Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:
2011-2012 All academic programs participate in an annual program review
2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of
        programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240
Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.
Website: http://foothill.edu/staff/irs/programplans/index.php
2011-2012 Submission Deadline:
All program review documents are due to Deans by December 16

Basic Program Information

Department Name: Humanities (HUMN)

Program Mission(s):

The mission of the Humanities Department is to create a community of learners who

- explore and value the diversities of cultures, thought, perspectives, literatures and languages of humanity;
- critically reflect on and analyze multiple dimensions of human identity and experience;
- contribute to scholarship and creative production and innovation, and
- act as responsible global citizens committed to principles of freedom, equality, justice and participatory democracy.

Program review team:

Name	Department	Position
Falk Cammin	HUMN/ESL	Instructor (Full-time)
Kurt Gravenhorst	HUMN/ENGL	Instructor (Full-time)

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Humanities	AA	28

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:
http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Associate's Degree				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
N/A				

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	313	353	442	25%
Productivity (Goal: 546)	909	871	740	-15%
Success	71%	65%	67%	
Full-time FTEF				
Part-time FTEF				
Full-time Staff	2 (partial load)	2 (partial load)	2 (partial load)	0
Part-time Staff	0	0	0	0

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
HUMN 1A	220	915	67%	265	882	58%	284	758	64%
HUMN 1B	83	816	80%	88	816	85%	158	694	73%

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

   Enrollment in HUMN 1A and HUMN 1B has steadily increased due to added demand (course cuts elsewhere) and the increase in course offerings. In additional to multiple sections

being taught, the Humanities Department now also offers HUMN 1B (and soon HUMN 1A) on-line.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.)
    a. AA, AS, transcriptable certificates
    b. Local, non-State approved certificates
    c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

a.   AA degree conferrals have remained low. Since the department offers essentially only two courses, most courses required for an AA degree in Humanities must be taken outside the department which may lead to the traditionally non-existent or very low number of degrees awarded by the department. Though the subject matter of the Humanities Department is inter-disciplinary in nature and there is justification for having students take classes from various departments within the Language Arts, Fine Arts and Social Science divisions, the Humanities Department recognizes a need for additional courses in the Humanities Department to strengthen its AA degree. The Department is addressing this by developing a greater number of courses to be completed within the Humanities Department.

b/c.   The Humanities Department does not offer certificates.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

    The Humanities Department continues to exceed the college's productivity goal of 546. We attribute the decline in productivity to the larger class size of, for example, up to 140 students in HUMN 1A. With the on-line classes capped at 50, we expect the decline in productivity to stabilize.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

    Demand is very robust in both HUMN 1A and HUMN 1B (the two courses the Department currently offers), and no course cancellations have occurred. We have doubled our course offerings (now offering both HUMN 1A and HUMN 1B each quarter). With new courses currently in development, we hope to increase course offerings for all quarters in the coming years.

5. Curriculum and SLOs
   a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

   All of our course outlines are up-to-date.

   b. Comment on program mapping and how it ties to the college Mission(s).

   The Humanities Department enables students to explore the diversities of cultures through the study of literature, philosophy and the arts. Students critically reflect in writing on the material analyzing multiple dimensions of human identity and experience. In this way the, Humanities Department supports the college's mission of career preparation and life-long learning, but foremost, the department serves the college's mission of transfer.

   c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

   The Humanities in its approach to the material does not overlap with any other program at Foothill.

   d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

   There have been no recent developments within the discipline that would prompt changes in the curriculum. However, changes in course offerings at the college have increase demands HUMN 1A and HUMN 1B, which prompted the department to offer both courses on-line.

   e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

   All of our courses have SLOs identified.

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

   N/A

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

Both HUMN 1A and HUMN 1B are UC/CSU transferrable and satisfy the Humanities requirement for UC/CSU GE/Breadth certification.

8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

   Both HUMN 1A and HUMN 1B fulfill the Foothill GE Area I requirement.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Report from TracDat is attached.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Report from TracDat is attached.

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
What findings can be gathered from the Course Level Assessments?

The results of the testing demonstrated a 100 percent success rate.   All students passed the written exams with about 70 percent scoring an A or B grade. However, because of the size of the class (about 100 students), the students had a choice of either objective (multiple choice and short answer questions) or the essay.   Because the essay is the better assessment of critical thinking, it alone was used to determine whether the learning outcomes were achieved. Students who choose to write an essay, however, are often the better students, so the success rate must be tempered by this criterion.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

None

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

All SLOs appear to accurately reflect the knowledge, skills, and abilities students need in order to succeed in this program.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Other than increased awareness of SLO's among the faculty as a result of departmental discussions, there is no data to support claims of improvement in student learning in the program.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

As of yet, no Program Level Assessments have taken place.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Not Applicable.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
Develop new courses		Transfer	Provide greater depth for Humanities majors. Increase Course Offerings to meet high student demand. Increase number of AA degrees awarded.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The Humanities Program offers transfer courses that allow students to explore and value the diversities of cultures, thought, perspectives, literatures and languages of humanity. The courses allow students to critically reflect on and analyze multiple dimensions of human identity and experience, thereby preparing them to act as responsible global citizens committed to principles of freedom, equality, justice and participatory democracy. These efforts align with the colleges core missions of the development of basic skills, career preparation, lifelong learning, and transfer.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Offer HUMN 1B on-line	2010/2011	Developed on-line HUMN 1B course	Humanities 1B was first taught on-line in the Summer quarter of 2011. The course continues to be offered whenever HUMN 1A is taught on campus.
Offer HUMN 1a on-line	2011/2011	Developed on-line HUMN 1A course	Humanities 1A will first be taught on-line in Winter quarter of 2012. The department plans to offer the course in the future whenever HUMN 1B is taught on campus.

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
See 2.4			

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

Reassigned Time

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

One-time/Other: (Release time, training, etc.?

Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	**EXTERNAL FACTORS**
Strengths	We have two broad-based introductory courses that are taught both on campus and on-line which allow students the unique opportunity to explore the history of cultural and intellectual development in an inter-disciplinary fashion not replicated in any other department on campus.	Demand is robust and growing.
Weaknesses	Not enough courses; in particular Humanities courses for Humanities majors that explore distinct aspects such as 'art and trauma', 'representations of faith' etc. in greater depth.	
Opportunities	Increased demand supports the development of new courses.	Cuts to other programs incentivize the development of interdisciplinary courses that partially address themes/topics/material of courses eliminated in other programs.
Threats	Not sure how to interpret this prompt.	

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

New course development is essential but requires substantial time investment. With the Title 5 Updates, GE recommendations and on-line course developments of HUMN 1A and HUMN 1B completed, more time is available to complete the new course development.

5.3 What <u>statements of concern</u> have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

The success rate is a concern for the department. Discussions on how to remediate this issue are ongoing and include ideas such as the development, implementation and analysis of a student success survey.

5.4 Address the concerns or recommendations that were made in prior _program review_ cycles.

In the previous program review cycle, the following were addressed as recommended actions: development of four new courses, development, implementation and analysis of student success survey, validation, assessment of SLO's, and reviewing and updating curriculum including GE application. GE applications for Humanities 1A and 1B were submitted and subsequently approved by the college curriculum committee. SLO's for both courses were developed and assessed, and all courses in the Department underwent a Title 5 Update. The department failed to develop four new courses; however, it developed on-line versions of HUMN 1A and HUMN 1B. A development of a student success survey did not take place, but is discussed as one option to address the current success rate.

5.5 After reviewing the data, what _strengths or positive trends_ would you like to highlight about your program?

We have a very robust Humanities Department with tremendous growth-potential. Our enrollment trend points sharply upwards and with the additional on-line and honors courses currently in the schedule, we expect this trend to continue for the current academic year.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The Humanities program has historically and continues to be a high demand program, as is evidenced by the 25% growth in enrollment over the past few years. The on-campus sections of Humanities routinely triple in student registration, and the recently added online versions of the core classes have started to develop big waitlists.

The Humanities program also continues to be a productivity powerhouse. And while productivity has declined modestly in the last few years, it is still way above the 546 goal of the District.

There is enormous potential to grow the program and the faculty teaching in the program are well aware of this and appear poised to capitalize on this potential. The college should support these efforts.

6.2 Areas of concern, if any:

I have no concerns about the program at this time.

6.3 Recommendations for improvement:

6.4 Recommended Next steps:
__X_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College
Program (LA-HUMN) - Humanities AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (LA-HUMN) - Humanities AA - Cultural Diversity Goal - The student will have a heightened knowledge of cultural diversity in the world, and will be able to communicate how this diversity is reflected through the artistic and intellectual creations of humanity from the dawn of civilization to the present. **Year PL-SLO implemented:** 2011-2012 **Start Date:** 09/28/2011 **End Date:** 06/30/2012 **PL-SLO Status:** Active			
Program (LA-HUMN) - Humanities AA - Questions of Humanity - The student will gain increased knowledge of how the enduring questions of humanity center on the meaning and experience of human life, and communicate how this meaning and experience is demonstrated through a continuity of thought through the changing artistic conventions of history. They will have the knowledge and skill to articulate orally or in writing the world of common meanings that unite humanity across time. **Year PL-SLO implemented:** 2011-2012 **Start Date:** 09/29/2011 **End Date:** 06/30/2012 **PL-SLO Status:**			

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Active			

Mission Statement: The mission of the Humanities Department is to create a community of learners who
    * explore and value the diversities of cultures, thought, perspectives, literatures
    and languages of humanity;
    * critically reflect on and analyze multiple dimensions of human identity and
    experience;
    * Contribute to scholarship and creative production and innovation, and
    * act as responsible global citizens committed to principles of freedom, equality,
    justice and participatory democracy.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Humanities (HUMN) - HUMN 1A - HUMANITIES & THE MODERN EXPERIENCE I - SLO 1 - Greek culture - Explain how the ideas and values of classical Greek culture are manifested in the artistic creations of the time. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** two-page essay not utilizing any outside/independent research **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students scoring C or better	05/09/2011 - 93% of students scored C or better. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Current resources meet program needs.	09/23/2011 - We found this to be an effective SLO _____
	Assessment Method: Students wrote an essay responding to the SLO above. **Assessment Method Type:** Essay/Journal **Target for Success:** 85% of the students achieving a score of C or better.	05/27/2011 - An essay prompt was presented to twenty-two Humanities 1A students to evaluate the Student Learning Outcomes for this course. Students were asked to write on the following prompt: "Explain how the ideas and values of classical Greek culture are manifested in the artistic creations of the time." The results of the testing demonstrated a 100 percent success rate. All students passed the written exam with about 70 percent scoring an A or B grade. However, because of the size of the class (about 100 students), the students had a choice of either objective (multiple choice and short answer questions) or the essay. Because the essay is the better assessment of critical thinking, it alone was used to determine whether the learning outcomes were achieved. Students who choose to write an essay, however, are often	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		the better students, so the success rate must be tempered by this criterion. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** none	
Department - Humanities (HUMN) - HUMN 1A - HUMANITIES & THE MODERN EXPERIENCE I - SLO 2 - Judeo Christian values in the Middle Ages - Analyze how certain Judeo Christian values return in the artistic expressions of the Middle Ages. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** 2010-2011 **Course-Level SLO Status:** Active	**Assessment Method:** two-page essay not utilizing any outside/independent research **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students scoring C or better		
	Assessment Method: Students respond to the prompt given in the SLO 2 by writing a two-page essay. **Assessment Method Type:** Essay/Journal **Target for Success:** 85% of the students achieving a score of C or better.	05/27/2011 - An essay prompt was presented to twenty-two Humanities 1A students to evaluate the Student Learning Outcomes for this course. Students were asked to write on the following prompt: "Analyze how certain Judeo Christian values return in the artistic expressions of the Middle Ages." The results of the testing demonstrated a 100 percent success rate. All students passed the written exam with about 70 percent scoring an A or B grade. However, because of the size of the class (about 100 students), the students had a choice of either objective (multiple choice and short answer questions) or the essay. Because the essay is the better assessment of critical thinking, it alone was used to determine whether the learning outcomes were achieved. Students who choose to write an essay, however, are often the better students, so the success rate must be tempered by this criterion. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None	
Department - Humanities (HUMN) - HUMN 1B - HUMANITIES & THE MODERN EXPERIENCE II - SLO 1 - aesthetic representation - Explain how stylistic and thematic differences in aesthetic representation between Southern and Northern Renaissance artists reflected the paradigmatic shift brought on by the Reformation. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Two-page essay completed without any outside research. **Assessment Method Type:** Essay/Journal **Target for Success:** 85% of the students getting a 'C' or better.	02/18/2010 - The results of the testing demonstrated a 100 percent success rate. All students passed the written exam with about 70 percent scoring an A or B grade. However, because of the size of the class (about 67 students), the students had a choice of either objective (multiple choice and short answer questions) or the essay. Because the essay is the better assessment of critical thinking, it alone was used to determine whether the learning outcomes were achieved. Students who choose to write an essay, however, are often the better students, so the success rate must be tempered by this criterion. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None	
	Assessment Method: An essay prompt was presented to 74 Humanities 1B students to evaluate the Student Learning Outcomes for this course. **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Humanities (HUMN) - HUMN 1B - HUMANITIES & THE MODERN EXPERIENCE II - SLO 2 - change during the Enlightenment - Analyze how philosophical ideas and cultural practices changed during the period of the Enlightenment. (Created By	**Assessment Method:** Two-page essay completed without any outside research. **Assessment Method Type:** Essay/Journal **Target for Success:**	02/18/2011 - The results of the testing demonstrated a 100 percent success rate. All students passed the written exam with about 70 percent scoring an A or B grade. However, because of the size of the class (about 100 students), the students had a choice of either	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Humanities (HUMN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	85% of students performing with a 'C' or better.	objective (multiple choice and short answer questions) or the essay. Because the essay is the better assessment of critical thinking, it alone was used to determine whether the learning outcomes were achieved. Students who choose to write an essay, however, are often the better students, so the success rate must be tempered by this criterion. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None	
Department - Humanities (HUMN) - HUMN 34H - HONORS INSTITUTE SEMINAR IN HUMANITIES - SLO 1 - Critical Reflection - Critically reflect upon the central question raised in the course. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** 2011-2012 **Start Date:** 10/28/2011 **End Date:** 10/28/2014 **Course-Level SLO Status:** Active			
Department - Humanities (HUMN) - HUMN 34H - HONORS INSTITUTE SEMINAR IN HUMANITIES - SLO 2 - Contrast Perspectives - Contrast two perspectives reflecting upon the central question explored in the course. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** 2011-2012 **Start Date:** 10/28/2011			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
End Date: 11/28/2014 **Course-Level SLO Status:** Active			