Humanities Program has seen a drop in success rates over the past three years (from 85.8% to 77.7%); however, our program has an abnormally high program set standard for success (82.1%, compared to LPC average of 68.1%). Therefore, we believe that we continue to have high student success - at 77.7% for 2018-19 - when compared to the college average of 74.4%. Possible reasons for this drop include a shift towards increased rigor and somewhat higher grading standards seen in the last three years with the new Humanities full-time faculty (as mentioned in last year's Program Review), as well as an increase in Middle College and "first time any college" students (up from 4% in 2014-15 to 13% in 2018-19), along with a rise in part-time student enrollments (the last group of which traditionally has higher rates of withdrawal). To address this, we are implementing various measures to improve student success, including engaging in more intentional and direct communication with students early on in the semester to increase commitment and prevent the rise in withdrawals we're seeing, as well as balancing both the accessibility and rigor we feel is needed in Humanities courses by incorporating both creative, enjoyable low-stakes course activities and more challenging higher-stakes assignments. Much of this was addressed in last year's program review and continues to be an issue that we are monitoring and seeking to improve, both in our face-to-face and online courses.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): HUMN 44 Narrative Film and Film Music (Prof. Wing Brooks)
SLO or SAO: "Students will be able to analyze film techniques."
Describe the quantitative or qualitative results: Most students traditionally score very high, in the Mastery/A range, on this assignment (analyzing film sound and music in one film in a short essay). As I have seen in other semesters, students enjoy working on this assignment and do really well, if they submit it.
Discuss any actions taken so far (and results, if known): In Spring 2019, I tried to make this assignment a bit more challenging (a bit longer, more elements required to be discussed or analyzed) but again had most students score high in the A range; however, there was a more of a range of grades - into the B range and with an increase in students not completing the assignment at all.
Discuss your action plan for the future: For Spring 2020, I will continue to think about ways to make this both more challenging for my high-achieving students and still a solid and fitting assessment for all students.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future: Humanities has a meeting scheduled for Nov. 8 th with SLO committee representatives to get help in this area (both for Humanities and Film Studies). This is an area we are just beginning to work on (2019-2020).

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKy>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

Philosophy 8 is a new course being offered for the first time this semester, as such, SLO's will be added in this term.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

The **Philosophy** Program has updated their information sheets that detail the course sequence for the philosophy degree, the nature of the Philosophy degree, and educational and career paths related to the Philosophy degree, and made these available to students.

The **Humanities** Program has also created and updated program-degree-certificate information sheets with clear course descriptions, requirements, and possible education and career paths. These info sheets are available to students directly through instructors and at events where we table (e.g. major fairs); they have also been shared with the Counseling Department. This information is clearly laid out on our updated LPC Humanities web page as well. We are in the process of creating the same type of info sheet for the new **Film Studies** Program for Fall 2020.

***We have noticed in increase in student interest in Humanities and Film Studies courses and degrees because of this increase in PR and outreach (student emails, office hour visits, etc.).

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

We feel that **more institutional support to the LPC webmaster** would enable our programs and others to more quickly update and enhance our webpages - and possible links to social media sites - which seem to be the main avenues students use to research LPC courses and programs. This support could be in the form of a part time or full-time assistant to our webmaster.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed

(for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

Philosophy. Nation-wide (according to Humanities Indicators, 2019) less than 1/3 of the students earning philosophy degrees are women. We have continued to offer our Feminist Philosophy course which is hypothesized to be a strong contributor to the comparatively high rates of women taking philosophy courses, especially in the spring semester.

Humanities. Unlike Philosophy, Humanities traditionally has and still does award a high number of degrees to women both at the AA and BA levels. What is important to note at a national level is that there has been a dramatic rise in Humanities AAs awarded to members of traditionally underrepresented racial/ethnic groups – from 13% in 1989 to 35% in 2015 (Humanities Indicators, 2019). While this trend is not exactly mirrored here at LPC in the Humanities Program (which has few to no majors in recent years), there has been a significant rise in enrollments and completion of our courses for Latino, Filipino, and African American students. As noted above, we have seen a rise in younger students and part-time students, along with an increase in female students and a decrease in male students: down from 47% in 2013 to 42% in 2018 for men / up from 52% in 2013 to 56% in 2018 for women. Actions we have taken to close equity gaps and consciously seek to continue improving on the advances mentioned here include 1) intentional outreach to and 2) early and mid-semester “check-ins” with students from the impacted groups listed in the chart above. All of the students in Prof. Wing Brooks’s courses, for example, fill out an info sheet about themselves during the first two weeks of the semester; this is used to help the instructor get to know students, identify areas where they might need extra help, and give the instructor information regarding possible accommodations students may have or need, all to better aid students in completing the course successfully, especially students who identify as members of the impacted groups above. The Humanities Program has also been working to “globalize” its curriculum (e.g. changing HUMN 28 from “Classical Myth” to “World Mythology” and including myths from all over the world, many of which have direct connections to students from impacted groups above, along with getting “American Cultures” designation for HUMN 10 American Arts and Ideas which means more course content will be devoted to traditionally underrepresented cultures in American society). When students learn about and can discuss their own cultures and sub-cultures in their classes, they are more likely to engage and succeed. Last, but not least, Prof. Wing Brooks has been working to close equity gaps for online learners by working on web accessibility for her HUMN 28 DE course.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

This year we were unable to staff the Feminist Philosophy course, and it is possible that this will cause a decrease in the representation of women in our program for 2019-2020 academic year.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

Philosophy. All courses are up to date.

Humanities. All courses are up to date.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

Humanities. We are currently looking into deactivating HUMN 44 and HUMN 7 (last offerings will be this academic year 2019-20). The Humanities and Film Studies AA and Certificates will then need to be updated.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Philosophy. Once Phil 2 DE is certified for the OEI course exchange, we may ask for additional FTEF to schedule an additional offering of this course to take advantage of our broader enrollment pool.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?