

Humanities

2020 Instructional Program Review

LASSEN COMMUNITY COLLEGE

Cheryl Aschenbach – Professor of Speech and English

Cory McClellan – Professor of English and Creative Writing

Jeff Owens – Professor of English

Richard Swanson – Professor of English and Journalism

Accepted by Academic Senate: (5/26/21)

Accepted by Consultation Council: (6/7/21)

Accepted by Governing Board: (6/8/21)

CONTENTS

SECTION 1: ACADEMIC PLANNING	1
I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES	1
DESCRIPTION/EVALUATION:	1
PLANNING AGENDA:	5
II STUDENT OUTCOMES	5
A. TRENDS AND PATTERNS IN STUDENT OUTCOMES	5
DESCRIPTION/EVALUATION:	6
PLANNING AGENDA:	14
B. STUDENT LEARNING OUTCOME ASSESSMENT	14
DESCRIPTION/EVALUATION:	14
PLANNING AGENDA:	17
C. STUDENT EVALUATION SUMMARY	17
DESCRIPTION/EVALUATION:	17
PLANNING AGENDA:	18
III. CURRICULUM	18
A. DEGREES AND/OR CERTIFICATES	18
DESCRIPTION/EVALUATION:	18
PLANNING AGENDA:	23
B. COURSES	23
DESCRIPTION/EVALUATION	23
PLANNING AGENDA:	27
C. ARTICULATION/INTEGRATION OF CURRICULUM	27
DESCRIPTION/EVALUATION:	27
PLANNING AGENDA:	28
III. SCHEDULING AND ENROLLMENT PATTERNS	28
DESCRIPTION/EVALUATION:	28
PLANNING AGENDA:	37
IV. EQUIPMENT	37
DESCRIPTION/EVALUATION:	37
PLANNING AGENDA:	39
V: OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM)	39
DESCRIPTION:	39
EVALUATION:	39
PLANNING AGENDA:	39
VI. PRIORITIZED RECOMMENDATIONS	40
A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	40
B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS	40
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATION MASTER PLAN	41
PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN	42
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN ..	42

SECTION TWO: HUMAN RESOURCE PLANNING	43
I. PROGRAM STAFFING	43
DESCRIPTION/EVALUATION:	43
PLANNING AGENDA:	43
II. PROFESSIONAL DEVELOPMENT	44
DESCRIPTION/EVALUATION:	44
PLANNING AGENDA:	44
III. STUDENT OUTCOMES	44
DESCRIPTION/EVALUATION:	44
PLANNING AGENDA:	45
IV. PRIORITIZED RECOMMENDATION	45
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	45
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS	45
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN	45
SECTION THREE: FACILITIES PLANNING	46
I. FACILITIES	46
DESCRIPTION/EVALUATION:	46
PLANNING AGENDA:	46
II. PRIORITIZED RECOMMENDATIONS	47
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	47
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS	47
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN	47
SECTION FOUR: TECHNOLOGY PLANNING	48
I. TECHNOLOGY	48
DESCRIPTION/EVALUATION:	48
PLANNING AGENDA:	48
II. PRIORITIZED RECOMMENDATIONS	49
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	49
PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS	49
PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN	49
APPENDIX A:	51
APPENDIX B:	54
APPENDIX C:	55
APPENDIX D:	56
APPENDIX E:	57

Humanities

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

The mission of Lassen Community College is as follows: “Lassen Community College provides programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.” The Humanities program contributes to the mission by offering coursework for transfer degrees and certificates, for terminal degrees intended as preparation for employment, and for those needing basic skills instruction in English and reading. The broad content of humanities exposes students to arts, literature, and communication from many geographic areas and cultures, contributing to students’ intellectual growth and human perspective as expected by the mission. The Humanities program also contributes to the vision of the strategic plan, most specifically, “Be the Civic and Social Leader in the Community.” Humanities prepares students to be contributing members of society by developing an understanding of government structures, politics, historical events, philosophical theories, and the ability to read, write and speak effectively. The Humanities program also contributes to the vision statement, “Be the Academic Leader by ensuring quality instruction and encouraging student success” through its record of coursework, program development, and innovation.

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

Currently, LCC has two degrees are being offered within the humanities program: AA University Studies: Humanities and AA in English for Transfer.

In addition, courses within the humanities program help students meet Areas C and D1 of the vocational and non-transfer associate degree general education requirements, Areas A and C of the CSU General Education (CSU GE) Certificate of Achievement, and Areas 1 and 3 of the Intersegmental General Education Transfer Curriculum (IGETC) Certificate of Achievement. Student learning outcomes for each degree and certificate are listed below. For each, the related institutional outcome(s) are identified.

Associate in Arts degree in English for Transfer

Upon completion of the Associate in Arts in English for Transfer, the student will be able to:

1. Demonstrate analytical and critical thinking skills through the production of written and oral critical responses to texts
2. Given an assignment to read a literary work, the student will identify and analyze crucial elements of fiction, poetry, and drama
3. Demonstrate the ability to find, evaluate, and interpret primary and secondary sources, utilize summary, paraphrase and direct quotes to support a premise, and apply guidelines for MLA documentation to appropriately document information within written essays.

Associate in Arts Degree University Studies: emphasis in Humanities

Upon completion of the Associate in Arts Degree University Studies: Emphasis in Humanities, the student will be able to:

1. Demonstrate an understanding of the cultural, literary, humanistic activities and artistic expression of human beings. (Communication)
2. Identify, recognize, define and describe various important works, creators, schools, styles and events in art, literature, philosophy and history from a variety of cultures and relate how they are relevant to the present. (Critical Thinking)

General Education SLOs, including CSU General Education Certificate of Achievement and IGETC Certificate of Achievement

Upon completion of general education certifications (CSU GE, IGETC, or LCC), students will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavioral science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical contemporary communities.
4. Understand ways in which people through the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to making value judgements on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities, and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning, and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation, and appropriate language, style and format using academically accepted means of researching, evaluating, and documenting sources within written works.
7. Analyze, evaluate, and explain theories, concepts, and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

The Humanities program leads students to competence in all four of Lassen College's institutional learning outcomes: Communication, Critical Thinking, Lifelong Learning, and Personal/Interpersonal Responsibility. Even when not formally identified as outcomes, linked to course or program outcomes, or measured, skills and knowledge for competence in the four institutional outcomes are inherent in all instruction within the humanities program. For example, instructors establish guidelines for assignments that students must navigate (Personal/interpersonal Responsibility); communication between

students and instructors is on-going (Communication); in examining the topics within the humanities programs, students think critically about the theories and concepts as well as their current applications (Critical Thinking); and, finally, students are mentored to be students and to engage in learning within a discipline of interest to them (Life Long Learning). The measured attainment of competence related to the four institutional outcomes may be computed through an examination of course level outcomes as well as the linkages established between courses, programs, general education and institutional outcomes already established.

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

In 2019, all enrollment caps for composition-based courses were lowered from 35 to 24. This change was inspired by the Student Success Initiative and in response to the academic demands of AB705. In response to the increase of ENGL 1 students who no longer required a developmental composition, the LCC English composition-based courses would be lowered in cap size to help meet the academic/tutorial needs of the incoming and continued English students.

In 2018, the Associates in Arts Degree in English for transfer was changed to recognize the current trends in the academic field in regard to a tiered/listed system of organization. The degree lists were changed to:

Total Units for the Associate in Arts Degree with a minimum grade point average 2.0: 60 Units Required Core Courses minimum grade 2.0: 18 Units

Take the following 6 units

ENGL 2 Introduction to Literary Types 3.0

ENGL 9 Critical Thinking and Composition 3.0

List A – Take 6 units (Select 2)

ENGL 3 British Literature I 3.0

ENGL 4 British Literature II 3.0

ENGL 12 Survey of American Literature II 3.0

List B – Take 3 units

ENGL 5 Survey of World Literature II 3.0

ENGL 10 Shakespeare 3.0

List C – Take 3 units

ENGL 1 College Composition 3.0

ENGL 22 Creative Writing

ENGL 33 Studies in Fiction

ENGL 34 Studies in Poetry

- d. Analyze program-related promotional materials/advertising as appropriate
The humanities program does not have any program-related promotional materials. It would be helpful to help inform students about the degree options in humanities and English using a simple one-page flyer for each degree, especially given the opportunity for guaranteed transfer to CSU upon completion of the English degree designated for transfer.

It should be noted that since 2014, faculty within the English Department have sponsored a “Film Night”; where critical lectures and films of cultural, historic, and artistic significance were both presented to the LCC student body (and open to our community). This activity represented both academic discourse and program promotion within the English Department at LCC. Instructor Cory McClellan has hosted and organized Film Nights since 2014 on a volunteer basis.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

Since the changes with AB705, student success rates should be tracked by the Institutional Effectiveness and Research Office to evaluate effectiveness.

The rates of completion from students who first enrolled in ENGL 1 (who had successfully completed their degree or certificate pathway) should be compared to those students who first completed a developmental course (ENGL 105/105A) and then continued to complete their degree or certificate pathway. Those rates should be documented and evaluated as they could show the effectiveness of the changes specific to the English pathway within AB705.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.

	2015	2016	2017	2018	2019
AA in English for Transfer	0	3	3	4	2
AA in University Studies: Emphasis in Humanities	1	2	3	5	1
Total	1	5	6	9	3

There was a steady increase in degrees and certificates from 2015 to 2018 in both English and Humanities. In 2019, with the shift to distance education across campus (in response to statewide COVID-19 measures), it has made it difficult to promote and inspire new students to the English degree. But, as was seen with the steady movement from 2015 to 2018 there is hope that the degree will stabilize.

- b. Transfer numbers for the last four years

The following chart was the only information provided in regard to “transfer”; it does show the diversity of the LCC English/Humanities degree transferability:

Transfers: LCC Humanities Graduates who Transferred to another Institution and Achieved a Higher Award Since May 2012

Degree Type	Degree Title	College or University	State	Award Year
Bachelor Of Science	Industrial Tech/Manufacturing Systems	San Jose State University	CA	2012
Bachelor Of Arts	Sociology	California State University - Chico	CA	2015
Bachelor Of Arts	Sociology Online (Ba)	California State University - Chico	CA	2015
Bachelor Of Arts	Psychology	Simpson University	CA	2016
Bachelor Of Arts	Organizational Leadership	Arizona State University	AZ	2017
Bachelor Of Arts	English: English Studies (Ba)	California State University - Chico	CA	2017
Master Of Arts	Forensic Psychology	University Of North Dakota	ND	2017
Bachelor Of Fine Arts	Creative Writing	Southern Oregon University	OR	2017
Bachelor Of Arts	Liberal Std: Online (Ba)	California State University - Chico	CA	2018
Bachelor Of Arts	Business Administration	Simpson University	CA	2019
Bachelor Of Arts	Sociology - Criminology	Ohio University	OH	2019
Bachelor Of Science	Health Sci Pre Phys Thrp	Sterling College	KS	2019
Bachelor Of Arts In Criminal Justice	Criminal Justice	University Of Nevada-Reno	NV	2019
Bachelor Of Arts	Sociology Ba	California State University - Sacramento	CA	2019
Bachelor Of Arts	English Ba	California State University - Sacramento	CA	2019
Bachelor Of Arts	Psychology	California State Univ Channel Islands	CA	2019
Bachelor Of Arts	Sociology Online (Ba)	California State University - Chico	CA	2019
Master Of Arts	English (Ma)	California State University - Chico	CA	2019
Bachelor Of Arts	Psychology (Ba)	California State University - Chico	CA	2019
Bachelor Of Arts	Psychology (Ba)	California State University - Chico	CA	2019
Bachelor Of Arts	Communication	Texas A&M International University	TX	2019
Bachelor Of Arts	Public Relations	Kansas Wesleyan University	KS	2019
Bachelor Of Science	Physical Education	University Of Science And Arts Of Oklahoma	OK	2019
Bachelor Of Science	Animal Science	Montana State University - Bozeman	MT	2019
Bachelor Of Science	Economics	Northern Michigan University	MI	2019
Bachelor Of Science	Recr: Event Mgmt (Bs)	California State University - Chico	CA	2019
Bachelor Of Science	Biology	Simpson University	CA	2020
Bachelor Of Science	Nursing	Simpson University	CA	2020
Bachelor Of Arts	Government: State And Local Public Policy	Grand Canyon University-Traditional	AZ	2020
Bachelor Of Social Work	Social Work	Brescia University	KY	2020
Bachelor Of Science	Kinesiology (Exercise Science Concentration)	Southwestern Christian University	OK	2020
Bachelor Of General Studies	General Studies	Northern State University	SD	2020
Bachelor Of Science In Business Administration	Management	University Of Nevada-Reno	NV	2020
Bachelor Of Arts	Psychology	Chicago State University	IL	2020
Bachelor Of Science	Health Sci (Health Care) Bs	California State University - Sacramento	CA	2020
Bachelor Of Arts	Social Work (Ba)	California State University - Chico	CA	2020
Bachelor Of Science	Animal Science (Bs)	California State University - Chico	CA	2020
Bachelor Of Arts	Psychology (Ba)	California State University - Chico	CA	2020
Bachelor Of Arts	Sociology Online (Ba)	California State University - Chico	CA	2020
Bachelor Of Arts	Criminal Justice (Ba)	California State University - Chico	CA	2020
Bachelor Of Arts	Religious Studies Online (Ba)	California State University - Chico	CA	2020
Bachelor Of Science	Biology	Central Washington University	WA	2020

c. Completion, retention and success data for the last four years

Retention and Success by Academic Year

Academic Year	Q	Census Enrollment	Retention	Success
Totals		11,410	86%	69%
2019		2,090	89%	76%
2018		2,286	84%	67%
2017		2,192	87%	69%
2016		2,422	85%	66%
2015		2,420	87%	68%

- Analyze program effectiveness based on available quantitative data and qualitative experiences.

Success and Retention by Modality, Class (Section), Academic Year and Semester (Page 1 of 6)

Modality	Class (Section)	Academic Year and Semester																		
		2015						2016						2017						
		SU		FA		SP		SU		FA		SP		SU		FA		SP		
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	
Correspondence	ANTH-1-C0032	51.7%	79.3%																	
	ANTH-1-C5602	42.1%	68.4%																	
	ENGL-1-C5540	53.8%	57.7%																	
	ENGL-1-C5603	46.2%	76.9%																	
	ENGL-105-C5535	37.9%	62.1%																	
	ENGL-105-C5536	50.0%	100.0%																	
	ENGL-105A-C5426	47.1%	70.6%																	
	HUM-1-C5218	72.7%	75.8%																	
	HUM-2-C5234	66.7%	86.7%																	
	Face to Face	ANTH-1-M0503			90.9%	100.0%														
ANTH-1-M4556										65.0%	95.0%							84.2%	94.7%	
ANTH-2-M3861						71.4%	82.1%													
ANTH-2-M4651																				
ANTH-3-M4684						75.0%	100.0%													
BS-156-O4982																				
BUS-27-K1931										63.6%	63.6%									
BUS-27-K1932										81.0%	85.7%									
BUS-27-K3958						86.7%	86.7%													
BUS-27-K3959						100.0%	100.0%													
BUS-27-M4083						80.0%	90.0%					100.0%	100.0%							
BUS-27-M4770																			81.8%	95.5%
CD-17-M4423												50.0%	100.0%							
ENGL-1-K1050																				
ENGL-1-K4139																				
ENGL-1-M0070				91.4%	97.1%						90.6%	100.0%				86.7%	100.0%			
ENGL-1-M0092				71.4%	94.3%						77.1%	97.1%				76.9%	92.3%			
ENGL-1-M0177				64.7%	88.2%						78.8%	100.0%				84.6%	96.2%			
ENGL-1-M0180																				
ENGL-1-M0182																				
ENGL-1-M0183																				
ENGL-1-M0973				97.2%	97.2%						69.2%	92.3%				76.7%	93.3%			
ENGL-1-M3878						66.7%	93.3%						85.7%	100.0%					67.9%	96.4%
ENGL-1-M3882																				
ENGL-1-M4122						89.3%	96.4%					80.0%	95.0%						84.6%	92.3%
ENGL-1-M4175						70.0%	93.3%					70.0%	90.0%						88.9%	94.4%
ENGL-1-M4432						83.9%	96.8%					89.3%	96.4%						56.3%	87.5%
ENGL-10-M4430																				
ENGL-105-M0192				75.0%	96.9%						28.6%	50.0%				61.5%	80.8%			
ENGL-105-M0193				38.2%	76.5%						68.8%	84.4%				62.5%	70.8%			
ENGL-105-M0194				83.3%	96.7%						41.4%	72.4%				25.9%	77.8%			
ENGL-105-M0195				51.6%	77.4%						60.0%	83.3%				59.3%	81.5%			
ENGL-105-M3524						47.8%	60.9%						47.4%	89.5%					54.5%	81.8%
ENGL-105-M3527						54.5%	68.2%						43.5%	87.0%					40.9%	72.7%
ENGL-105A-M0914				78.1%	81.3%						55.0%	65.0%				60.0%	72.0%			
ENGL-105A-M0988				33.3%	33.3%						75.0%	75.0%				29.4%	47.1%			
ENGL-105A-M3523						50.0%	58.3%						36.4%	90.9%					53.3%	80.0%
ENGL-12-M0681				100.0%	100.0%						83.3%	100.0%								
ENGL-150-O7801																				
ENGL-150-O7802																				
ENGL-150-O7803																				
ENGL-150-O7812																				
ENGL-150-O7813																				
ENGL-150-O7814																				
ENGL-150-O7816																				
ENGL-150-O7817																				
ENGL-150-O7818																				
ENGL-150-O7819																				
ENGL-150-O7820																				
ENGL-150-O7821																				
ENGL-150-O7826																				
ENGL-150-O7832																				
ENGL-150-O7833																				
ENGL-150-O7834																				
ENGL-155-K5124																				
ENGL-155-M1279																				
ENGL-155-M1280																				
ENGL-155-M1281																				
ENGL-155-M3894																				
ENGL-155-M3895																				
ENGL-155-M3897																				
ENGL-155-M4029																				

Success and Retention by Modality, Class (Section), Academic Year and Semester (Page 2 of 6)

Modality	Class (Section)	Academic Year and Semester																		
		2015						2016						2017						
		SU		FA		SP		SU		FA		SP		SU		FA		SP		
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	
Face to Face	ENGL-2-M0807									87.5%	100.0%					90.9%	100.0%	100.0%	100.0%	
	ENGL-22-M3656											92.9%	100.0%							
	ENGL-3-M1898		83.3%	100.0%												87.5%	100.0%			
	ENGL-3-M3681																			
	ENGL-33-M0764																			
	ENGL-33-M3542				100.0%	100.0%												100.0%	100.0%	
	ENGL-34-M1140																			
	ENGL-4-M3988				100.0%	100.0%													100.0%	100.0%
	ENGL-5-M3890												76.9%	100.0%						
	ENGL-9-M0190		82.9%	91.4%							77.1%	88.6%					89.5%	94.7%		
	ENGL-9-M0191		82.9%	91.4%							88.2%	94.1%					84.6%	100.0%		
	ENGL-9-M3891					85.3%	97.1%						88.6%	97.1%					96.4%	100.0%
	ENGL-9-M3892					100.0%	100.0%						81.3%	100.0%					89.5%	94.7%
	ENGL-9-M3893					66.7%	97.0%						77.1%	97.1%					68.2%	95.5%
	ENGL-9-M4662																			
	FILM-1-M0133		75.8%	93.9%							72.7%	95.5%					85.7%	100.0%		
	FILM-1-M0204																			
	FILM-1-M0205		72.2%	94.4%							97.0%	100.0%					71.4%	92.9%		
	FILM-1-M0744																			
	FILM-1-M3902					81.8%	100.0%						89.3%	100.0%					92.3%	96.2%
	FILM-1-M3903					81.8%	97.0%						89.2%	97.3%					91.7%	95.8%
	FILM-1-M8263							91.7%	91.7%						87.5%	87.5%				
	GEOG-2-M1032																60.0%	80.0%		
	GEOG-2-M4724			64.3%	92.9%															
	MUS-12-K0669																			
	MUS-12-K4916																			
	MUS-12-M0343			88.2%	100.0%						88.2%	94.1%					71.0%	96.8%		
	MUS-12-M4293					94.1%	100.0%						81.8%	100.0%					65.6%	96.9%
	MUS-6-M0813		85.7%	94.3%							82.4%	100.0%					93.8%	100.0%		
	MUS-7-M0341					78.8%	100.0%						75.0%	75.0%					73.7%	94.7%
	PHIL-1-M0582		75.9%	89.7%							70.0%	100.0%								
	PHIL-10-M4294					85.3%	97.1%													
	SPCH-1-K0696																			
	SPCH-1-K3684																			
	SPCH-1-K6363																			
	SPCH-1-M0430																			
	SPCH-1-M0431																			
	SPCH-1-M3685																			
	SPCH-1-M3867																			
	SPCH-1-M5008	95.0%	95.0%						93.3%	100.0%					84.6%	84.6%				
Hybrid	ANTH-2-Y3861																	88.9%	100.0%	
	ANTH-3-Y3868																			
	BUS-27-Y4083																			
	GEOG-2-Y1032																			
	SPCH-1-Y0426																			
	SPCH-1-Y0429																			
	SPCH-1-Y0430		63.0%	92.6%							57.7%	88.5%				63.3%	93.3%			
	SPCH-1-Y0431		76.0%	100.0%							66.7%	91.7%				83.3%	87.5%			
	SPCH-1-Y3992												53.8%	76.9%					69.2%	84.6%
	SPCH-1-Y4343					80.8%	100.0%						80.8%	88.5%					79.3%	96.6%
SPCH-1-Y4344					71.0%	96.8%						64.3%	92.9%					66.7%	93.3%	
Incarcerated Correspondence	ANTH-1-I0032							48.1%	77.8%					56.5%	87.0%					
	ANTH-1-I0033		67.7%	93.5%						63.3%	83.3%					64.0%	84.0%			
	ANTH-1-I0034		41.7%	75.0%																
	ANTH-1-I0503									38.9%	83.3%					66.7%	85.7%			
	ANTH-1-I4499					71.9%	93.8%					51.6%	80.6%					64.5%	80.6%	
	ANTH-1-I4549					63.0%	74.1%					36.7%	66.7%					63.0%	85.2%	
	ANTH-1-I5602																			
	ENGL-1-I0178		50.0%	96.2%							77.3%	77.3%				62.5%	75.0%			
	ENGL-1-I0179										52.4%	71.4%				65.4%	84.6%			
	ENGL-1-I0181																			
	ENGL-1-I1001		76.2%	85.7%							56.3%	81.3%				28.6%	71.4%			
	ENGL-1-I3879																			
	ENGL-1-I4532					63.6%	81.8%						64.3%	78.6%					64.7%	88.2%
	ENGL-1-I4533					56.3%	62.5%						73.7%	89.5%					60.9%	78.3%
	ENGL-1-I4539					60.0%	65.0%													
ENGL-1-I5540																				
ENGL-1-I5603								50.0%	79.2%					53.8%	53.8%					
ENGL-105-I0196		36.4%	54.5%							36.7%	40.0%					31.3%	56.3%			
ENGL-105-I0197		27.8%	44.4%							55.6%	66.7%					44.4%	50.0%			
ENGL-105-I0359		40.0%	93.3%							40.0%	60.0%					50.0%	100.0%			

Success and Retention by Modality, Class (Section), Academic Year and Semester (Page 3 of 6)

Modality	Class (Section)	Academic Year and Semester																		
		2015						2016						2017						
		SU		FA		SP		SU		FA		SP		SU		FA		SP		
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	
Incarcerated Correspondence	ENGL-105-10537																			
	ENGL-105-13519					73.3%	86.7%					32.0%	56.0%					37.5%	75.0%	
	ENGL-105-13520					62.5%	75.0%					30.0%	50.0%					61.1%	83.3%	
	ENGL-105-13521					26.3%	68.4%					41.7%	66.7%					41.7%	66.7%	
	ENGL-105-13796																		31.3%	62.5%
	ENGL-105-15535							41.4%	79.3%					53.8%	76.9%					
	ENGL-105-15536							33.3%	77.8%					63.6%	81.8%					
	ENGL-105A-10989			28.6%	33.3%							38.1%	81.0%					66.7%	83.3%	
	ENGL-105A-11141																			
	ENGL-105A-13797																		50.0%	70.0%
	ENGL-105A-13885												33.3%	73.3%					50.0%	60.0%
	ENGL-105A-13886					47.4%	52.6%						38.9%	61.1%					64.3%	78.6%
	ENGL-105A-15107																			
	ENGL-105A-15426							46.7%	73.3%						35.3%	70.6%				
	ENGL-9-10110																			
	ENGL-9-10189																			
	ENGL-9-13989																		87.5%	100.0%
	ES-1-10201			75.0%	85.0%						73.9%	91.3%				70.0%	80.0%			
	ES-1-10202															60.0%	85.0%			
	ES-1-14509					54.2%	83.3%						65.4%	88.5%					79.3%	86.2%
	ES-1-16338							79.2%	91.7%						75.0%	83.3%				
	ES-1-18261							86.4%	86.4%											
	HUM-1-10291			66.7%	88.9%					66.7%	66.7%					65.5%	82.8%			
	HUM-1-10292															90.0%	90.0%			
	HUM-1-14254					52.2%	82.6%						52.6%	73.7%					61.9%	81.0%
	HUM-1-14964																			
	HUM-1-15218							68.8%	68.8%						70.6%	82.4%				
	HUM-1-15232																			
	HUM-2-10621																			
	HUM-2-14238					77.8%	96.3%						70.8%	87.5%					78.3%	91.3%
	HUM-2-14516																			
	HUM-2-14819					71.4%	71.4%													
	HUM-2-15234							73.3%	86.7%						73.7%	84.2%				
	PHIL-10-10591															70.8%	87.5%			
	PHIL-10-10592										77.8%	100.0%				65.0%	80.0%			
	PHIL-10-10593										46.2%	100.0%				63.2%	94.7%			
	PHIL-10-14552					86.7%	93.3%						75.0%	89.3%					66.7%	93.3%
	PHIL-10-14575					90.0%	96.7%						72.0%	88.0%					50.0%	82.1%
	PHIL-10-14936					83.3%	93.3%						62.5%	87.5%					63.6%	100.0%
	PHIL-10-15163							78.1%	96.9%						83.9%	90.3%				
PHIL-10-15164							69.0%	93.1%												
Internet	ANTH-1-N0618			64.0%	84.0%					60.7%	85.7%					66.7%	71.4%			
	ANTH-1-N4688					71.9%	84.4%					62.1%	79.3%					65.5%	86.2%	
	ANTH-1-N6025	30.8%	76.9%					62.5%	75.0%					75.0%	100.0%					
	BUS-27-N5310																			
	CD-17-N4423																			
	ENGL-1-N0184			50.0%	90.6%						62.9%	85.7%					62.1%	86.2%		
	ENGL-1-N4174					48.4%	90.3%					60.0%	97.1%					81.5%	88.9%	
	ENGL-1-N5156	30.8%	84.6%					25.9%	74.1%					62.5%	100.0%					
	ENGL-105-N0631			31.3%	78.1%						42.1%	89.5%				25.0%	79.2%			
	ENGL-105-N3522					43.5%	87.0%						30.4%	82.6%					36.4%	81.8%
	ENGL-105-N5537	63.6%	100.0%					57.1%	71.4%						50.0%	78.6%				
	ENGL-105A-N0723			45.0%	65.0%						41.7%	58.3%					50.0%	60.0%		
	ENGL-105A-N3887					55.6%	77.8%						42.9%	71.4%					40.0%	80.0%
	ENGL-105A-N5355																			
	ENGL-9-N0188										58.8%	58.8%					84.4%	90.6%		
	ENGL-9-N4176					52.9%	88.2%						66.7%	90.9%					73.1%	96.2%
	ENGL-9-N4177																			
	ENGL-9-N5207	50.0%	75.0%					64.0%	64.0%						77.8%	100.0%				
	ES-1-N0202			82.6%	91.3%															
	ES-1-N0203										70.4%	96.3%					78.1%	96.9%		
	ES-1-N4461					59.4%	81.3%						63.6%	100.0%						
	ES-1-N5036	41.7%	75.0%					71.4%	85.7%						88.9%	100.0%				
	ES-1-N5137																			
	HUM-1-N1111			65.7%	94.3%						80.6%	80.6%					90.0%	93.3%		
	HUM-1-N5233	92.3%	100.0%					86.4%	90.9%						80.0%	86.7%				
	HUM-2-N4255												46.7%	50.0%					82.9%	91.4%
	HUM-2-N4256					86.1%	91.7%						84.8%	84.8%						
	HUM-2-N5331							96.0%	96.0%						88.9%	88.9%				
	Semester Averages	54.5%	80.2%	66.0%	85.5%	71.5%	87.0%	66.1%	83.0%	65.1%	83.2%	64.2%	86.0%	70.1%	85.4%	66.5%	84.7%	69.1%	87.9%	

Success and Retention by Modality, Class (Section), Academic Year and Semester (Page 4 of 6)

Modality	Class (Section)	Academic Year and Semester												Class (Section) Totals, All Years		
		2018						2019								
		SU		FA		SP		SU		FA		SP		Success	Retention	
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention			
Correspondence	ANTH-1-C0032													51.7%	79.3%	
	ANTH-1-C5602													42.1%	68.4%	
	ENGL-1-C5540													53.8%	57.7%	
	ENGL-1-C5603													46.2%	76.9%	
	ENGL-105-C5535													37.9%	62.1%	
	ENGL-105-C5536													50.0%	100.0%	
	ENGL-105A-C5426													47.1%	70.6%	
	HUM-1-C5218													72.7%	75.8%	
HUM-2-C5234													66.7%	86.7%		
Face to Face	ANTH-1-M0503													90.9%	100.0%	
	ANTH-1-M4556													74.6%	94.9%	
	ANTH-2-M3861													74.2%	87.2%	
	ANTH-2-M4651											55.6%	77.8%	55.6%	77.8%	
	ANTH-3-M4684													75.0%	100.0%	
	BS-156-O4982															
	BUS-27-K1931			100.0%	100.0%										81.8%	81.8%
	BUS-27-K1932														81.0%	85.7%
	BUS-27-K3958														86.7%	86.7%
	BUS-27-K3959											93.5%	93.5%		96.8%	96.8%
	BUS-27-M4083														90.0%	95.0%
	BUS-27-M4770														81.8%	95.5%
	CD-17-M4423														50.0%	100.0%
	ENGL-1-K1050									65.2%	78.3%				65.2%	78.3%
	ENGL-1-K4139												75.0%	100.0%	75.0%	100.0%
	ENGL-1-M0070			79.2%	87.5%					88.0%	92.0%				87.2%	95.3%
	ENGL-1-M0092			79.2%	87.5%					62.5%	91.7%				73.4%	92.6%
	ENGL-1-M0177			71.4%	95.2%					80.0%	95.0%				75.9%	94.9%
	ENGL-1-M0180			64.3%	78.6%										64.3%	78.6%
	ENGL-1-M0182									85.0%	90.0%				85.0%	90.0%
	ENGL-1-M0183									76.2%	90.5%				76.2%	90.5%
	ENGL-1-M0973			84.2%	100.0%					80.0%	93.3%				81.5%	95.2%
	ENGL-1-M3878					56.5%	73.9%						71.4%	100.0%	69.6%	92.7%
	ENGL-1-M3882												64.3%	64.3%	64.3%	64.3%
	ENGL-1-M4122					75.0%	95.8%						83.3%	83.3%	82.4%	92.6%
	ENGL-1-M4175					66.7%	90.5%								73.9%	92.1%
	ENGL-1-M4432					60.9%	87.0%								72.6%	91.9%
	ENGL-10-M4430					87.5%	87.5%								87.5%	87.5%
	ENGL-105-M0192			36.4%	45.5%					54.5%	72.7%				51.2%	69.2%
	ENGL-105-M0193			65.0%	100.0%										58.6%	82.9%
	ENGL-105-M0194			35.0%	75.0%										46.4%	80.5%
	ENGL-105-M0195			63.2%	94.7%										58.5%	84.2%
	ENGL-105-M3524					54.5%	81.8%						62.5%	100.0%	53.4%	82.8%
	ENGL-105-M3527					28.6%	57.1%								41.9%	71.3%
	ENGL-105A-M0914			47.1%	70.6%										60.0%	72.2%
	ENGL-105A-M0988			75.0%	100.0%										53.2%	63.8%
	ENGL-105A-M3523					33.3%	83.3%								43.3%	78.1%
	ENGL-12-M0681			72.7%	81.8%										85.4%	93.9%
	ENGL-150-O7801															
	ENGL-150-O7802															
	ENGL-150-O7803															
	ENGL-150-O7812															
ENGL-150-O7813																
ENGL-150-O7814																
ENGL-150-O7816																
ENGL-150-O7817																
ENGL-150-O7818																
ENGL-150-O7819																
ENGL-150-O7820																
ENGL-150-O7821																
ENGL-150-O7826																
ENGL-150-O7832																
ENGL-150-O7833																
ENGL-150-O7834																
ENGL-155-K5124																
ENGL-155-M1279																
ENGL-155-M1280																
ENGL-155-M1281																
ENGL-155-M3894																
ENGL-155-M3895																
ENGL-155-M3897																
ENGL-155-M4029																

Success and Retention by Modality, Class (Section), Academic Year and Semester (Page 5 of 6)

Modality	Class (Section)	Academic Year and Semester												Class (Section)		
		2018						2019						Totals, All Years		
		SU		FA		SP		SU		FA		SP		Success	Retention	
Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention			
Face to Face	ENGL-2-M0807			100.0%	100.0%									92.8%	100.0%	
	ENGL-22-M3656					87.5%	100.0%					100.0%	100.0%	95.1%	100.0%	
	ENGL-3-M1898													85.4%	100.0%	
	ENGL-3-M3681											60.0%	100.0%	60.0%	100.0%	
	ENGL-33-M0764								83.3%	100.0%				83.3%	100.0%	
	ENGL-33-M3542													100.0%	100.0%	
	ENGL-34-M1140			85.7%	100.0%									85.7%	100.0%	
	ENGL-4-M3988										75.0%	75.0%		91.7%	91.7%	
	ENGL-5-M3890					100.0%	100.0%				50.0%	100.0%		75.6%	100.0%	
	ENGL-9-M0190			71.4%	85.7%				92.0%	96.0%				82.6%	91.3%	
	ENGL-9-M0191			90.5%	95.2%				86.7%	100.0%				86.6%	96.2%	
	ENGL-9-M3891					70.8%	91.7%						95.7%	100.0%	87.4%	97.2%
	ENGL-9-M3892					91.7%	91.7%							90.6%	96.6%	
	ENGL-9-M3893					91.3%	95.7%						95.2%	100.0%	79.7%	97.0%
	ENGL-9-M4662												100.0%	100.0%	100.0%	100.0%
	FILM-1-M0133													78.1%	96.5%	
	FILM-1-M0204			88.2%	100.0%				78.3%	91.3%				83.2%	95.7%	
	FILM-1-M0205													80.2%	95.8%	
	FILM-1-M0744			75.0%	87.5%				85.7%	85.7%				80.4%	86.6%	
	FILM-1-M3902					85.2%	92.6%						81.8%	81.8%	86.1%	94.1%
	FILM-1-M3903					88.5%	100.0%						61.9%	85.7%	82.6%	95.2%
	FILM-1-M8263														89.6%	89.6%
	GEOG-2-M1032														60.0%	80.0%
	GEOG-2-M4724														64.3%	92.9%
	MUS-12-K0669								78.3%	78.3%					78.3%	78.3%
	MUS-12-K4916												81.3%	100.0%	81.3%	100.0%
	MUS-12-M0343			80.6%	96.8%				78.6%	92.9%					81.3%	96.1%
	MUS-12-M4293					86.7%	96.7%						92.9%	100.0%	84.2%	98.7%
	MUS-6-M0813			85.0%	100.0%				92.9%	100.0%					87.9%	98.9%
	MUS-7-M0341					82.4%	100.0%						100.0%	100.0%	82.0%	93.9%
	PHIL-1-M0582														72.9%	94.8%
	PHIL-10-M4294														85.3%	97.1%
	SPCH-1-K0696								88.9%	88.9%					88.9%	88.9%
SPCH-1-K3684												80.0%	100.0%	80.0%	100.0%	
SPCH-1-K6363	94.4%	94.4%												94.4%	94.4%	
SPCH-1-M0430								84.2%	94.7%					84.2%	94.7%	
SPCH-1-M0431								80.8%	92.3%					80.8%	92.3%	
SPCH-1-M3685												100.0%	100.0%	100.0%	100.0%	
SPCH-1-M3867												80.0%	100.0%	80.0%	100.0%	
SPCH-1-M5008	82.6%	91.3%					81.3%	87.5%						87.4%	91.7%	
Hybrid	ANTH-2-Y3861					72.7%	77.3%							80.8%	88.6%	
	ANTH-3-Y3868											50.0%	50.0%	50.0%	50.0%	
	BUS-27-Y4083					95.0%	100.0%					76.9%	100.0%	86.0%	100.0%	
	GEOG-2-Y1032			63.6%	72.7%										63.6%	72.7%
	SPCH-1-Y0426			82.1%	85.7%										82.1%	85.7%
	SPCH-1-Y0429			68.0%	88.0%										68.0%	88.0%
	SPCH-1-Y0430														61.3%	91.5%
	SPCH-1-Y0431														75.3%	93.1%
	SPCH-1-Y3992					63.6%	90.9%					75.0%	83.3%		65.4%	83.9%
	SPCH-1-Y4343					91.3%	95.7%								83.0%	95.2%
	SPCH-1-Y4344					82.1%	96.4%								71.0%	94.8%
Incarcerated Correspondence	ANTH-1-10032	72.4%	93.1%					85.7%	96.4%					65.7%	88.6%	
	ANTH-1-10033			59.3%	77.8%					65.4%	88.5%			63.9%	85.4%	
	ANTH-1-10034			47.8%	82.6%					71.4%	89.3%			53.6%	82.3%	
	ANTH-1-10503			44.4%	85.2%									50.0%	84.7%	
	ANTH-1-14499					63.3%	83.3%					90.3%	100.0%	68.3%	87.7%	
	ANTH-1-14549					70.0%	83.3%					53.3%	70.0%	57.2%	75.9%	
	ANTH-1-15602							70.4%	96.3%					70.4%	96.3%	
	ENGL-1-10178			52.9%	58.8%					91.7%	100.0%			66.9%	81.5%	
	ENGL-1-10179			73.3%	80.0%					57.1%	100.0%			62.1%	84.0%	
	ENGL-1-10181									85.7%	100.0%			85.7%	100.0%	
	ENGL-1-11001			45.5%	54.5%					72.7%	90.9%			55.8%	76.8%	
	ENGL-1-13879					63.2%	84.2%					50.0%	59.1%	56.6%	71.7%	
	ENGL-1-14532					21.4%	35.7%					68.4%	84.2%	56.5%	73.7%	
	ENGL-1-14533					57.1%	95.2%					66.7%	76.2%	62.9%	80.3%	
	ENGL-1-14539														60.0%	65.0%
	ENGL-1-15540								90.0%	95.0%					90.0%	95.0%
	ENGL-1-15603	47.1%	58.8%						75.0%	81.3%					56.5%	68.3%
	ENGL-105-10196			35.7%	50.0%										35.0%	50.2%
	ENGL-105-10197			28.6%	50.0%										39.1%	52.8%
	ENGL-105-10359			0.0%	57.1%						30.8%	69.2%			32.2%	75.9%

Success and Retention by Modality, Class (Section), Academic Year and Semester (Page 6 of 6)

Modality	Class (Section)	Academic Year and Semester												Class (Section) Totals, All Years			
		2018						2019									
		SU		FA		SP		SU		FA		SP		Success	Retention		
Incarcerated Correspondence	ENGL-105-10537			0.0%	50.0%										38.9%	69.4%	
	ENGL-105-13519					14.3%	28.6%								35.2%	55.0%	
	ENGL-105-13520					25.0%	37.5%					19.0%	28.6%	43.2%	62.9%		
	ENGL-105-13521					42.9%	85.7%					37.5%	68.8%	38.1%	71.9%		
	ENGL-105-13796					31.3%	37.5%					56.3%	56.3%	39.6%	52.1%		
	ENGL-105-15535	27.3%	63.6%					22.2%	33.3%					36.2%	63.3%		
	ENGL-105-15536	43.5%	60.9%					50.0%	66.7%					47.6%	71.8%		
	ENGL-105A-10989			33.3%	77.8%					33.3%	80.0%			40.0%	71.1%		
	ENGL-105A-11141			45.5%	54.5%									45.5%	54.5%		
	ENGL-105A-13797					53.3%	60.0%					29.4%	47.1%	44.2%	59.0%		
	ENGL-105A-13885					38.5%	61.5%							40.6%	65.0%		
	ENGL-105A-13886					33.3%	66.7%							46.0%	64.7%		
	ENGL-105A-15107							28.6%	71.4%					28.6%	71.4%		
	ENGL-105A-15426	37.5%	68.8%											39.8%	70.9%		
	ENGL-9-10110			55.6%	55.6%						75.0%	75.0%		65.3%	65.3%		
	ENGL-9-10189			80.0%	80.0%									80.0%	80.0%		
	ENGL-9-13989					60.0%	60.0%						81.3%	81.3%	76.3%	80.4%	
	ES-1-10201			50.0%	90.0%						100.0%	100.0%		73.8%	89.3%		
	ES-1-10202			60.0%	80.0%						92.0%	96.0%		70.7%	87.0%		
	ES-1-14509					67.7%	74.2%						92.6%	96.3%	71.8%	85.7%	
	ES-1-16338	89.7%	93.1%					90.0%	93.3%					83.5%	90.4%		
	ES-1-18261	63.0%	74.1%					91.3%	95.7%					80.2%	85.4%		
	HUM-1-10291			86.2%	86.2%					91.7%	95.8%			75.3%	84.1%		
	HUM-1-10292									80.0%	86.7%			85.0%	88.3%		
	HUM-1-14254					66.7%	79.2%					61.9%	90.5%	59.1%	81.4%		
	HUM-1-14964											50.0%	78.6%	50.0%	78.6%		
	HUM-1-15218	60.0%	90.0%					83.3%	94.4%					70.7%	83.9%		
	HUM-1-15232							81.8%	100.0%					81.8%	100.0%		
	HUM-2-10621			57.1%	76.2%					64.3%	64.3%			60.7%	70.2%		
	HUM-2-14238													75.6%	91.7%		
	HUM-2-14516					82.1%	85.7%						80.0%	93.3%	81.1%	89.5%	
	HUM-2-14819													71.4%	71.4%		
	HUM-2-15234	32.0%	80.0%					100.0%	100.0%					69.8%	87.7%		
PHIL-10-10591			74.2%	87.1%					89.3%	100.0%			78.1%	91.5%			
PHIL-10-10592			51.9%	85.2%					76.7%	100.0%			67.8%	91.3%			
PHIL-10-10593			57.7%	80.8%					70.8%	83.3%			59.5%	89.7%			
PHIL-10-14552					88.5%	96.2%					70.0%	90.0%	77.4%	92.4%			
PHIL-10-14575					68.8%	81.3%					70.0%	93.3%	70.2%	88.3%			
PHIL-10-14936					85.7%	100.0%					72.0%	92.0%	73.4%	94.6%			
PHIL-10-15163	89.7%	100.0%					86.7%	96.7%					84.6%	96.0%			
PHIL-10-15164							77.4%	96.8%					73.2%	94.9%			
Internet	ANTH-1-N0618			47.4%	63.2%					70.4%	96.3%			61.8%	80.1%		
	ANTH-1-N4688					57.1%	92.9%			88.9%	94.4%			78.6%	92.9%		
	ANTH-1-N6025	76.5%	76.5%											66.7%	84.6%		
	BUS-27-N5310	71.4%	100.0%											71.4%	100.0%		
	CD-17-N4423					66.7%	100.0%							66.7%	100.0%		
	ENGL-1-N0184			72.0%	92.0%					60.0%	85.0%			61.4%	87.9%		
	ENGL-1-N4174					82.6%	91.3%					77.3%	90.9%	70.0%	91.7%		
	ENGL-1-N5156	78.3%	87.0%					60.9%	82.6%					51.7%	85.7%		
	ENGL-105-N0631			30.8%	84.6%					66.7%	66.7%			39.2%	79.6%		
	ENGL-105-N3522					58.8%	94.1%							42.3%	86.4%		
	ENGL-105-N5537	35.7%	85.7%											51.6%	83.9%		
	ENGL-105A-N0723			41.7%	83.3%									44.6%	66.7%		
	ENGL-105A-N3887					42.9%	42.9%							45.3%	68.0%		
	ENGL-105A-N5355	40.0%	80.0%											40.0%	80.0%		
	ENGL-9-N0188			83.3%	91.7%					82.1%	92.9%			77.2%	83.5%		
	ENGL-9-N4176					90.5%	100.0%					82.6%	91.3%	73.2%	93.3%		
	ENGL-9-N4177											68.8%	75.0%	68.8%	75.0%		
	ENGL-9-N5207	77.8%	77.8%					55.6%	77.8%					65.0%	78.9%		
	ES-1-N0202													82.6%	91.3%		
	ES-1-N0203			62.5%	87.5%					90.9%	95.5%			75.5%	94.0%		
	ES-1-N4461													61.5%	90.6%		
	ES-1-N5036	92.3%	92.3%											73.6%	88.3%		
	ES-1-N5137							91.7%	100.0%					91.7%	100.0%		
	HUM-1-N1111			77.3%	95.5%					72.4%	82.8%			77.2%	89.3%		
	HUM-1-N5233	83.3%	95.8%					95.8%	100.0%					87.6%	94.7%		
	HUM-2-N4255					86.1%	94.4%					87.5%	96.9%	75.8%	83.2%		
	HUM-2-N4256													85.5%	88.3%		
	HUM-2-N5331	83.3%	93.3%					93.8%	93.8%					90.5%	93.0%		
	Semester Averages			65.6%	83.6%	61.9%	81.3%	66.0%	82.0%	76.2%	88.3%	76.5%	89.5%	72.4%	86.1%	67.4%	84.9%

Overall, English and Humanities has consistently achieved the 70% “attained” minimum for “Retention” and “Success.” In many cases, the English Department has

exceeded their statistical goals and have seen dramatic success. As is expected, the lowest percentages of effectiveness ranged within the developmental English courses (ENGL 105 and 105A). The LCC English Department continues to seek out tutorial expansion specific to developmental English to help increase academic success with students who fall just short of the “achieved” (70%) mark.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

1. Provide course data for all courses within the humanities program (Institutional Effectiveness and Research).
2. Inactivate ENGL 7 (this course is no longer used for ENGL degree pathway)
3. Continue to explore new ways to create pathways within our English degree to help inspire new students (and help expand our program).

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

Student Learning Outcomes (SLO's) by Class (Section) and Academic Year (Page 1 of 3)

Course	Academic Year														
	2015			2016			2017			2018			2019		
	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained
ANTH-1-10032	-	-	-	21	0	0%	20	0	0%	0	0	-	0	0	-
ANTH-1-10033	-	-	-	40	26	65%	-	-	-	0	0	-	0	0	-
ANTH-1-10033 & 10503	-	-	-	-	-	-	35	32	91%	-	-	-	-	-	-
ANTH-1-10034	-	-	-	-	-	-	-	-	-	0	0	-	0	0	-
ANTH-1-10503	-	-	-	-	-	-	-	-	-	0	0	-	-	-	-
ANTH-1-14499	-	-	-	-	-	-	0	0	-	0	0	-	30	25	83%
ANTH-1-14499 & 14549	49	44	90%	-	-	-	-	-	-	-	-	-	-	-	-
ANTH-1-14549	-	-	-	-	-	-	0	0	-	0	0	-	20	17	85%
ANTH-1-15602	-	-	-	-	-	-	-	-	-	-	-	-	0	0	-
ANTH-1-M0503	11	10	91%	-	-	-	-	-	-	-	-	-	-	-	-
ANTH-1-M4556	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-
ANTH-1-N0618	-	-	-	24	17	71%	15	14	93%	12	9	75%	26	19	73%
ANTH-1-N4688	26	20	77%	46	34	74%	25	19	76%	0	0	-	0	0	-
ANTH-1-N6025	10	5	50%	12	10	83%	4	3	75%	0	0	-	17	16	94%
ANTH-2-M3861	23	20	87%	12	12	100%	-	-	-	-	-	-	-	-	-
ANTH-2-Y3861	-	-	-	-	-	-	8	8	100%	15	15	100%	-	-	-
ANTH-2-Y6351	-	-	-	-	-	-	-	-	-	-	-	-	6	5	83%
ANTH-3-Y3868	-	-	-	-	-	-	-	-	-	-	-	-	3	2	67%
BUS-27-K1931	-	-	-	14	12	86%	-	-	-	5	5	100%	-	-	-
BUS-27-K1932	-	-	-	17	17	100%	-	-	-	-	-	-	-	-	-
BUS-27-K3958	13	8	62%	-	-	-	-	-	-	-	-	-	-	-	-
BUS-27-K3959	14	11	79%	-	-	-	-	-	-	-	-	-	30	28	93%
BUS-27-M4083	9	7	78%	25	24	96%	-	-	-	-	-	-	-	-	-
BUS-27-M4770	-	-	-	-	-	-	19	16	84%	-	-	-	-	-	-
BUS-27-M4771	-	-	-	-	-	-	19	16	84%	-	-	-	-	-	-
BUS-27-M4772	-	-	-	-	-	-	19	16	84%	-	-	-	-	-	-
BUS-27-N5310	-	-	-	-	-	-	-	-	-	6	4	67%	-	-	-
BUS-27-Y4083	-	-	-	-	-	-	-	-	-	20	19	95%	0	0	-
CD-17-M4423	-	-	-	6	5	83%	-	-	-	-	-	-	-	-	-
CD-17-N4423	-	-	-	-	-	-	-	-	-	9	6	67%	-	-	-
ENGL-1-14532 & 14533	27	21	78%	-	-	-	-	-	-	-	-	-	-	-	-
ENGL-1-C5603	10	6	60%	-	-	-	-	-	-	-	-	-	-	-	-
ENGL-1-I0178	19	14	74%	15	9	60%	-	-	-	10	6	60%	11	9	82%
ENGL-1-I0179	-	-	-	-	-	-	-	-	-	0	0	-	7	7	100%
ENGL-1-I0179 & I1001	-	-	-	-	-	-	23	21	91%	-	-	-	-	-	-
ENGL-1-I0181	-	-	-	-	-	-	-	-	-	-	-	-	6	5	83%
ENGL-1-I1001	24	16	67%	-	-	-	-	-	-	0	0	-	10	9	90%
ENGL-1-I1001 & I0179	-	-	-	18	16	89%	-	-	-	-	-	-	-	-	-
ENGL-1-I3879	-	-	-	-	-	-	-	-	-	16	11	69%	9	7	78%
ENGL-1-I4532	-	-	-	9	8	89%	13	10	77%	3	3	100%	12	9	75%
ENGL-1-I4533	-	-	-	-	-	-	19	17	89%	20	12	60%	0	0	-
ENGL-1-I5540	-	-	-	-	-	-	-	-	-	-	-	-	19	17	89%
ENGL-1-I5603	-	-	-	47	37	79%	7	0	0%	0	0	-	12	11	92%
ENGL-1-K1050	-	-	-	-	-	-	-	-	-	-	-	-	18	15	83%
ENGL-1-K4139	-	-	-	-	-	-	-	-	-	-	-	-	0	0	-
ENGL-1-M0070	-	-	-	-	-	-	-	-	-	0	0	-	23	21	91%
ENGL-1-M0070 & M0973	-	-	-	0	0	-	-	-	-	-	-	-	-	-	-
ENGL-1-M0070, M0973	-	-	-	-	-	-	46	43	93%	-	-	-	-	-	-
ENGL-1-M0092	-	-	-	35	33	94%	-	-	-	20	18	90%	35	29	83%
ENGL-1-M0092 & N0184	46	41	89%	-	-	-	76	68	89%	-	-	-	-	-	-
ENGL-1-M0177	-	-	-	0	0	-	-	-	-	15	14	93%	19	15	79%
ENGL-1-M0180	-	-	-	-	-	-	-	-	-	0	0	-	-	-	-
ENGL-1-M0182	-	-	-	-	-	-	-	-	-	-	-	-	18	17	94%
ENGL-1-M0183	-	-	-	-	-	-	-	-	-	-	-	-	35	29	83%
ENGL-1-M0973	-	-	-	-	-	-	-	-	-	0	0	-	14	13	93%
ENGL-1-M3878	-	-	-	-	-	-	22	20	91%	17	14	82%	11	11	100%
ENGL-1-M3882	-	-	-	-	-	-	-	-	-	-	-	-	9	9	100%
ENGL-1-M4122	-	-	-	-	-	-	0	0	-	0	0	-	0	0	-
ENGL-1-M4175	-	-	-	-	-	-	16	13	81%	18	14	78%	-	-	-
ENGL-1-M4175 & N4174	48	40	83%	46	39	85%	-	-	-	-	-	-	-	-	-
ENGL-1-M4432	-	-	-	26	23	88%	8	7	88%	16	14	88%	-	-	-
ENGL-1-N0184	-	-	-	25	20	80%	-	-	-	20	14	70%	13	10	77%
ENGL-1-N4174	-	-	-	-	-	-	20	18	90%	0	0	-	16	15	94%
ENGL-1-N5156	-	-	-	-	-	-	24	0	0%	0	0	-	16	13	81%
ENGL-2-M0681	-	-	-	0	0	-	-	-	-	-	-	-	-	-	-
ENGL-2-M0807	-	-	-	0	0	-	-	-	-	0	0	-	-	-	-
ENGL-3-M1898	-	-	-	-	-	-	5	4	80%	-	-	-	-	-	-
ENGL-3-M3681	-	-	-	-	-	-	-	-	-	-	-	-	0	0	-
ENGL-4-M3988	8	8	100%	-	-	-	0	0	-	-	-	-	7	7	100%
ENGL-5-M3890	-	-	-	-	-	-	-	-	-	0	0	-	0	0	-
ENGL-9-I0110	-	-	-	-	-	-	-	-	-	0	0	-	0	0	-

Student Learning Outcomes (SLO's) by Class (Section) and Academic Year (Page 2 of 3)

Course	Academic Year														
	2015			2016			2017			2018			2019		
	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained
ENGL-9-I0189	-	-	-	-	-	-	-	-	-	0	0	-	-	-	-
ENGL-9-I3989	-	-	-	-	-	-	0	0	-	0	0	-	0	0	-
ENGL-9-M0190	-	-	-	0	0	-	-	-	-	16	16	100%	23	22	96%
ENGL-9-M0191	30	29	97%	31	27	87%	38	35	92%	19	18	95%	13	13	100%
ENGL-9-M3891	-	-	-	-	-	-	45	42	93%	22	20	91%	23	19	83%
ENGL-9-M3891 & N4176	60	52	87%	62	57	92%	-	-	-	-	-	-	-	-	-
ENGL-9-M3892	-	-	-	15	12	80%	16	16	100%	11	10	91%	-	-	-
ENGL-9-M3893	-	-	-	30	29	97%	0	0	-	21	20	95%	21	18	86%
ENGL-9-M4662	-	-	-	-	-	-	-	-	-	-	-	-	6	6	100%
ENGL-9-N0188	-	-	-	13	13	100%	-	-	-	0	0	-	0	0	-
ENGL-9-N4176	-	-	-	-	-	-	0	0	-	20	15	75%	19	17	89%
ENGL-9-N4177	-	-	-	-	-	-	-	-	-	-	-	-	11	9	82%
ENGL-9-N5207	-	-	-	16	0	0%	9	0	0%	14	14	100%	13	11	85%
ENGL-10-M4430	-	-	-	-	-	-	-	-	-	0	0	-	-	-	-
ENGL-12-M0681	3	3	100%	6	6	100%	-	-	-	7	6	86%	-	-	-
ENGL-22-M3656	-	-	-	14	13	93%	9	9	100%	8	7	88%	4	4	100%
ENGL-33-M0764	-	-	-	-	-	-	-	-	-	-	-	-	2	5	250%
ENGL-33-M3542	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-
ENGL-34-M1140	-	-	-	-	-	-	-	-	-	7	6	86%	-	-	-
ENGL-105-	11	7	64%	-	-	-	-	-	-	-	-	-	-	-	-
ENGL-105-C5535	13	9	69%	-	-	-	-	-	-	-	-	-	-	-	-
ENGL-105-I0196	-	-	-	-	-	-	-	-	-	7	5	71%	-	-	-
ENGL-105-I0196 & I0197	15	9	60%	24	14	58%	-	-	-	-	-	-	-	-	-
ENGL-105-I0197	-	-	-	-	-	-	-	-	-	7	4	57%	-	-	-
ENGL-105-I0359	11	7	64%	5	4	80%	4	2	50%	1	1	100%	3	3	100%
ENGL-105-I0537	-	-	-	-	-	-	-	-	-	1	0	0%	0	0	-
ENGL-105-I3519	-	-	-	21	11	52%	12	11	92%	2	2	100%	5	5	100%
ENGL-105-I3519 & I3520	13	6	46%	-	-	-	-	-	-	-	-	-	-	-	-
ENGL-105-I3520	-	-	-	-	-	-	15	11	73%	3	3	100%	0	0	-
ENGL-105-I3521	-	-	-	-	-	-	9	7	78%	0	0	-	-	-	-
ENGL-105-I3796	-	-	-	-	-	-	0	0	-	0	0	-	0	0	-
ENGL-105-I5535	-	-	-	23	0	0%	11	6	55%	0	0	-	3	3	100%
ENGL-105-I5536	-	-	-	4	3	75%	8	6	75%	13	12	92%	7	5	71%
ENGL-105-M0192	-	-	-	-	-	-	17	17	100%	4	4	100%	7	4	57%
ENGL-105-M0192 & M0193	-	-	-	0	0	-	-	-	-	-	-	-	-	-	-
ENGL-105-M0193	-	-	-	-	-	-	16	16	100%	14	13	93%	-	-	-
ENGL-105-M0194	-	-	-	-	-	-	21	7	33%	0	0	-	-	-	-
ENGL-105-M0195	25	20	80%	23	28	122%	19	17	89%	18	14	78%	-	-	-
ENGL-105-M3524	-	-	-	13	12	92%	12	12	100%	6	6	100%	6	5	83%
ENGL-105-M3527	-	-	-	20	13	65%	10	8	80%	2	2	100%	-	-	-
ENGL-105-N0631	-	-	-	9	8	89%	11	9	82%	0	0	-	4	4	100%
ENGL-105-N3522	16	12	75%	-	-	-	14	11	79%	16	10	63%	-	-	-
ENGL-105-N5537	7	7	100%	5	0	0%	8	7	88%	0	0	-	-	-	-
ENGL-105A-C5426	11	8	73%	-	-	-	-	-	-	-	-	-	-	-	-
ENGL-105A-I0989	-	-	-	8	8	100%	11	9	82%	2	2	100%	6	5	83%
ENGL-105A-I1141	-	-	-	-	-	-	-	-	-	0	0	-	-	-	-
ENGL-105A-I3797	-	-	-	-	-	-	0	0	-	0	0	-	0	0	-
ENGL-105A-I3885	-	-	-	-	-	-	10	5	50%	0	0	-	-	-	-
ENGL-105A-I3886	-	-	-	11	9	82%	0	0	-	0	0	-	-	-	-
ENGL-105A-I5107	-	-	-	-	-	-	-	-	-	-	-	-	0	0	-
ENGL-105A-I5426	-	-	-	11	0	0%	12	6	50%	0	0	-	-	-	-
ENGL-105A-M0914	-	-	-	-	-	-	16	15	94%	14	7	50%	-	-	-
ENGL-105A-M0914 &	-	-	-	16	0	0%	-	-	-	-	-	-	-	-	-
ENGL-105A-M0988	-	-	-	-	-	-	5	5	100%	0	0	-	-	-	-
ENGL-105A-M3523	-	-	-	8	4	50%	8	8	100%	0	0	-	-	-	-
ENGL-105A-N0723	-	-	-	4	4	100%	5	5	100%	6	6	100%	-	-	-
ENGL-105A-N3887	-	-	-	-	-	-	5	3	60%	3	3	100%	0	0	-
ENGL-105A-N5355	-	-	-	-	-	-	-	-	-	0	0	-	-	-	-
ENGL-155-K5124	-	-	-	-	-	-	-	-	-	-	-	-	0	0	-
ENGL-155-M1279	-	-	-	-	-	-	-	-	-	0	0	-	0	0	-
ENGL-155-M1279 & M1280	10	7	70%	31	0	0%	-	-	-	-	-	-	-	-	-
ENGL-155-M1280	-	-	-	-	-	-	-	-	-	-	-	-	0	0	-
ENGL-155-M1281	-	-	-	-	-	-	-	-	-	-	-	-	0	0	-
ENGL-155-M3894	-	-	-	-	-	-	-	-	-	0	0	-	0	0	-
ENGL-155-M3895	-	-	-	-	-	-	-	-	-	0	0	-	-	-	-
ENGL-155-M3897	-	-	-	-	-	-	0	0	-	0	0	-	-	-	-
ES-1-I0201	-	-	-	20	17	85%	16	15	94%	0	0	-	26	25	96%
ES-1-I0202	-	-	-	-	-	-	15	15	100%	24	23	96%	24	23	96%
ES-1-I4509	20	13	65%	-	-	-	25	25	100%	23	23	100%	26	24	92%
ES-1-I6338	-	-	-	-	-	-	20	19	95%	27	26	96%	27	26	96%
ES-1-I6638, I8261, N5036	-	-	-	46	45	98%	-	-	-	-	-	-	-	-	-

Overall, Humanities has consistently achieved the 70% “attained” minimum for English SLOs. As is expected, the lowest percentages of effectiveness ranged within

the developmental English courses (ENGL 105 and 105A). The LCC English Department continues to seek out tutorial expansion specific to developmental English to help increase academic success with students who fall just short of the “achieved” (70%) mark.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

1. Provide course, program, and institutional SLO data to all programs for review, discussion and evaluation by faculty, and inclusion in program reviews (Institutional Effectiveness and Research).
2. Make SLO data (especially achievement rates) accessible to everyone.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

This document was not provided to the English Department (despite request).

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

1. Continue to offer an appropriate variety of classes in each general education area.
2. Install better air control in classrooms, particularly in Humanities and Creative Arts buildings where most courses in the humanities program are taught.
3. Update classroom furniture to create more flexible and comfortable learning environments.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: **Do the core courses in the certificates and degrees meet current employer skill requirements for the field?**
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is

included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

Current Plan for English:

Associates in Arts Degree for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average 2.0: 60 Units Required Core Courses: 18 Units

Foundational Writing (Take the following 6 units)

ENGL 2: Introduction to Literary Types

ENGL 9: Critical Thinking and Composition

List A. British/American Literature (Take 6 units)

ENGL 3: British Literature I

ENGL 4: British Literature II

ENGL 12: American Literature II

List B. Literature Options (Take 3 units)

ENGL 5: World Literature II

ENGL 10: Shakespeare

List C. Creative Writing/Studies in Literature (Take 3 units)

ENGL 1: College Composition

ENGL 22: Creative Writing

ENGL 33: Studies in Fiction

ENGL 34: Studies in Poetry

Year-Round

Fall	Spring
ENGL 105 A	ENGL 105 A
ENGL 105	ENGL 105
ENGL 1	ENGL 1
ENGL 9	ENGL 9

ENGL 2	ENGL 22
--------	---------

Fall (Even)	Spring (Odd)
ENGL 12 ENGL 34	ENGL 4 ENGL 10

Fall (Odd)	Spring (Even)
ENGL 5 ENGL 33	ENGL 3

Analysis:

A new optimized plan should be utilized to increase student participation within the English major and help increase student enrollment in English major courses. The new plan would eliminate some ENGL courses that tend to have low enrollment and make just one singular ENGL pathway.

Suggested New Optimized Plan:

Associates in Arts Degree for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average 2.0: 60

Units Required Core Courses: 18 Units

Foundational Writing (Take the following 6 units)

ENGL 2: Introduction to Literary Types

ENGL 9: Critical Thinking and Composition

List A. British/American Literature (Take 6 units)

ENGL 3: British Literature I

ENGL 12: American Literature II

List B. World Literature (Take 3 units)

ENGL 5: World Literature II

List C. Creative Writing/Studies in Literature (Take 3 units)

ENGL 22: Creative Writing

ENGL 33: Studies in Fiction

Year-Round

Fall	Spring
ENGL 105 A	ENGL 105 A
ENGL 105	ENGL 105
ENGL 1	ENGL 1
ENGL 9	ENGL 9
ENGL 2	ENGL 22

Fall (Even)	Spring (Odd)
ENGL 12	ENGL 3

Fall (Odd)	Spring (Even)
ENGL 33	ENGL 5

Current Plan for Humanities:

Total Units for the Associate in Arts Degree: 60 Units Required Core Courses: 18 Units Select 18 units from the following:

Humanities

ART 6 Survey of Art History: Prehistoric Through Renaissance 3.0
ART 7 Survey of Art History: Renaissance Through Contemporary 3.0
ART 8 Art Appreciation 3.0
ART 9 History of Asian Art 3.0
ENGL 2 Introduction to Literary Types 3.0
ENGL 3 British Literature I 3.0
ENGL 4 British Literature II 3.0 ENGL
5 Survey of World Literature II 3.0
ENGL 7 Argumentative Writing and Critical Thinking Through Literature 3.0
ENGL 10 Shakespeare 3.0
ENGL 12 Survey of American Literature II 3.0
ENGL 22 Creative Writing 3.0
ENGL 33 Studies in Fiction 3.0
ENGL 34 Studies in Poetry 3.0
FILM 1 History of the Cinema 3.0
HIST 14 World History-Beginning to 1500 3.0
HIST 15 World History-1500 to Present 3.0
HUM 1 Western Civilization-Prehistoric to 1600 3.0
HUM 2 Western Civilization-1600 to Present 3.0
MUS 6 Music History from Antiquity to 1750 3.0
MUS 7 Music History from 1750 to Modern Era 3.0
MUS 12 Music Appreciation 3.0
PHIL 1 Introduction to Philosophy 3.0
PHIL 10 Comparative World Religions 3.0
SPAN 1 First Course in Spanish 4.0
SPAN 2 Second Course in Spanish 4.0

Analysis:

When the ENGL degree plan officially optimizes, the Humanities degree should reflect those changes as well. They should deactivate courses no longer taught at LCC.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

1. Create a new “optimized” degree plan for English that creates a singular pathway for degree completion.
2. Once the ENGL degree is optimized, deactivate courses from the HUM degree that are no longer in rotation (or offered at LCC).

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last instructional program review.

No new courses have been added to or deleted from the course schedule. Courses deleted from the instructional program will depend on when the new optimized plan goes into final rotation.

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
 - Do any of the learning outcomes or objectives need revision?

- Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current and is the publication date included?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
 4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
 5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

Lassen Community College
Status of Curriculum Reviews

**Humanities Instructional Program Review
Status of Curriculum Review November 30, 2020**

Course	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed	Course SLO mapping reviewed
BUS 27 Business Communications	04/21/2020	<i>Date here if last review 4 years or more</i>	<i>Date</i>
ENGL 1 English Composition	11/03/2020		
ENGL 2 Introduction to Literary Types	11/03/2020		
ENGL 3 British Literature I	11/03/2020		
ENGL 4 British Literature II	11/03/2020		
ENGL 9 Critical Thinking and Composition	11/03/2020		
ENGL 10 Shakespeare	11/03/2020		
ENGL 12 Survey of American Literature II	11/03/2020		
ENGL 22 Creative Writing	11/03/2020		
ENGL 33 Studies in Fiction	11/03/2020		
ENGL 34 Studies in Poetry	11/03/2020		
ENGL-105 Introduction to College Reading, Writing, and Thinking	11/3/2020		
ENGL 105A Reading and Writing Support	11/03/2020		
ENGL 155 English Writing Lab – Basic Skills	11/03/2020		
ES 1 Ethical Studies in America	11/20/2018		
FILM 1 History of Cinema	10/20/2020		
GEOG 2 Physical Geography	02/19/2019		
HUM 1 Western Civilization Prehistoric to 1600	03/19/2019		
HUM 2 Western Civilization 1600 to Present	03/19/2019		
MUS 6 Music History from Antiquity to 1750	05/05/2020		
MUS 7 Music History for 1750 to Present	05/05/2020		
MUS 12 Music Appreciation	05/05/2020		
PHIL 1 Introduction to		04/05/2016	

Lassen Community College
Status of Curriculum Reviews

Philosophy			
PHIL 10 Comparative World Religions		04/19/2016	
SPAN 1 First Course in Spanish	05/15/2018		
SPAN 2 Second Course in Spanish	05/15/2018		
SPAN 50 Conversational Spanish	Inactive 05/15/2018		
SPCH 1 Fundamentals of Speech	05/05/2020		
AREA C Humanities	Added HIST 16 & 17 10/03/2019 Removed MUS 1, SPAN 50 & JOUR 5 09/04/2018		
AREA D1 English Composition		Change was made from the 2008-2009 catalog to the 2009-2010 catalog cannot find reference to courses being removed (BUS 27 & ENGL 50) in any action log	
AA University Studies Emphasis in Humanities		08/30/2016	
AA in English for Transfer	05/07/2019		

Cheryl Aschenbach

12/07/2020

Ms. Cheryl Aschenbach, Subject Area Faculty Signature

Date

Cory McClellan 12/01/2020

Ms. Cory McClellan, Subject Area Faculty Signature

Date

Jeff Owens

12/9/20

Dr. Jeff Owens, Subject Area Faculty Signature

Date

Richard Swanson 12/04/20

Ms. Richard Swanson, Subject Area Faculty Signature

Date

Chad Lewis

12-10-2020

Ms. Chad Lewis, Curriculum and Academic Standards Committee Chair Signature

Date

Carie Camacho

Digitally signed by Carie Camacho
Date: 2020.12.11 08:04:34 -08'00'

Carie Camacho, Dean of Instructional Services

Date

The AA-T in English is based on transfer model curriculum, so there is little room for revision. However, since most courses needed for the major are only offered once every two years, an additional course in the rotation could help reduce problems with students not in sync with the course rotation.

The Humanities degree consists of courses from art, history, English, language, and humanities. Based on course review report data, some courses in the degree are rarely, if ever, offered and could be removed from the list: ENGL10 Shakespeare, PHIL 10 Comparative World Religions, SPAN1 First Course in Spanish, and SPAN2 Second Course in Spanish. Some consideration may also be given to HUM1 and HUM 2. They are only offered via correspondence and online as there is no one local qualified to teach on campus. However, because not all courses in the HUM degree are taught correspondence, eliminating HUM1 and HUM2 might reduce the courses available to incarcerated students, dropping units available for the core of the degree to below the eighteen required. Another revision to the HUM degree that could be considered is to require students to take eighteen units across categories rather than open choice from more than twenty available courses. This would help ensure that a student majoring in humanities has breadth of exposure to arts, language, history, and literature.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning table for any recommendations requiring institutional action.

1. Span 1 and 2: Courses have not been taught since 2010. Texts are out of date. It is misleading to have them in the catalog. Inactivate for now. If/when an instructor becomes available, courses will need to be reviewed for currency (especially textbook and alternate modalities) for reactivation. 2. Geog 2: Reviewed for Humanities IPR. No changes needed. 3. Hum 1 and 2: Reviewed by HUM1 & HUM2 instructors; no changes needed. 4. English courses updated Hacker Writer's Reference textbook from 7th edition to 10th edition.

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

Lassen College Humanities–related course articulations, GE area status, and C-ID approvals for 15-16 (all data from assist.org) are attached to this IPR. A few

things to note:

As expected, English, humanities, history, and appropriate art courses articulate to UC and CSU and have C-ID descriptors where available.

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

None

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

None

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

Enrollments by Modality, Class (Section), Academic Year and Semester (Page 1 of 6)

Modality	Class (Section)	Academic Year and Semester																	
		2015						2016						2017					
		SU		FA		SP		SU		FA		SP		SU		FA		SP	
		Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
Correspondence	ANTH-1-C0032	29	23																
	ANTH-1-C5602	19	13																
	ENGL-1-C5540	26	15																
	ENGL-1-C5603	13	10																
	ENGL-105-C5535	29	18																
	ENGL-105-C5536	6	6																
	ENGL-105A-C5426	17	12																
	HUM-1-C5218	32	25																
	HUM-2-C5234	15	13																
Face to Face	ANTH-1-M0503			11	11														
	ANTH-1-M4556									21	20					19	18		
	ANTH-2-M3861					28	23			13	12								
	ANTH-2-M4651																		
	ANTH-3-M4684					4	4												
	BS-156-O4982										10	10							
	BUS-27-K1931									22	14								
	BUS-27-K1932									21	18								
	BUS-27-K3958					13	13												
	BUS-27-K3959					14	14												
	BUS-27-M4083					10	9				23	23							
	BUS-27-M4770																22	21	
	CD-17-M4423											6	6						
	ENGL-1-K1050																		
	ENGL-1-K4139																		
	ENGL-1-M0070			35	34					32	32				30	30			
	ENGL-1-M0092			35	33					35	34				26	24			
	ENGL-1-M0177			34	30					33	33				26	25			
	ENGL-1-M0180																		
	ENGL-1-M0182																		
	ENGL-1-M0183																		
	ENGL-1-M0973			36	35					13	12				30	28			
	ENGL-1-M3878					30	28					7	7				28	27	
	ENGL-1-M3882																		
	ENGL-1-M4122					28	27					20	19				26	24	
	ENGL-1-M4175					30	28					20	18				18	17	
	ENGL-1-M4432					31	30					28	27				16	14	
	ENGL-10-M4430																		
	ENGL-105-M0192			32	31					14	7				26	21			
	ENGL-105-M0193			34	26					32	27				24	17			
	ENGL-105-M0194			30	29					30	22				27	21			
	ENGL-105-M0195			31	24					30	25				27	22			
	ENGL-105-M3524					23	14					19	17				22	18	
	ENGL-105-M3527					22	15					23	20				22	16	
	ENGL-105A-M0914			32	26					20	13				25	18			
	ENGL-105A-M0988			6	2					3	3				17	8			
	ENGL-105A-M3523					12	7					11	10				15	12	
	ENGL-12-M0681			3	3					6	6								
	ENGL-150-O7801			22	22														
	ENGL-150-O7802			26	26														
	ENGL-150-O7803			34	34														
	ENGL-150-O7812					35	35												
	ENGL-150-O7813					19	19												
	ENGL-150-O7814					23	23												
	ENGL-150-O7816					28	28												
	ENGL-150-O7817					21	21												
	ENGL-150-O7818					20	20												
	ENGL-150-O7819								29	29									
	ENGL-150-O7820								24	24									
	ENGL-150-O7821								25	25									
ENGL-150-O7826	27	27																	
ENGL-150-O7832	38	38																	
ENGL-150-O7833	42	42																	
ENGL-150-O7834	50	50																	
ENGL-155-K5124																			
ENGL-155-M1279			22	22					18	18				24	24				
ENGL-155-M1280			22	22					13	13				14	14				
ENGL-155-M1281																			
ENGL-155-M3894																			
ENGL-155-M3895																			
ENGL-155-M3897					11	11					22	22				21	21		
ENGL-155-M4029					8	8					2	2							

Enrollments by Modality, Class (Section), Academic Year and Semester (Page 2 of 6)

Modality	Class (Section)	Academic Year and Semester																			
		2015						2016						2017							
		SU		FA		SP		SU		FA		SP		SU		FA		SP			
		Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day		
Face to Face	ENGL-2-M0807									8	8							11	11		
	ENGL-22-M3656											14	14							9	9
	ENGL-3-M1898			6	6													8	8		
	ENGL-3-M3681																				
	ENGL-33-M0764																				
	ENGL-33-M3542					9	9													3	3
	ENGL-34-M1140																				
	ENGL-4-M3988					8	8													6	6
	ENGL-5-M3890												13	13							
	ENGL-9-M0190			35	32					35	31							19	18		
	ENGL-9-M0191			35	32					34	32							26	26		
	ENGL-9-M3891					34	33						35	34						28	28
	ENGL-9-M3892					3	3						16	16						19	18
	ENGL-9-M3893					33	32						35	34						22	21
	ENGL-9-M4662																				
	FILM-1-M0133			33	31					22	21							14	14		
	FILM-1-M0204																				
	FILM-1-M0205			36	34					33	33							28	26		
	FILM-1-M0744																				
	FILM-1-M3902					33	33						28	28						26	25
	FILM-1-M3903					33	32						37	36						24	23
	FILM-1-M8263								12	11							8	7			
	GEOG-2-M1032																10	8			
	GEOG-2-M4724			14	13																
	MUS-12-K0669																				
	MUS-12-K4916																				
	MUS-12-M0343			34	34					34	32						31	30			
	MUS-12-M4293					34	34						33	33						32	31
	MUS-6-M0813			35	33					17	17						16	16			
	MUS-7-M0341					33	33						16	12						19	18
	PHIL-1-M0582			29	26					30	30										
	PHIL-10-M4294					34	33														
	SPCH-1-K0696																				
SPCH-1-K3684																					
SPCH-1-K6363																					
SPCH-1-M0430																					
SPCH-1-M0431																					
SPCH-1-M3685																					
SPCH-1-M3867																					
SPCH-1-M5008	20	19						15	15							13	11				
Hybrid	ANTH-2-Y3861																		9	9	
	ANTH-3-Y3868																				
	BUS-27-Y4083																				
	GEOG-2-Y1032																				
	SPCH-1-Y0426																				
	SPCH-1-Y0429																				
	SPCH-1-Y0430			28	26					29	26						30	28			
	SPCH-1-Y0431			25	25					26	24						24	21			
SPCH-1-Y3992												13	10					13	11		
SPCH-1-Y4343					28	28						26	23					29	28		
SPCH-1-Y4344					31	30						28	26					30	28		
Incarcerated Correspondence	ANTH-1-I0032							27	21							23	20				
	ANTH-1-I0033			31	29					30	25					25	21				
	ANTH-1-I0034			24	18																
	ANTH-1-I0503									18	15					21	18				
	ANTH-1-I4499					32	30					31	25					31	25		
	ANTH-1-I4549					27	20					30	20					27	23		
	ANTH-1-I5602																				
	ENGL-1-I0178			26	25					22	17					16	12				
	ENGL-1-I0179									21	15					26	22				
	ENGL-1-I0181																				
	ENGL-1-I1001			21	18					16	13					7	6				
	ENGL-1-I3879																				
	ENGL-1-I4532					22	18						14	11					17	15	
	ENGL-1-I4533					16	10						19	17					23	18	
	ENGL-1-I4539					21	14														
	ENGL-1-I5540																				
	ENGL-1-I5603								24	19						13	7				
ENGL-105-I0196			22	12								30	12			16	9				
ENGL-105-I0197			18	8								18	12			18	9				
ENGL-105-I0359			15	14								10	6			4	4				

Enrollments by Modality, Class (Section), Academic Year and Semester (Page 3 of 6)

Modality	Class (Section)	Academic Year and Semester																	
		2015						2016						2017					
		SU		FA		SP		SU		FA		SP		SU		FA		SP	
		Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
Incarcerated Correspondence	ENGL-105-10537																		
	ENGL-105-13519					15	13					25	14					16	12
	ENGL-105-13520					16	12					20	10					18	15
	ENGL-105-13521					19	13					12	8					12	8
	ENGL-105-13796																	16	10
	ENGL-105-15535							29	23					13	10				
	ENGL-105-15536							9	7					11	9				
	ENGL-105A-10989			21	7					21	17					12	10		
	ENGL-105A-11141																		
	ENGL-105A-13797																	10	7
	ENGL-105A-13885											15	11					10	6
	ENGL-105A-13886					19	10					18	11					14	11
	ENGL-105A-15107																		
	ENGL-105A-15426							15	11					17	12				
	ENGL-9-10110																		
	ENGL-9-10189																	8	8
	ENGL-9-13989																		
	ES-1-10201			20	17					23	21					20	16		
	ES-1-10202															20	17		
	ES-1-14509					24	20					26	23					29	25
	ES-1-16338							24	22					24	20				
	ES-1-18261							22	19										
	HUM-1-10291			27	24					21	14					29	24		
	HUM-1-10292														10	9			
	HUM-1-14254					23	19					19	14					21	17
	HUM-1-14964																		
	HUM-1-15218							16	11					17	14				
	HUM-1-15232																		
	HUM-2-10621																		
	HUM-2-14238					27	26					24	21					23	21
	HUM-2-14516																		
	HUM-2-14819					14	10												
	HUM-2-15234							15	13					20	17				
PHIL-10-10591															24	21			
PHIL-10-10592									27	27					20	16			
PHIL-10-10593									26	26					19	18			
PHIL-10-14552					30	28					28	25					30	28	
PHIL-10-14575					30	29					25	22					28	23	
PHIL-10-14936					30	28					16	14					22	22	
PHIL-10-15163							32	31					31	28					
PHIL-10-15164							29	27											
Internet	ANTH-1-N0618			25	21					28	24				21	15			
	ANTH-1-N4688					32	27					29	23				29	25	
	ANTH-1-N6025	13	10					16	12					4	4				
	BUS-27-N5310																		
	CD-17-N4423																		
	ENGL-1-N0184			32	29					35	30					29	25		
	ENGL-1-N4174					31	28					35	34				27	24	
	ENGL-1-N5156	13	11					27	20					24	24				
	ENGL-105-N0631			32	25					19	17					24	19		
	ENGL-105-N3522					23	20					23	19					22	18
	ENGL-105-N5537	12	11					7	5					14	11				
	ENGL-105A-N0723			20	13					12	7					10	6		
	ENGL-105A-N3887					9	7					7	5					10	8
	ENGL-105A-N5355																		
	ENGL-9-N0188									17	10					32	29		
	ENGL-9-N4176					34	30					33	30					26	25
	ENGL-9-N4177																		
	ENGL-9-N5207	12	9					25	16					9	9				
	ES-1-N0202			23	21														
	ES-1-N0203									27	26					32	31		
	ES-1-N4461					32	26					22	22						
	ES-1-N5036	12	9					7	6					9	9				
	ES-1-N5137																		
	HUM-1-N1111			35	33					31	25					30	28		
	HUM-1-N5233	13	13					22	20					15	13				
	HUM-2-N4255											30	15					35	32
	HUM-2-N4256					36	33					33	28						
HUM-2-N5331							25	24					27	24					
Semester Totals		438	374	1147	1016	1285	1156	476	411	1042	890	1053	914	292	249	978	843	982	872

Enrollments by Modality, Class (Section), Academic Year and Semester (Page 4 of 6)

Modality	Class (Section)	Academic Year and Semester												Class (Section) Totals, All Years		
		2018						2019								
		SU		FA		SP		SU		FA		SP		Census	Last Day	
		Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day			
Correspondence	ANTH-1-C0032													29	23	
	ANTH-1-C5602													19	13	
	ENGL-1-C5540													26	15	
	ENGL-1-C5603													13	10	
	ENGL-105-C5535													29	18	
	ENGL-105-C5536													6	6	
	ENGL-105A-C5426													17	12	
	HUM-1-C5218													32	25	
	HUM-2-C5234													15	13	
Face to Face	ANTH-1-M0503													11	11	
	ANTH-1-M4556													40	38	
	ANTH-2-M3861													41	35	
	ANTH-2-M4651									14	7			14	7	
	ANTH-3-M4684													4	4	
	BS-156-O4982													10	10	
	BUS-27-K1931			5	5									27	19	
	BUS-27-K1932													21	18	
	BUS-27-K3958													13	13	
	BUS-27-K3959										33	29		47	43	
	BUS-27-M4083													33	32	
	BUS-27-M4770													22	21	
	CD-17-M4423													6	6	
	ENGL-1-K1050									23	18			23	18	
	ENGL-1-K4139										17	16		17	16	
	ENGL-1-M0070			24	21					25	23			146	140	
	ENGL-1-M0092			24	21					24	22			144	134	
	ENGL-1-M0177			21	20					20	19			134	127	
	ENGL-1-M0180			15	12									15	12	
	ENGL-1-M0182									20	18			20	18	
	ENGL-1-M0183									21	19			21	19	
	ENGL-1-M0973			19	19					15	14			113	108	
	ENGL-1-M3878						23	17					22	14	110	93
	ENGL-1-M3882												15	9	15	9
	ENGL-1-M4122						24	23					23	15	121	108
	ENGL-1-M4175						21	19							89	82
	ENGL-1-M4432						23	20							98	91
	ENGL-10-M4430						8	7							8	7
	ENGL-105-M0192			11	5					11	8			94	72	
	ENGL-105-M0193			20	20									110	90	
	ENGL-105-M0194			20	15									107	87	
	ENGL-105-M0195			19	18									107	89	
	ENGL-105-M3524						11	9				8	8	83	66	
	ENGL-105-M3527						7	4						74	55	
	ENGL-105A-M0914			17	12									94	69	
	ENGL-105A-M0988			8	8									34	21	
	ENGL-105A-M3523						6	5						44	34	
	ENGL-12-M0681			11	9									20	18	
	ENGL-150-O7801													22	22	
	ENGL-150-O7802													26	26	
	ENGL-150-O7803													34	34	
	ENGL-150-O7812													35	35	
	ENGL-150-O7813													19	19	
	ENGL-150-O7814													23	23	
	ENGL-150-O7816													28	28	
	ENGL-150-O7817													21	21	
	ENGL-150-O7818													20	20	
	ENGL-150-O7819													29	29	
	ENGL-150-O7820													24	24	
	ENGL-150-O7821													25	25	
ENGL-150-O7826													27	27		
ENGL-150-O7832													38	38		
ENGL-150-O7833													42	42		
ENGL-150-O7834													50	50		
ENGL-155-K5124								10	10				10	10		
ENGL-155-M1279			19	19					11	11			94	94		
ENGL-155-M1280									3	3			52	52		
ENGL-155-M1281									7	7			7	7		
ENGL-155-M3894						19	19				12	12	31	31		
ENGL-155-M3895						7	7						7	7		
ENGL-155-M3897						11	11						65	65		
ENGL-155-M4029													10	10		

Enrollments by Modality, Class (Section), Academic Year and Semester (Page 5 of 6)

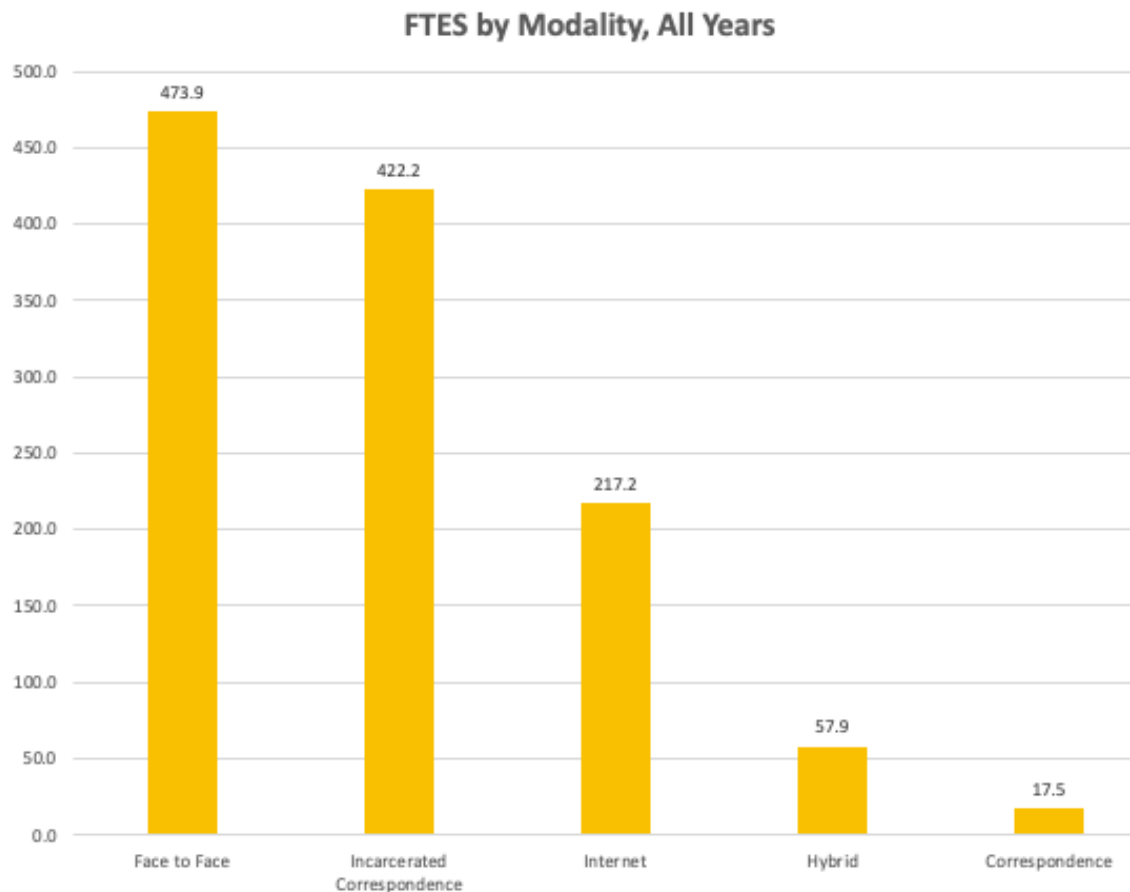
Modality	Class (Section)	Academic Year and Semester												Class (Section) Totals, All Years	
		2018						2019							
		SU		FA		SP		SU		FA		SP		Census	Last Day
		Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day		
Face to Face	ENGL-2-M0807			13	13									32	32
	ENGL-22-M3656					8	8					6	4	37	35
	ENGL-3-M1898													14	14
	ENGL-3-M3681											6	5	6	5
	ENGL-33-M0764									6	6			6	6
	ENGL-33-M3542													12	12
	ENGL-34-M1140			7	7									7	7
	ENGL-4-M3988											9	6	23	20
	ENGL-5-M3890					8	8					4	4	25	25
	ENGL-9-M0190			21	18					25	24			135	123
	ENGL-9-M0191			21	20					15	15			131	125
	ENGL-9-M3891					24	22					24	23	145	140
	ENGL-9-M3892					12	11							50	48
	ENGL-9-M3893					23	22					24	21	137	130
	ENGL-9-M4662											7	6	7	6
	FILM-1-M0133													69	66
	FILM-1-M0204			17	17					23	21			40	38
	FILM-1-M0205													97	93
	FILM-1-M0744			24	21					28	24			52	45
	FILM-1-M3902					27	25					12	9	126	120
	FILM-1-M3903					26	26					21	18	141	135
	FILM-1-M8263													20	18
	GEOG-2-M1032													10	8
	GEOG-2-M4724													14	13
	MUS-12-K0669									23	18			23	18
	MUS-12-K4916											17	16	17	16
	MUS-12-M0343			31	30					14	13			144	139
	MUS-12-M4293					30	29					17	14	146	141
	MUS-6-M0813			20	20					14	14			102	100
	MUS-7-M0341					17	17					10	7	95	87
	PHIL-1-M0582													59	56
	PHIL-10-M4294													34	33
	SPCH-1-K0696									9	8			9	8
	SPCH-1-K3684											15	15	15	15
	SPCH-1-K6363	18	17											18	17
SPCH-1-M0430									19	18			19	18	
SPCH-1-M0431									26	24			26	24	
SPCH-1-M3685											29	28	29	28	
SPCH-1-M3867											15	10	15	10	
SPCH-1-M5008	23	21						16	14				87	80	
Hybrid	ANTH-2-Y3861					22	17						31	26	
	ANTH-3-Y3868										4	1	4	1	
	BUS-27-Y4083					20	20				16	13	36	33	
	GEOG-2-Y1032			11	8								11	8	
	SPCH-1-Y0426			28	24									28	24
	SPCH-1-Y0429			25	22									25	22
	SPCH-1-Y0430													87	80
	SPCH-1-Y0431													75	70
	SPCH-1-Y3992					11	10					24	20	61	51
	SPCH-1-Y4343					23	22							106	101
SPCH-1-Y4344					28	27							117	111	
Incarcerated Correspondence	ANTH-1-I0032	29	27					28	27					107	95
	ANTH-1-I0033			27	21					26	23			139	119
	ANTH-1-I0034			23	19					28	25			75	62
	ANTH-1-I0503			27	23									66	56
	ANTH-1-I4499					30	25					31	31	155	136
	ANTH-1-I4549					30	25					30	21	144	109
	ANTH-1-I5602							27	26					27	26
	ENGL-1-I0178			17	10					12	12			93	76
	ENGL-1-I0179			15	12					7	7			69	56
	ENGL-1-I0181									7	7			7	7
	ENGL-1-I1001			22	12					11	10			77	59
	ENGL-1-I3879					19	16					22	13	41	29
	ENGL-1-I4532					14	5					19	16	86	65
	ENGL-1-I4533					21	20					21	16	100	81
	ENGL-1-I4539													21	14
	ENGL-1-I5540							20	19					20	19
	ENGL-1-I5603	17	10					16	13					70	49
	ENGL-105-I0196			14	7									82	40
ENGL-105-I0197			14	7									68	36	
ENGL-105-I0359			7	4					13	9			49	37	

Enrollments by Modality, Class (Section), Academic Year and Semester (Page 6 of 6)

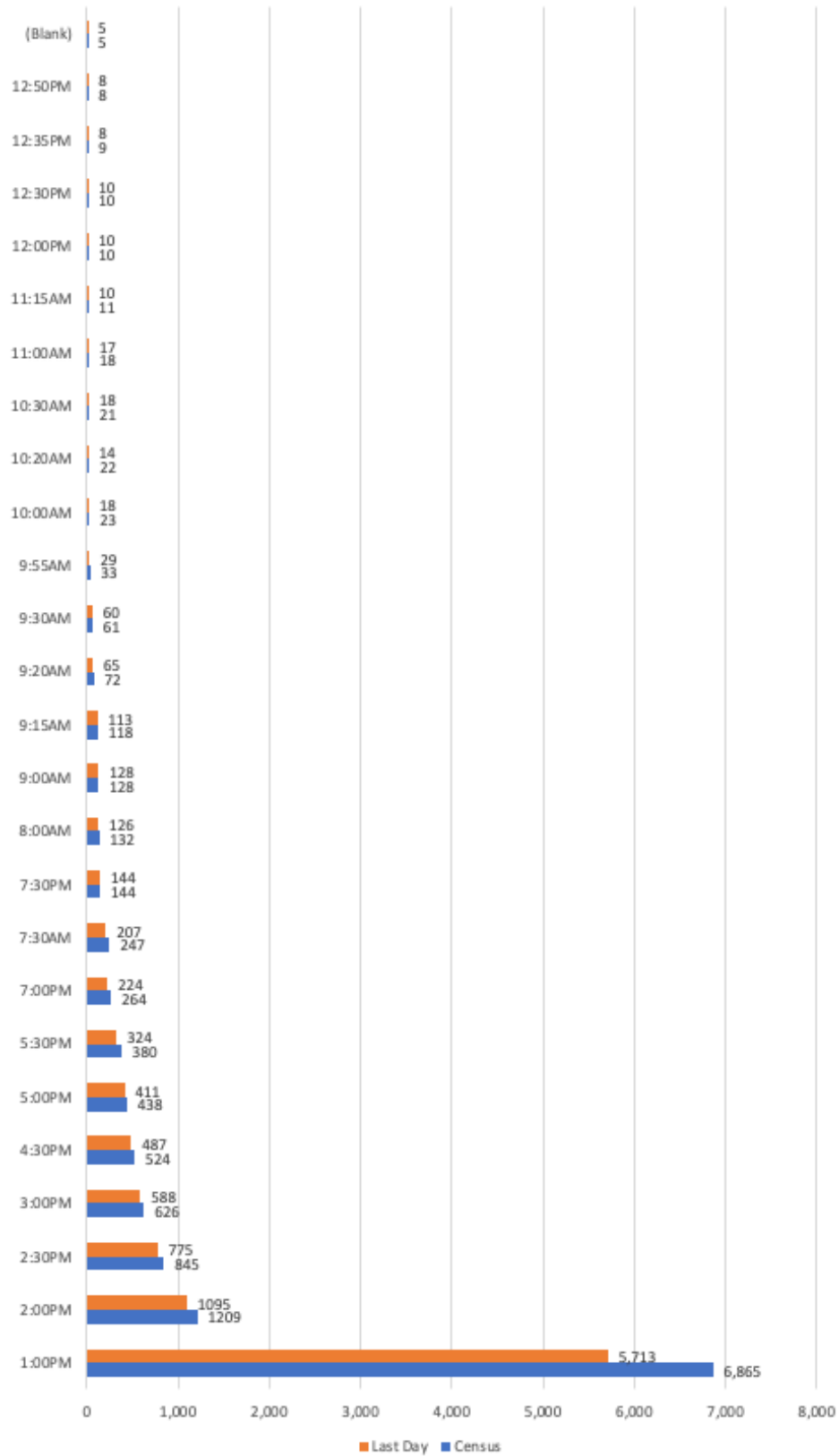
Modality	Class (Section)	Academic Year and Semester												Class (Section) Totals, All Years	
		2018						2019							
		SU		FA		SP		SU		FA		SP		Census	Last Day
		Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day		
Incarcerated Correspondence	ENGL-105-10537			2	1					9	8			11	9
	ENGL-105-13519					7	2					21	6	84	47
	ENGL-105-13520					8	3					16	11	78	51
	ENGL-105-13521					14	12							57	41
	ENGL-105-13796					16	6					16	9	48	25
	ENGL-105-15535	11	7					9	3					62	43
	ENGL-105-15536	23	14					6	4					49	34
	ENGL-105A-10989			9	7					15	12			78	53
	ENGL-105A-11141			11	6									11	6
	ENGL-105A-13797					15	9					17	8	42	24
	ENGL-105A-13885					13	8							38	25
	ENGL-105A-13886					9	6							60	38
	ENGL-105A-15107							7	5					7	5
	ENGL-105A-15426	16	11											48	34
	ENGL-9-10110			18	10					16	12			34	22
	ENGL-9-10189			5	4									5	4
	ENGL-9-13989					10	6					16	13	34	27
	ES-1-10201			20	18					26	26			109	98
	ES-1-10202			30	24					25	24			75	65
	ES-1-14509					31	23					27	26	137	117
	ES-1-16338	29	27					30	28					107	97
	ES-1-18261	27	20					23	22					72	61
	HUM-1-10291			29	25					24	23			130	110
	HUM-1-10292									15	13			25	22
	HUM-1-14254					24	19					21	19	108	88
	HUM-1-14964											28	22	28	22
	HUM-1-15218	20	18					18	17					71	60
	HUM-1-15232							11	11					11	11
	HUM-2-10621			21	16					14	9			35	25
	HUM-2-14238													74	68
	HUM-2-14516					28	24					30	28	58	52
	HUM-2-14819													14	10
	HUM-2-15234	25	20					19	19					79	69
	PHIL-10-10591			31	27					28	28			83	76
	PHIL-10-10592			27	23					30	30			104	96
	PHIL-10-10593			26	21					24	20			95	85
	PHIL-10-14552					26	25					30	27	144	133
	PHIL-10-14575					32	26					30	28	145	128
	PHIL-10-14936					14	14					25	23	107	101
	PHIL-10-15163	29	29					30	29					122	117
PHIL-10-15164							31	30					60	57	
Internet	ANTH-1-N0618			19	12					27	26			120	98
	ANTH-1-N4688					14	13				15	13	119	101	
	ANTH-1-N6025	17	13					18	17					68	56
	BUS-27-N5310	7	7											7	7
	CD-17-N4423					9	9							9	9
	ENGL-1-N0184			25	23					20	17			141	124
	ENGL-1-N4174					23	21					23	20	139	127
	ENGL-1-N5156	23	20					23	19					110	94
	ENGL-105-N0631			26	22					6	4			107	87
	ENGL-105-N3522					17	16							85	73
	ENGL-105-N5537	14	12											47	39
	ENGL-105A-N0723			12	10									54	36
	ENGL-105A-N3887					7	3							33	23
	ENGL-105A-N5355	5	4											5	4
	ENGL-9-N0188			24	22					28	26			101	87
	ENGL-9-N4176					21	21					23	21	137	127
	ENGL-9-N4177											17	12	17	12
	ENGL-9-N5207	18	14					18	14					82	62
	ES-1-N0202													23	21
	ES-1-N0203			24	21					22	21			105	99
	ES-1-N4461													54	48
	ES-1-N5036	13	12											41	36
	ES-1-N5137							12	12					12	12
	HUM-1-N1111			22	21					29	24			147	131
	HUM-1-N5233	24	23					24	24					98	93
	HUM-2-N4255					36	34					33	31	134	112
HUM-2-N4256													69	61	
HUM-2-N5331	30	28					32	30					114	106	
Semester Totals	418	354	998	832	927	796	428	393	844	763	915	744	12,223	10,607	

Enrollments in ENGL major courses are generally low, so continuing with a plan to offer each course once every two years is necessary until enrollments increase.

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).



Enrollments by Time of Day



Analysis:

As expected, the “face-to-face” modality is by far the most popular choice for students. In 2014, the English Department decided to offer more options for ENGL 1 and 9 during morning hours to allow options for the face-to-face modality to help students who need to work and attend LCC. The 8am and 9am time slot has proven to be successful with this specific set of students.

The “hybrid” modality is low and is a result of fewer options and a need for curricular change (to allow modality in some ENGL courses). The curricular change was amended in 2019 and, once we get past the distance requirements of COVI-19, we will offer more hybrid options which should have a resulting effect of higher FTES generation in the future.

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

In 2019, the English Department amended their CORs to allow for the modalities of: face-to-face, online, hybrid, and correspondence (in accordance to the curricular demands of COVID-109 distance restrictions).

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

1. Continue offering ENGL 1 and 9 in the popular modalities (in the popular time slots) of Face-to-Face and Online.
2. Expand on Hybrid offerings to encourage more FTES generation in this particular modality.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule
The copy machines in Humanities and Creative Arts were both replaced within the last six years and are functional. The company that the college holds a service agreement with has been responsive in instances of breakdown or malfunction. Since the copy machines are also the sole

printing option for most faculty, it is imperative that the machines remain in good repair, are regularly resupplied (primarily toner and paper), and are replaced as they age.

2. Identify any existing equipment maintenance/service agreements

Service agreements are in place for all campus copy machines. The agreements are coordinated by General Services or the business office, and faculty only need to make sure that Inland is called for service or resupply when alerts on the copiers necessitate it.

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

Classroom technology is in good repair now. While laptops were supposed to be replaced on a three-year rotation, none have been replaced and a replacement schedule has not been put into use. NOTE: Faculty laptops were rotated out for replacement in 2017.

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

Not Applicable

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

None

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

No recommendations

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

None

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

None

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

No Recommendations

Humanities

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

1. Create an “optimized” degree plan for the AA English degree that allows for only one curricular pathway; this change will potentially increase the student enrollment in ENGL major courses.
2. Inactivate ENGL 7 (this course is no longer scheduled and is no longer an option for the general education requirements).
3. Change the Humanities list of options to reflect the new changes of the optimized English degree (to stay consistent with course offerings).
4. Teach or inactivate SPAN 1 and SPAN 2.

Instructional Improvement

1. Explore ways to improve student completion and success in all modalities.
2. Continue to offer an appropriate variety of classes in each general education area.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Research

1. Request the following research from Institutional Effectiveness and Research Office to evaluate effectiveness of curricular revisions for acceleration: student persistence to and success in ENGL 1 following enrollment in remedial English course (ENGL 105, ENGL 105A) pre- and post-implementation of the accelerated open access one level below transfer course. Disaggregate by delivery modality.

2. Provide ENGL 1 student persistence and success rates for students starting in ENGL 105 and ENGL 105A pre- and post-acceleration efforts (Institutional Effectiveness and Research).
3. Provide course, program, and institutional SLO data to all programs for review, discussion and evaluation by faculty, and inclusion in program reviews (Institutional Effectiveness and Research).
4. Make SLO data (especially achievement rates) accessible to everyone.

Facilities

1. Install better air control in classrooms, particularly in Humanities and Creative Arts buildings where most courses in the humanities program are taught. (Specifically HU 204 and 206)
2. Update classroom furniture to create more flexible and comfortable learning environments. (Specifically, tables and chairs in HU 204 and HU 206)

Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

Humanities 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3, 4	Improve environmental temperature control in HU and CA building where humanities courses are primarily taught: cooling for summer, consistent heating for winter.	2021-2022	Unknown	Improved ability of students to focus and think; improved ability of faculty to deliver effective instruction regardless of outside weather. Ultimately, improved student success and morale.
3, 4	Update classroom furniture to create more flexible and comfortable learning environments (Ex. HU 204 and HU 206)	2021-2022	Unknown	Increase of instructional methods which require flexible furniture setups to facilitate student interaction. Improved ability for students to focus when sitting more

				comfortably in furniture that fits them better. Ultimately, improved student success and morale.

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Humanities 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Humanities 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

As of Spring 2021, the humanities program includes four full-time faculty:

- Cheryl Aschenbach (English, speech)
- Cory McClellan (English)
- Jeff Owens (English)
- Richard Swanson (English, film, journalism)
- James Kleckner (graphic design)

As of Spring 2021, the humanities program also includes the following part-time faculty members:

- Coby Hoffman (English – correspondence)
- Joelle Porter (English, Humanities – online and correspondence)
- Laura Rotlisberger (English, speech)
- Dean Ramser (English-correspondence)
- Liudmila Mullin (Music)

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

No new necessary hires at this time.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

None

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

Flex contracts may be obtained from individual faculty members.

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

The acceleration that was done in 2013 was initiated through a professional development opportunity that Jeff Owens and Cheryl Aschenbach participated in. Additionally, individual faculty members regularly research best practices for teaching composition and literature and attend regional workshops when possible. Without professional development funds, it is difficult for faculty to attend discipline-specific conferences as they are usually expensive and located quite a distance from Susanville.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Provide professional development funds to support discipline and pedagogical professional development opportunities.](#)

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

None

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

None

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

None

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Provide professional development funds to support discipline and pedagogical professional development opportunities.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Humanities 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2	Provide professional development funds to support discipline and pedagogical professional development opportunities.	2021-2022	\$8,000	Discipline currency should result in improved instructional methods, content delivery, and student success.

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

Courses within the humanities program are taught most often within the Humanities and Creative Arts buildings in classrooms designed for lecture. The rooms were updated with short throw projectors, ENO Smartboards, CD/DVD players, and sound as a part of the Lassen College Title III Strengthening Institutions Grant 2011-2016. However, some equipment is already dated and/or not functional. This includes some speakers not working, which limits the use of video or sound clips in instruction and in student presentations. Some CD/DVD players do not work consistently, but this is less of an issue as more content is digital and laptops with integrated or attached DVD drives can be used (though this is also a potential issue with newly-issued laptops not capable of playing DVDs through the external player). Lighting, however, is a problem in many classrooms as there are very few classrooms with lighting that can be controlled by section of room or by dimmer – both of which could help to make projected text and media easier to view. Further, classrooms are set up for lecture yet many instructors are increasingly using active learning strategies to increase student interaction and engagement. More flexible furniture is needed.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

None

3. Describe any facilities needs identified by assessments of student learning outcomes

Student assessments refer to the need for climate control – the classrooms are too hot in the summer when it is hot outside and then often too cold in the winter.

Student assessments refer to the need for more comfortable classroom furniture.

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

None

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

1. Improve temperature control in HU and CA buildings
2. Purchase and install updated, more comfortable classroom furniture that accommodates different sized students and active learning.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

None

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Humanities 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3, 4	Improve temperature control in HU and CA buildings: cooling in summer and more consistent heat control in winter	2021-2022	unknown	Learning environments more conducive to learning; improved student success, comfort, and morale
3, 4	Purchase and install updated, more comfortable classroom furniture that accommodates different sized students and active learning.	2021-2022	unknown	Learning environments more conducive to varied instructional methods and to learning; improved student success, comfort, and morale

Section Four: Technology Planning

I. Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

Humanities faculty and students utilize classroom technology (see Section Three) along with campus-provided computers (in classroom and student labs) and laptops (in faculty offices). Classroom technology is sufficient although audio doesn't work in some rooms (MS 121 and 122), cuts out occasionally in others (HU 204 and 206), and projections are hard to see in some classrooms either because of weak bulbs or the inability to control classroom lighting.

While IT support has been helpful, it isn't always timely nor is there always a solution to problems that necessitate a call for IT support, particularly in the classroom (i.e. audio problems in MS 121 and 122 not solved, which impacts instructors' abilities to offer planned instruction. IT staff may need additional training on the instructional technology equipment used in classrooms.

For online classes, Moodle was used through Fall 2016; Canvas is now used and is an improvement in many areas including ease of navigation within the CMS and automation of course creation and addition of students into sections. Training and access to training resources are necessary for faculty to fully implement Canvas most effectively. Further, to improve the quality of online instruction, both instructional design assistance is necessary as is assistance evaluating accessibility and making courses accessible.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

None

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

1. Provide instructional design assistance, accessibility assistance, and additional ongoing training opportunities to all online instructors to better ensure high quality online courses.
2. Regularly check and repair classroom technology / Ensure audio (and all classroom technology) works in classrooms

3. Provide training as needed for IT to be better equipped to solve IT problems in the classrooms.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

None

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

Humanities 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2	Provide instructional design assistance, accessibility assistance, and additional ongoing training opportunities to all online instructors to better ensure high quality online courses.	ongoing	unknown	<ol style="list-style-type: none"> 1. Improved student success in online courses 2. Compliance with accessibility regulations 3. Compliance with DE regulations and standards

	Regularly check and repair classroom technology / Ensure audio (and all classroom technology) works in classrooms	ongoing	Time	Fully functional classroom technology positively impacts student success
	Provide training as needed for IT to be better equipped to solve IT problems in the classrooms.	ongoing	\$6,000	Increased ability to repair IT problems in classrooms, lessening the impact of problems on instruction

Appendix A:

C-ID #	C-ID Name	Course(s)	Course Title	COR Effective Term
C-ID #	C-ID Name.	Course(s)	Course Title	COR Effective Term
ENGL 200 (ENGL-CW 100)	Introduction to Creative Writing	ENGL 22	Creative Writing	Fall 2013
ENGL 165	Survey of British Literature 2	ENGL 4	British Literature II	Fall 2013
ENGL 160 (ENGL LIT 160)	Survey of British Literature 1	ENGL 3	British Literature I	Fall 2013
ENGL 145 (ENGL-LIT 185)	Survey of World Literature 2	ENGL 5	Survey of World Literature II	Fall 2013
ENGL 135	Survey of American Literature 2	ENGL 12 II	Survey of American Literature II	Fall 2013
ENGL 120 (ENGL-LIT 100)	Introduction to Literature	ENGL 2	Introduction to Literary Types	Fall 2013
ENGL 110 (ENGL-LIT 105)	Argumentative Writing and Critical Thinking Through Literature	ENGL 7	Argumentative Writing and Critical Thinking Through Literature	Fall 2013
ENGL 105 (ENGL 115)	Argumentative Writing and Critical Thinking	ENGL 9	Critical Thinking and Composition	Fall 2012
ENGL 100 (ENGL 110)	College Composition	ENGL 1	College Composition	

C-ID #	C-ID Name	Course(s)	Course Title	COR Effective Term
C-ID #	C-ID Name.	Course(s)	Course Title	COR Effective Term
ART S 250	Introduction to Digital Art	ART 25	Computer Graphics	Fall 2015
ART S 220	Introduction to Printmaking	ART 23	Beginning Printmaking	Fall 2012
ART S 210	Introduction to Painting	ART 10A	Beginning Painting	Spring 2013
ART S 200	Figure Drawing	ART 3	Beginning Life Drawing	Fall 2013
ART S 110	Fundamentals of Drawing	ART 2	Drawing	Fall 2013
ART S 101	3-D Foundations	ART 1B	Three-Dimensional Design	Spring 2015
ART S 100	2-D Foundations	ART 1A	Two-Dimensional Design	Fall 2020
ART H 130	Survey of Asian Art	ART 9	History of Asian Art	Fall 2014
ART H 120	Survey of Western Art from Renaissance to Contemporary	ART 7	Survey of Art History: Renaissance Through Contemporary	Spring 2014
ART H 110	Survey of Western Art from Prehistory through the Middle Ages	ART 6	Survey of Art History: Prehistoric to Renaissance	Spring 2012

C - I D #	C-ID Name	Course(s)	Cours e Title	COR Effective Term	
HIST 1 80	Western Civilization II		HUM 2	Western Civilization: 1600 to Present	Fall 2015
HIST 1 70	Western Civilization I		HUM 1	Western Civilization: Prehistoric to 1600	Spring 2015
HIST 1 60	World History since 1500		HIST 1 5	World History, 1500 to Present	Fall 2016
HIST 1 50	World History to 1500		HIST 1 4	World History, Beginning to 1500	Fall 2016
HIST 1 40	United States History from 1865		HIST 1 7	Post Civil War - U.S. History	Spring 2015
HIST 1 30	United States History to 1877		HIST 1 6	U.S. History	Fall 2015

Appendix B:

Appendix C:

Insert information as needed

Appendix D:

Insert information as needed

Appendix E:

Insert information as needed