

## Introduction

### 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 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. Dean/Administrator's comments/reflection/next steps
7. Vice President Comments

### 2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

### Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

### Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

## **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 members:

Name	Department	Position
<b>Falk Cammin</b>	Humanities/ESL	(Full-time)
<b>Kurt Gravenhorst</b>	Humanities/English	(Full-time)

<b>Total number of Full Time Faculty: 2 (Partial Load)</b>	
<b>Total number of Part Time Faculty: 0</b>	

<b>Existing Classified positions: 0</b>
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Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
<b>Humanities</b>	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 (transcriptable). A Certificate of Achievement is state approved (transcriptable).

## Section 1. Data and Trend Analysis

### 1.1. Program Data:

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	2010-2011	2011-2012	% Change

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
N/A			

### 1.2 Department Data (Attach data provided by IR or manually complete chart below)

Dimension	2010-2011	2011-2012	% Change
Enrollment	461	696	51%
Productivity (Goal: 546)	767	777	1%
Success	67%	66%	0%
Full-time FTEF	0.8	1.4	78%
Part-time FTEF			

### Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
HUM 1A	294	784	64%	357	961	67%
HUM 1B	167	739	73%	320	610	62%
HUM 34H	0	0	0	19	288	89%

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

Enrollment trends over the last two 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 all Humanities courses has increased by 51% over last year indicating strong demand and opportunity for additional growth.

- a. Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree.
  - Gender distribution among students in our courses is evenly divided.
  - Ethnic diversity is fairly evenly distributed with 6% of our students being African American, 5% Filipino, 23 % Asian, 22% Latino, 1% Native American, 1% Pacific Islander, 32% White and 10% declining to state.
  - Our students are fairly young with 85 percent under the age of 25 indicating that our courses are taken to meet Transfer and GE requirements.
- b. Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree.

2. Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic.

- a. AA, AS, transcriptable certificates

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 has developed two new courses (each of them with an Honors version), which will be offered in 2013/2014 for the first time. Two additional course are in development.

The Humanities Department does not offer certificates.

- b. Local, non-State approved certificates

The Humanities Department does not offer local, non-State approved certificates 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.

The Humanities Department does not offer Certificates with less than 27 units.

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

Having slightly increased productivity in 2011/2012, the Humanities Department continues to exceed the college's productivity goal of 546 by well above 200 points. This makes Humanities the most productive department in Language Arts.

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 continues to be very robust in both HUMN 1A and HUMN 1B with on-campus classes regularly doubling or tripling in enrollment. On-line classes always experience waiting lists. The Honors course experiences the average enrollment for one-unit Honors courses at Foothill.

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? (Please use reports from the Curriculum Office to help you complete this prompt)

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

- b. As a department/program, how do you ensure that all faculty are teaching to the COR?

Reviewing SLOs gives the department feedback on faculty compliance with CORs.

- c. Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (Recommendation: attach TracDat mapping report)

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.

d. If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both.

Not applicable.

e. If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities.

Not applicable.

f. Comment on any recent developments in your discipline, which may require modification of existing curriculum and/or the development of new curriculum.

There have been no recent developments within the discipline that would warrant changes in the curriculum. However, high demand has increased the number of course offerings and prompted new course development.

6. Basic Skills Programs (English, ESLL and Math). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:

<http://foothill.edu/president/basicskills.php>

- a. Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.
- b. Please comment on progression in sequenced courses.

Not applicable.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- a. Please analyze and discuss Transfer data regarding this program.
- b. Please analyze and discuss Articulation data regarding this program.
- c. Please discuss the status of your program's AS-T or AA-T degrees.

Not applicable.

8. Workforce Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:

<http://www.foothill.edu/president/workforce.php>

- a. Education Code section 78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs. Verify that this program:

- i. Continues to meet a documented labor market demand as referenced by industry/occupational report provided.
  - ii. Does not represent unnecessary duplication of other manpower training programs in the college's service area.
  - iii. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
  - iv. Please analyze and comment on average salary/wage data in the region.
- b. Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.)
- c. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.
- d. Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.
- e. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

Not applicable.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:  
<http://foothill.edu/staff/irs/ESMP/index.php>

- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

No efforts are currently being made in this area. Data does not indicate the need for efforts at this time.

10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

To assist students in their transfer goals, the Humanities Department has begun to offer one-unit Honors courses and has developed two four-unit Honors courses scheduled to be offered in the 2013/2014 academic year.

## **Section 2. Learning Outcomes Assessment Summary**

2.1. Attach 2011-2012 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 2011-2012 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**

1. Give an assessment of the past three years of annual Course Level SLO reflections.

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. The findings do not indicate that changes have to be made.

2. If your program has other outcomes assessments at the course level, comment on the findings.

Not applicable.

### **2.3.b Program-Level SLO**

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

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

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

Not applicable.

3. If your program has other outcomes assessments at the program level, comment on the findings.

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?
None			

### 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. Goals will be linked to resource requests.

#### 3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Develop new courses	2012	HUMN 3 and HUMN 4 are in Review I Status	Completed
2 Develop Humanities Department Website	2012	Site developed and operational	Completed

#### 3.2 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
1 Develop HUMN 2	Review 1 by Fall 2013		Increase options to satisfy transfer requirements, strengthen AA degree
2 Develop HUMN 5	Review 1 by Fall 2013		Increase options to satisfy transfer requirements, strengthen AA degree
3 Create on-line reader for HUMN 1 A and 1B			Lower cost for students

<b>Section 4: Program Resources and Support</b>
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4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

**Full Time Faculty and/or Staff Positions**

Position	\$ Amount	Related Goal from Table in section 3.2
None		

**Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)**

Position	\$ Amount	Related Goal from Table in section 3.2
None		

**One-time B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 3.2
None		

**Ongoing B Budget Augmentation**

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2
None		

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2
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.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	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.
<b>Weaknesses</b>	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.	
<b>Opportunities</b>	Increased demand supports the development of new courses.	
<b>Threats</b>	Restrictions on an increase of Humanities courses to be offered	Budget restraints, enrollment management policies

5.2 Address the concerns or recommendations that were made in prior program review cycles.

The program has exceeded all goals it set for the past academic year.

5.3 What statements of concern 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?

As Humanities is a high demand program, no concerns have been expressed.

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

The Humanities Department continues to be a program with tremendous growth-potential. Our enrollment trend points sharply upwards. We have begun to offer additional on-line courses in the summer as well as one-unit honors courses in the regular academic year, and we

are eager to add to the current course offerings by adding HUMN 3 and HUMN 4 in the 2013/2014 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 is robust. Though there are just two broad based classes right now, they consistently reach maximum enrollment and exceed the college's productivity goals. The faculty have been developing more courses to meet the student demand for this program. The program is well poised to expand and grow.

### **6.2 Areas of concern, if any:**

There does appear to be an achievement gap for African American and Latino/a students compared to the white or Asian counterparts. The success rates illustrate this gap.

### **6.3 Recommendations for improvement:**

The achievement gap may be addressed as supplemental instruction opportunities become available to students on campus. Faculty might also encourage students to develop peer study groups. However it is difficult to address the achievement gap when it's unclear what the source of it is. Perhaps institutional research can help the program to understand the cause of this gap.

### **6.4 Recommended Next steps:**

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

## **Section 7: Feedback and Follow Up**

This section is for the Vice President to provide feedback.

### **7.1 Strengths and successes of the program as evidenced by the data and analysis:**

The Humanities program is clearly a high quality program with dedicated faculty, robust enrollment, and current curriculum. The ongoing efforts to increase offerings and strengthen the degree are commendable.

### **7.2 Areas of concern, if any:**

In addition to the AA degree, The Humanities classes serve a strong GE transfer function, and are articulated to the UC and CSU. Therefore, this data should be reviewed and analyzed as part of this comprehensive program review. In addition, since there is an AA degree, program level

SLO assessments are required as part of accreditation, as well as Foothill College's agreed upon assessment cycle.

**7.3 Recommendations for improvement:**

I would recommend that the department review the student success data with a critical eye regarding the highlighted achievement gap, assess the program level outcomes, and review the articulation data.

**7.4 Recommended Next steps:**

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

# Unit Assessment Report - Four Column

## Foothill College Program (LA-HUMN) - Humanities AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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.</p> <p><b>Start Date:</b> 09/28/2011</p> <p><b>End Date:</b> 06/30/2012</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students in either HUMN 1A or HUMN 1B will write a 750 word essay responding to the following prompt: Choose one of the fundamental questions of the course (i.e. the role of humans in the cosmos, how to live the 'good' live', etc.), and discuss how at least two different cultures/civilizations have interpreted and responded to the question.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 90% of the students tested receiving a 'C' or better on the assignment.</p>	<p>04/18/2012 - During the Winter quarter 87% of the students enrolled in Humanities 1B wrote an essay in response to the prompt. Of the students who wrote the essay, 93% received a grade of C or better demonstrating that the cultural diversity goal is being met.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> The assessment confirms that the IL-SLO for the appreciation of diverse cultures using a multidisciplinary perspective is being met.</p>	
<p>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.</p> <p><b>Start Date:</b> 09/29/2011</p> <p><b>End Date:</b> 06/30/2012</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students in either HUMN 1A or HUMN 1B will write a 750 word essay responding to the following prompt:</p> <p>Looking at the period of study covered by this course, what have been the enduring questions that have engaged humanity? Describe how artists during different eras have reinterpreted the questions and/or their responses to them.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 90% of the students tested receiving a 'C' or better on the assignment.</p>		

