BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Humanities

Division Name: Business and Social Sciences

Please list all team members who participated in this Program Review:

Name	Department	Position
Falk Cammin	Humanities	Full-time Faculty Member
Ramona Silver	Humanities	Part-Time Faculty Member
Paula Vaughan	Humanities	Part-Time Faculty Member

Number of Full Time Faculty: 1 **Number of Part Time Faculty:** 3 (one on Art. 19)

Please list all existing Classified positions: *Example: Administrative Assistant I*

None

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The Humanities Department held its own. No significant changes in the data took place between 2013-2014 and 2014-2015. However, the department hired two new part-time instructors in 2015, revamped the curriculum to expand the core courses from two to four and added two additional courses (de facto doubling the number of course offerings in the Humanities Department). This academic year we are offering out first 4-unit Honors course on-line; a practive we intend to expand for 2016-2017.

Specifically in response to the data, in the academic year 2012-2013, thirteen sections were offered in contrast to only ten in 2013-2014 and 2014-2015. With new faculty coming into the department, the numbers of sections for 2015-2016 will again reach 2012-2013 levels. We are planning on adding over 20% of sections for 2016-2017.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Currently, the department is working on adding two more courses; HUMN 8: Human Values and the Digital Ages and HUMN 9: Once Upon a Time? The Immortal Lure of Fairy Tales (with the first course approved for developemt and the second one awaiting college-wide approval). In 2014, Dean Hueg

wrote, "The Humanities Program has the potential to grow and meet student demand so hiring at least one and most likely two new adjunct instructors is a priority. The curriculum is strong but there are a few updates the program can make to bring in more students and make the courses more appealing and understandable from the student perspective," and as outlined in 1A and above, the department has actualized these recommendations. Early enrollment figures for 2015-2016 indicate that enrollment is up, and we are highly optimistic that once the new courses become active starting in Summer of 2016, expanded course offerings will meet further student demand. The new-hires are highly motivated and in particular skilled in and dedicated to quality on-line instruction. In addition to expanding our on-line offerings we are also planning to offer hybrid courses that meet once a week on campus and the rest of the time on-line.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Enrollement Data

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

The success rate for HUMN is 11% below average for Foothill, but we are in line with Foothill's withdrawal rate. For non-targeted groups (i.e. not Latino/African American students) our numbers align more closely with the Foothill average.

Our courses attract fewer African American students, but more Latino students and we have significantly fewer students with Bachelor degrees.

Almost 50% of our enrollment comes from online courses (and this figure will increase for 15-16). Our success numbers for targeted on no-targeted students show a discrepancy of 17%. More targeted students withdraw from our on-line courses, but we have a lower withdrawal rate for non-targeted students in contrast to Foothill's overall percentage.

The above numbers do not reflect the work performed by our two new hires. For that reason, departmental discussions have remained rather general. We reviewed class material to ensure inclusion from various cultures in all courses and committed to an increase in collaborative assignments.   We recognize that further discussions need to take place, but since we have only functioned as a multi-instructor department since Spring of 2015, our efforts have focused on curriculum development and recruitment efforts.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do <u>not</u> list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Offer three additional sections	Fall 2016 - Spring 2017	Program Enrollment
Get HUMN 8 and HUMN 9 approved	Summer 2017	Courses Active in CMS
Develop prototype Web Page for Individual Courses within the Humanities Program	Summer 2017	Published Web Page
Increase Success Rate for Students in HUMN 1A	Fall 2016	Increased Success Rate

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Increase active Student Participation in F2F Classes through Use of Student Response Cards, so called 'clickers' (audience response system).	3,200	Increase Success Rate for Students in HUMN 1A	☐	☒	☐	☐
			☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

$2400 for duties associated with department chair. These include hiring and mentoring adjunct faculty (2 hours per month), curriculum development and revision/coordinating department SLOs (1 hour per month), department scheduling and writing the department program review (1 hour per month). This is approximately 40 hours annually, or based on Appendix G of the Agreement $2400.

SECTION 3: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

3A. Strengths and successes of the program as evidenced by the data and analysis:

The Humanities department offers high quality instruction for many students at Foothill College. This program is on a growth mode with the addition and restructuring of its course offerings. With plans to offer these new courses at the new Sunnyvale campus, I anticipate growth in enrollment in the following year. Its faculty are also dedicated to the success of its students with the inclusion of multiple cultures and perspectives in their courses.

3B. Areas of concern, if any:

None at this time

3C. Recommendations for improvement:

Collaboration with Sunnyvale Campus Dean to ensure class offerings and enrollment at the Sunnyvale Campus.

3D. Recommended Next Steps:
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 3, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Foothill College
Department - Humanities (HUMN)

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/Reflections	Action Plan & Follow-Up
Department - Humanities (HUMN) - HUMN 1 - CULTURES, CIVILIZATIONS & IDEAS: THE ANCIENT WORLD - 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:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Humanities (HUMN) - HUMN 1 - CULTURES, CIVILIZATIONS & IDEAS: THE ANCIENT WORLD - 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))			
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 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	10/05/2015 - 94% of the students scored with a C or better. Like in previous years, the results indicate that no changes are warranted. However, starting with Summer Quarter 16, a major overhaul of the curriculum will expand the international focus of this course, and more refined SLOs will hopefully bring more nuanced results. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** None	
	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.		
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)) **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.		
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 -	**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.		
	Assessment Method: An essay prompt was presented to 74		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Humanities (HUMN)) **Course-Level SLO Status:** Active	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 Department - Humanities (HUMN)) **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 students performing with a 'C' or better.	10/05/2015 - 89% of the students scored with a C or better. Like in previous years, the results indicate that no changes are warranted. However, starting with Summer Quarter 16, a major overhaul of the curriculum will expand the international focus of this course, and more refined SLO's will hopefully bring more nuanced results. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** None	
Department - Humanities (HUMN) - HUMN 2 - CULTURES, CIVILIZATIONS & IDEAS: OF EMPIRES & CONFLICT - 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:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Humanities (HUMN) - HUMN 2 - CULTURES, CIVILIZATIONS & IDEAS: OF EMPIRES & CONFLICT - SLO 2 - Change During the Enlightenment - Analyze how philosophical ideas and cultural practices changed during the period of the			

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Enlightenment. (Created By Department - Humanities (HUMN))			
Department - Humanities (HUMN) - HUMN 3 - WORLD MYTHS IN LITERATURE, ARTS & FILM - SLO1 - Influence of Myth on Culture - Discuss the difference and similarities of the impact of Creation Myths in three different cultures. (Created By Department - Humanities (HUMN)) **Course-Level SLO Status:** Active	**Assessment Method:** Two-page essay completed without any outside research. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students complete essay with a C or better.		
Department - Humanities (HUMN) - HUMN 3 - WORLD MYTHS IN LITERATURE, ARTS & FILM - SLO-2 Representation of Myth in Film - Analyze two cinematic representations of a myth or mythic theme from either different time periods (i.e. 60's and 90's) or two different cultures. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Write a three-page paper developing a cogent argument with adequate support. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students scoring 75% or higher.	10/05/2015 - 98% of the students scored with a B or better (80%). It appears that the students taking HUMN 3 are slightly better prepared for academic writing than the average student taking HUMN 1A (the flagship course). Group projects might be warranted. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** None	
Department - Humanities (HUMN) - HUMN 3H - HONORS WORLD MYTHS IN LITERATURE ARTS & FILM - SLO1 - Influence of Myth on Culture - Discuss the difference and similarities of the impact of Creation Myths in three different cultures. (Created By Department - Humanities (HUMN)) **Course-Level SLO Status:** Inactive	**Assessment Method:** Two-page essay completed without any outside research. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students score with a 'C' grade or better.		
Department - Humanities (HUMN) - HUMN 3H - HONORS WORLD MYTHS IN LITERATURE ARTS & FILM - SLO-2	**Assessment Method:** Two-page essay completed without any outside research.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Representation of Myth in Film - Analyze two cinematic representations of the Trojan War from either different time periods (i.e. 60's and 90's) two different cultures. (Created By Department - Humanities (HUMN))	**Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students score with a 'C' grade or better.		
Course-Level SLO Status: Inactive			
Department - Humanities (HUMN) - HUMN 4 - TRAUMA AND THE ARTS - SLO1 - Holocaust Representation - Discuss how cinematic representations such as "Schindler's List" and "Life is Beautiful" have shaped contemporary understanding of the Holocaust. (Created By Department - Humanities (HUMN))	**Assessment Method:** Two-page essay completed without any outside research. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students score with a 'C' grade or better.		
Course-Level SLO Status: Inactive			
Department - Humanities (HUMN) - HUMN 4 - TRAUMA AND THE ARTS - SLO2 Aesthetization of Trauma - Discuss three different strategies with which film makers aestheticize the representation of violence. (Created By Department - Humanities (HUMN))	**Assessment Method:** Write a three-page paper developing a cogent argument with adequate support. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of the students score 75% or higher.		
Course-Level SLO Status: Inactive			
Department - Humanities (HUMN) - HUMN 44H - HONORS ART & TRANSGRESSION: THE HOLOCAUST IN THE LITERARY IMAGINATION - Holocaust Instrumentalization - Students will be able to critically reflect upon the instrumentalization of the Holocaust for political interests. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:**			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active Department - Humanities (HUMN) - HUMN 44H - HONORS ART & TRANSGRESSION: THE HOLOCAUST IN THE LITERARY IMAGINATION - Holocause Emplotment - Students will be able to contrast two artworks and their respective emplotments representing of the Holocaust (Created By Department - Humanities (HUMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Humanities (HUMN) - HUMN 4H - HONORS TRAUMA & THE ARTS - SLO1 - Holocaust Representation - Discuss how cinematic representations such as "Schindler's List" and "Life is Beautiful" have shaped contemporary understanding of the Holocaust. (Created By Department - Humanities (HUMN)) **Course-Level SLO Status:** Inactive	**Assessment Method:** Two-page essay completed without any outside research. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students score with a 'C' grade or better.		
Department - Humanities (HUMN) - HUMN 4H - HONORS TRAUMA & THE ARTS - SLO2 Aesthetization of Trauma - Discuss three different strategies with which film makers aestheticize the representation of violence. (Created By Department - Humanities (HUMN)) **Course-Level SLO Status:** Inactive	**Assessment Method:** Two-page essay completed without any outside research. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students score with a 'C' grade or better.		
Department - Humanities (HUMN) - HUMN 5 - CULTURES, CIVILIZATIONS & IDEAS: THE MODERN WORLD - The Renaissance - Explain how stylistic and thematic differences in aesthetic representation between Southern and Northern			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Renaissance artists reflected the paradigmatic shift brought on by the Reformation. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Humanities (HUMN) - HUMN 5 - CULTURES, CIVILIZATIONS & IDEAS: THE MODERN WORLD - The Enlightenment - Analyze how philosophical ideas and cultural practices changed during the period of the Enlightenment. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Humanities (HUMN) - HUMN 54H - HONORS INSTITUTE SEMINAR IN HUMANITIES - SLO 1 - Critical Reflection - Students will be able to critically reflect upon the central question raised in the course. (Created By Department - Humanities (HUMN)) **Start Date:** 10/28/2011 **End Date:** 10/28/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Students will answer an Essay prompt that treats the central question raised in this course. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students score above 75% on the essay.	10/05/2015 - Students wrote an essay that explored the connection between history and art and how art helps us understand national trauma. 100% of the students scored in the 90% range. No changes are indicated. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** None	
Department - Humanities (HUMN) - HUMN 54H - HONORS INSTITUTE SEMINAR IN HUMANITIES - SLO 2 - Contrast Perspectives - Students will be able to contrast two perspectives reflecting upon the central question explored in the course. (Created By Department - Humanities	**Assessment Method:** Students will answer essay prompt in which they contrast tow perspectives reflecting upon the central question explored in the course. **Assessment Method Type:** Essay/Journal		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(HUMN)) **Start Date:** 10/28/2011 **End Date:** 11/28/2014 **Course-Level SLO Status:** Active	**Target for Success:** 90% of the students score above 75%.		
Department - Humanities (HUMN) - HUMN 6 - CULTURES, CIVILIZATIONS & IDEAS: THE MAKING OF THE CONTEMPORARY WORLD - Modernism - Explain how stylistic and thematic differences in aesthetic representation between Early Modern and Modern artists reflected the paradigmatic shift brought on by urbanization, alienation and the rapid growth of industry. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Humanities (HUMN) - HUMN 6 - CULTURES, CIVILIZATIONS & IDEAS: THE MAKING OF THE CONTEMPORARY WORLD - Post World War II - Analyze how philosophical ideas and cultural practices changed during the period after World War II. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Humanities (HUMN) - HUMN 7 - GLOBAL RELIGIONS - CONTEMPORARY PRACTICES & PERSPECTIVES - Religion in the Space of Aesthetics - Explain the influence of Buddhism on contemporary Indian cinema. (Created By Department -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Humanities (HUMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Humanities (HUMN) - HUMN 7 - GLOBAL RELIGIONS - CONTEMPORARY PRACTICES & PERSPECTIVES - Religion in the Space of Ethics - Contrast differing religious attitudes toward the education of women. (Created By Department - Humanities (HUMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			

Unit Assessment Report - Four Column

Foothill College
Program (BSS-HUMN) - Humanities AA

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.

Primary Core Mission: Transfer
Secondary Core Mission: Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BSS-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. **Start Date:** 09/28/2011 **End Date:** 06/30/2012 **SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Essay/Journal **Target:** 90% of the students tested receiving a 'C' or better on the assignment.	10/29/2015 - During the Spring of 2015, the Humanities Department developed new courses and expanded on the existing course outlines to provide more culturally diverse course contents. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None **GE/IL-SLO Reflection:** The assessment confirms that the IL-SLO for the appreciation of diverse cultures using a multidisciplinary perspective is being met.	
Program (BSS-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. **Start Date:**	**Assessment Method:** Content review of existing curriculum, SLO Learning Outcomes **Assessment Method Type:** Observation/Critique **Target:** All courses include content from a variety of cultures.		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
09/29/2011 **End Date:** 06/30/2012 **SLO Status:** Active			