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COMPLETE

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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Humanities, Philosophy, Religious Studies

Q2 Lead Author and Collaborators:

Courtney Hammond, Lindy Brazil, Jessica Thompson

Q3 Dean:

Alicia Munoz

Q4 Program Update (Required): Please summarize the changes, additions, and achievements have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible here.

There have been no significant changes, additions or achievements in our program since our last program review. With that said, we continue to review our scheduling in order to be more efficient, adjust our SLOs according to actual in-classroom practices, and become more equity minded in our curriculum and teaching methods.

Page 2: IIB. Student and Program Learning Outcomes

Q5 Do you have an assessment plan on file with 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**

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Q6 Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

This past year, we rewrote most of our course SLOs for Philosophy and Humanities. This was done to reflect actual classroom practices and course content in light of previous SLO assessments. We look forward to the new data on these current SLOs as they are assessed in future semesters.

Q7 Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives? **Yes**

Q8 Are the PLOs mapped onto the course SLOs? **No**

Q9 Discuss your assessment plan for the PLOs.

We have not yet assessed our PLOs since we have rewritten our course SLOs. We plan to do this at our fall 2019 department meeting once SLOs from spring 2019 are assessed.

When we do assess the PLOs, we will look across courses to see how success rates for the corresponding SLOs feed into the PLOs.

Page 3: IIB. Student Achievement

Q10 How has the program's success rate changed over the past year?

Humanities: Success rates gone up slightly in the fall semesters, from 57% to 61%, while they have dropped pretty significantly in the spring semesters from 75% to 61%.

Philosophy: Success rates have dropped slightly from 72% to 69% in the fall semesters, while they have improved from 71% to 81% in the spring semesters.

Religious Studies: Success rates have risen from both semesters of 2017 to 2018. In the fall, they rose 13%, and in the spring they rose 6%.

Q11 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year goal for success rate across all courses in the program?

Our one year goal for success rate is to provide more student support in the way of adjunct faculty office hours and tutoring--including embedded tutoring--in philosophy and humanities. We also hope that as online classes become more popular, students who enroll in them are more experienced with the format, hence have less "technical" issues and can focus more on course content. We also have great adjunct faculty who are continually revamping their courses to be more user-friendly and accessible.

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Q12 Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

In Humanities, African-American and Hispanic students are below the overall program.

In Religious Studies, success rates for African-American students tend to be lower than the overall program.

In Philosophy, for 2 of the last five years, African Americans have had lower success rates than the overall program, while Hispanics have had lower success rates for all five years.

Q13 What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Some of our lowest success rates come from our online classes, so it might be access issues that keep students from succeeding, i.e. access to adequate computers, tutors, faculty, etc.

Q14 What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

We will be using more tutors, including embedded tutors, and our adjunct faculty will all have office hours. Also, we are promoting our philosophy club at many school events and fairs in order to present our department as welcoming, inclusive, and interested in student success.

Q15 How do these activities align with the goals set forth in your last comprehensive program review?

We have been working to get tutors for several years, especially in some of our more challenging courses such as Logic. With the new adjunct faculty contract, the office hours that adjunct faculty can now offer will be a big help—but was not anticipated in our last review. The philosophy club has been an ongoing club offering for the past several years, but has picked up more momentum in the last 2 years with a very active and dedicated student president, Julie Dome.

Q16 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. You can upload PDF, Word, and image files.

Respondent skipped this question

Page 4: Distance Education

Q17 Does your program offer any courses via distance education (online)? **Yes**

Page 5: Distance Education Course Success

Q18 Are there differences in success rates for distance education (online) versus in-person sections? **Yes**

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Q19 If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities?

Our faculty are always working to find ways to engage the online learner. That said, we often redo our online courses to be more stream-lined and user-friendly. Jessica Thompson has also introduced us to "PlayPosit" which is a tool that can be embedded in Canvas to have quizzes within video tutorials and lectures to make sure students are paying attention and using the course resources. We hope to discuss purchasing this program for our district through the appropriate channels.

Page 6: IV. Previous Goals: Update (If Applicable)

Q20 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 7: Previous Goal 1

Q21 Previous Goal 1:

Create new philosophy courses

Q22 Link to College Strategic Goal(s): **Student Validation and Engagement**

Q23 Goal Status **In Progress**

Q24 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

We are working to figure out how to offer new courses within the new enrollment parameters, as often we have trouble filling our core offerings. We will begin writing new courses soon, however, since we'd like to begin offering them as soon as we have strategized the best way to ensure adequate enrollments for them.

Q25 Please provide the rationale for this goal:

Courses such as "Philosophy and Pop-culture," "Feminism," "Philosophy and Film," and others, would draw students in by appealing to contexts and issues they are already interested in.

Q26 Please provide the goal action steps for the year (previously "Activities"):

In progress

Q27 Do you have another goal to update? **No**

Page 8: Previous Goal 2

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Q28 Previous Goal 2: Respondent skipped this question

Q29 Link to College Strategic Goal(s): Respondent skipped this question

Q30 Goal Status Respondent skipped this question

Q31 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q32 Please provide the rationale for this goal: Respondent skipped this question

Q33 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q34 Do you have another goal to update? Respondent skipped this question

Page 9: Previous Goal 3

Q35 Previous Goal 3: Respondent skipped this question

Q36 Link to College Strategic Goal(s): Respondent skipped this question

Q37 Goal Status Respondent skipped this question

Q38 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q39 Please provide the rationale for this goal: Respondent skipped this question

Q40 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q41 Do you have another goal to update? Respondent skipped this question

Page 10: Previous Goal 4

Q42 Previous Goal 4: Respondent skipped this question

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Q43 Link to College Strategic Goal(s): **Respondent skipped this question**

Q44 Goal Status **Respondent skipped this question**

Q45 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

Q46 Please provide the rationale for this goal: **Respondent skipped this question**

Q47 Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

Page 11: V. New Goals (If Applicable)

Q48 Would you like to propose any new goal(s)? **Yes**

Page 12: New Goal 1

Q49 New Goal 1:

Survey Students for new course recommendations

Q50 Link to College Strategic Goal(s): **Student Validation and Engagement**

Q51 Please provide the rationale for this goal:

We would like to know what kinds of courses students would be interested in taking in order to make our offerings more attractive and relevant.

Q52 Please provide the goal action steps for the year (previously "Activities"):

We will approach Bri Hayes in order to ask for her help in setting up a survey for students to respond to regarding what kinds of issues/themes they are interested in learning more about.

Q53 How will the goal be evaluated?

After coming up with a list of what students want to learn about, we will write new courses to align with their interests when possible. These new courses will then be offered, and we will track enrollments and success rates to evaluate the goal.

Q54 Do you have another new goal? **No**

Page 13: New Goal 2

Q55 New Goal 2: Respondent skipped this question

Q56 Link to College Strategic Goal(s): Respondent skipped this question

Q57 Please provide the rationale for this goal: Respondent skipped this question

Q58 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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

Q60 Do you have another new goal? Respondent skipped this question

Page 14: New Goal 3

Q61 New Goal 3: Respondent skipped this question

Q62 Link to College Strategic Goal(s): Respondent skipped this question

Q63 Please provide the rationale for this goal: Respondent skipped this question

Q64 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q65 How will the goal be evaluated? Respondent skipped this question

Q66 Do you have another new goal? Respondent skipped this question

Page 15: New Goal 4

Q67 New Goal 4: Respondent skipped this question

Q68 Link to College Strategic Goal(s): Respondent skipped this question

Q69 Please provide the rationale for this goal: Respondent skipped this question

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Q70 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q71 How will the goal be evaluated?

Respondent skipped this question

Page 16: VI. Resources Needed to Fully Achieve Goal(s)

Q72 Is the program requesting resources this year to achieve this goal?

Yes

Page 17: V. Faculty Resource Needs

Q73 Are you requesting one or more faculty positions to achieve this goal?

Yes

Page 18: Faculty Position Request(s)

Q74 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested:

Full-time Humanities faculty

Q75 Faculty Position Request 1 - Related Program Goal(s):

Increase Student Enrollment/Success in our Humanities courses

Q76 Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

FacultyPositionRequestForm-2018-19FINAL.docx (18KB)

Q77 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

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Q78 Faculty Position Request 2 - Related Program Goal(s):

Respondent skipped this question

Q79 Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

Page 19: VI. Classified Staff Resource Needs

Q80 Are you requesting one or more classified positions to achieve this goal?

No

Page 20: Classified Staff Position Request(s)

Q81 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

Q82 Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

Q83 Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

Respondent skipped this question

Q84 ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

Q85 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

Q86 Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

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Q87 Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information). **Respondent skipped this question**

Q88 ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

Page 21: VII. Technology Resource Needs

Q89 Are you requesting technology resources to achieve this goal? **No**

Page 22: Technology Request(s)

Q90 Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form **Respondent skipped this question**

Q91 Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form **Respondent skipped this question**

Page 23: VIII. Perkins and Strong Workforce Resource Needs

Q92 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal? **No**

Page 24: Perkins Request and Strong Workforce

Q93 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle. **Respondent skipped this question**

Q94 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle. **Respondent skipped this question**

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Page 25: IX. Supplies/Equipment Resource Needs

Q95 Are you requesting supplies and/or equipment resources to achieve this goal? **No**

Page 26: Supplies/Equipment Request(s)

Q96 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

Q97 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

Q98 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

Q99 Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

Page 27: X. Facilities Resource Needs

Q100 Are you requesting facilities resources to achieve this goal? **No**

Page 28: Facilities Request

Q101 Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#) **Respondent skipped this question**

Q102 Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: [Facilities Request Form](#) **Respondent skipped this question**

Page 29: XI. Professional Development Resource Needs

Q103 Are you requesting professional development resources to achieve this goal? **No**

Page 30: Professional Development Request

Q104 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q105 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 31: XII. Other Resource Needs

Q106 Are you requesting any other resources to achieve this goal?

No

Page 32: Other Resource Requests

Q107 Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Q108 Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 33

Q109 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Respondent skipped this question
