

**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.*

**Department Name:** Humanities

**Division Name:** Business and Social Science

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

Name	Department	Position
Falk Cammin	Humanities	Full-Time Instructor
Ramona Silver	Humanities	Part-Time Instructor
Paula Vaughan	Humanities	Part-Time Instructor
Aida Dargahi	Humanities	Part-Time Instructor

**Number of Full Time Faculty:**

1

**Number of Part Time Faculty:**

3 + 1 Article 19

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

None

**List all programs covered by this review and indicate the program type:**

Humanities	<input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

**SECTION 1: PROGRAM DATA & ENROLLMENT**

**1A. Transcriptable Program Data:** Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016
Humanities	X	X	X

**1B. Non-Transcriptable Program Data:** Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

**1C. Department Level Data:**

	2013-2014	2014-2015	2015-2016
<b>Enrollment</b>	<b>478</b>	<b>488</b>	<b>819</b>
<b>Productivity</b>	<b>522</b>	<b>582</b>	<b>641</b>
<b>Course Success</b>	<b>75%</b>	<b>73%</b>	<b>79%</b>
<b>Full-Time Load (FTEF)</b>	<b>0.6</b>	<b>0.5</b>	<b>0.5</b>
<b>Part-Time Load (FTEF)</b>	<b>0.0</b>	<b>0.2</b>	<b>0.9</b>

**1D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years):  Increase  Steady/No Change  Decrease

**1E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male:  Above Level  At Level  Below Level

Female:  Above Level  At Level  Below Level

<25 Years Old:  Above Level  At Level  Below Level

>25 Years Old:  Above Level  At Level  Below Level

**1G. Equity:** One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The Humanities Department is planning to seek advice and potential cooperation with the Foothill Umoja Community to develop strategies on how to close the achievement gap experienced by African American students.

**1H. Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

N/A

**1I. Productivity:** Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend:  Increase  Steady/No Change  Decrease

Program Productivity (Compared to College):  Above Goal  At Goal  Below Goal

Please discuss what factors may be affecting your program's productivity.

The high demand for quality on-line instruction makes Foothill's Humanities on-line courses attractive to students from the Bay Area and beyond. This makes our on-line courses fill to capacity on a regular basis. The Department is pursuing a conservative strategy in adding more on-line courses to meet demand while keeping productivity high.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

N/A

## SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

**2A. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion:  Above Standard  At Standard  Below Standard

Targeted Student Course Completion:  Above Standard  At Standard  Below Standard

Online Student Course Completion:  Above Standard  At Standard  Below Standard

In-Person/Hybrid Course Completion:  Above Standard  At Standard  Below Standard

**2B. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion:  Above Goal  At Goal  Below Goal

Targeted Student Course Completion:  Above Goal  At Goal  Below Goal

Online Student Course Completion:  Above Goal  At Goal  Below Goal

In-Person/Hybrid Course Completion:  Above Goal  At Goal  Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

The Humanities Department is engaged in a continuous effort to reduce textbook costs. Furthermore we are reviewing our efforts to identify and address issues with our students' college readiness levels

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

**2C. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)?  Yes  No

Does meaningful dialogue currently take place around equity and course success rates?  Yes  No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings  Opening Day  Online Discussions  Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

**N/A**

**2D. Course-Level:** How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

**The data did not indicate a need for change.**

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

**N/A**

**2E. Program-Level:** How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

The department is in the process of getting approval for a Certificate of Achievement in the Humanities. In addition, FHDA is pursuing a grant from the Mellon Foundation, which will significantly enhance transfer opportunities for underrepresented students.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

If your department has a Workforce/CTE program, please complete Section 2F.

If your department does not have a Workforce/CTE program, please skip to Section 3.

**2F. Workforce/CTE Programs:** Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

### SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

**3A. Past Program Objectives:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Offer three additional sections	Year: 2016	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Get HUMN 9 approved	Year: 2016	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Get HUMN 8 approved	Year: 2016	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Develop prototype Web Page for Individual Courses within the Humanities Program	Year: 2016	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Increase Success Rate for Students in HUMN 1A	Year: 2016	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Expand course sequence from HUMN 1A and 1B to HUMN 1,2, 3 & 4 and design course content to expand on non-European cultural production	Year: 2015	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Identify strategies to increase both African American and Latino Students' Success rate	Year: 2015	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Increase active student participation in F2F classes through use of Student Response Cards, so called 'clickers' (audienceresponse system).	Year: 2015	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

With the work on the Mellon Grant, efforts to develop HUMN 8 have been preceded by other concerns. However, with release time potentially becoming effective in April, there will be sufficient time to develop this course.

Please provide rationale behind any objectives that are no longer a priority for the program.

**3B. New Program Objectives:** Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	Winter 2016 Term	Course Enrollment
Increase the number of course offerings	Winter, Spring, Early Summer and Regular Summer session	Course Enrollment
Develop transcribable Certificate of Achievement in Humanities	Fall/Winter 2016/2017	approved Certificate
Hire additional part-time instructor to meet class demand	Winter/Spring 2017	More course sections offered
Get two new course approved for development	Spring 2017	Course shell in C3MS
Reduce textbook cost for students	Fall 2018	Course Enrollment

		and Retention

**3C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- Create a culture of equity that promotes student success, particularly for underserved students.
- Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

**3D. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Textbook Loaners for On-line Classes to replicate on-reserve books for on campus students	2,5000	Reduction of textbook costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

N/A/

**3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.**

#### SECTION 4: PROGRAM SUMMARY

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
The recent enrollment drop is a concern but it will be mitigated shortly with new hiring and curriculum updates.	As predicted by Dean Hueg, with the hiring of new faculty, enrollment increased from 262 in 15-16 to 547 in 15-16. With the new and expanded line up of courses plus further hiring, we should see a continued increase for 16-17.
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. There is potential to create more visibility for courses within the BSS student population and to build connections with other departments to strengthen the program.	See comments above. In addition, FHDA is currently pursuing a grant from the Mellon Foundation for Humanities infused pathway for underrepresented students. FHDA is partnering with the University of San Francisco in developing degree specific pathways strengthened by a core of Humanities courses taken prior to transfer. Students participating in this program will receive additional support both in terms of faculty advisors and paid internship in Humanities related fields. Apart from increasing enrollment, this program should enhance the visibility of Foothill's Humanities Department both on and off campus and provide leadership opportunities for Foothill Humanities faculty to collaborate with other programs campus-wide.

**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The Humanities Department has been productive during with eight department meetings over the course of 2016. Our part-time instructors Ramona Silver and Paula Vaughan are to be commended for their continued enthusiastic and invaluable service to the college; in particular their work on curriculum, website design, SLO's, updates to the Program's Mission Statement, the Program Description and Curriculum Sheet.
In addition, the work on the Mellon Grant (designed to provide 35 Mellon Scholars at Foothill with financial and academic support to a Humanities infused pathway for transfer to USF and the UC/CSUs) has allowed the Humanities Department to develop a productive working relationship with De Anza's Humanities Department and we are excited about the opportunities for collaboration and student success that will present itself once the grant is approved.

## SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

**5A. Attach 2015-2016 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**5B. Attach 2015-2016 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

## SECTION 6: FEEDBACK AND FOLLOW-UP

**This section is for the Dean/Supervising Administrator to provide feedback.**

**6A. Strengths and successes of the program as evidenced by the data and analysis:**

In looking at the enrollment trend for Humanities it is important to understand the program was benefitting for years from a hugely popular class led by Instructor Kurt Gravenhorst that would capture approximately 100 students in a double load class. This created high productivity and enrollment. Due to Gravenhorst's retirement, and our interest in diversifying the course offerings, the program has had to add new instructors and add new classes to capture a similar enrollment. Instructor Cammin is commended for her efforts in hiring new faculty and developing new curriculum so that since the 12-13 academic year Humanities is up 7% in WSCH and is poised to grow more with new courses and instructors added recently. In 16-17 the program added two new adjunct instructors who can teach face to face classes, augmenting two instructors added over the past two years who teach primarily online. The quality of the online courses in Humanities is of the highest quality, and Instructors Vaughan and Silver have been extremely active in working with the department to discuss goals and learning outcomes. Instructor Cammin holds monthly department meetings where all adjunct faculty participate, and she is again to be commended for developing such strong dialogue and engagement with faculty around improving the department, the quality of the course offerings and student learning outcomes. This year the department has spent a significant amount of time developing a new certificate which will allow students to take advantage of a new transfer pathway and scholarship opportunity connected to the University of San Francisco. Supported by a grant, this initiative will allow Instructor Cammin to have release time in the next year to work on publicizing and developing this pathway for students, and we are extremely excited about the potential impact on student participation in humanities related to this pathway.

**6B. Areas of concern, if any:**

No areas of concern.

**6C. Recommendations for improvement:**

Continued development of new curriculum and adding new faculty to meet the needs of students.  
Continued work on the new grant opportunity and humanities certificate pathway.

**6D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

**This section is for the Vice President/President to provide feedback.**

**6E. Strengths and successes of the program as evidenced by the data and analysis:**

The department should be commended on its work to provide students with a solid foundation in the Humanities. The proposed new certificate should provide opportunities for more students.

**6F. Areas of concern, if any:**

I was hoping to learn more about the work with Umoja as well as the focus on the new certificate on disproportionately impacted students. There appears to be a good potential to create a model of collaboration to better serve our students - it would be great if this can be shared in more detail.

## Explore Success Rate by Unit

Humanities-FH

Success rates by class and student

Ethnicity	2012-13	2013-14	2014-15	2015-16
<b>African American</b>	51%	69%	45%	64%
<b>Asian</b>	74%	82%	89%	85%
<b>Filipino</b>	63%	67%	72%	83%
<b>Latino/a</b>	64%	65%	60%	68%
<b>Native American</b>	33%	100%	100%	50%
<b>Pacific Islander</b>	57%	75%	100%	44%
<b>White</b>	78%	74%	76%	84%
<b>Decline to State</b>	62%	92%	76%	88%
<b>Total</b>	70%	75%	73%	79%

### 6G. Recommendations for improvement:

I hope the department can work with the institutional researchers to develop a action research agenda that tracks students in the new certificate with the goal of expanding it to other 4 year programs.

A sample of other suggestions (from various sources) for increasing the success for disproportionately impacted students include:

- Syllabus redesign
- Incorporation of service learning activities
- Including classroom activities to acknowledge and strengthen students' personal identities as learners (in the discipline)

These suggestions are given in the spirit of helping the program to improve. It is clear from the writing that the program has taken the time to thoughtfully address the prompts in this prorgam review which show a viable program working to improve the learning opportunities for all its students.

### 6H. Recommended Next Steps:

Proceed as Planned on Program Review Schedule  
 Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 6, 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.*

# Unit Course Assessment Report - Four Column

## 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)) <b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active	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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> two-page essay not utilizing any outside/independent research <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students scoring C or better	10/22/2016 - Ninety percent of the Winter Quarter 2016 Humanities 1A class met both of the listed student learning outcomes. The students in this class analyzed the various ideas and values of the Classical Greek culture in Module 3 and Module 4 in specific required discussion assignments that covered, the ancient pottery, architecture, drama, poetry, and political concepts. Additionally the students were asked to explain in an essay format, the main aesthetic and artistic traits of this period in their midterm and final exam. Also, the students studied the multiple ideas and arts of the Middle Ages and their Judeo Christian influences in epic poetry, painting, Gothic architecture, chivalry, and monasteries, in Module 9, 10, and 11 in specific discussions, and in essay questions for the final exam. Therefore there are

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>no indications of a need for change.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Outcomes support GE status of course.</p>	
		<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> None</p>	
		<p>05/09/2011 - 93% of students scored C or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Current resources meet program needs.</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>09/23/2011 - The assessment confirms that the IL-SLO for the appreciation of diverse cultures using a multidisciplinary perspective is being met.</p>
	<p><b>Assessment Method:</b> Students wrote an essay responding to the SLO above.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 85% of the students achieving a score of C</p>	<p>05/27/2011 - An essay prompt was presented to twenty-two Humanities 1A students to evaluate the Student Learning Outcomes for this course.</p> <p>Students were asked to write on the following prompt:</p> <p>"Explain how the ideas and values of classical</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>or better.</p>	<p>Greek culture are manifested in the artistic creations of the time."</p> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> none</p>	
<p>Department - Humanities (HUMN) - HUMN 1A - HUMANITIES &amp; 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.</p> <p>(Created By Department - Humanities (HUMN))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> two-page essay not utilizing any outside/independent research</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80% of students scoring C or better</p> <p><b>Assessment Method:</b> Students respond to the prompt given in the SLO 2 by writing a two-page essay.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 85% of the students achieving a score of C or better.</p>	<p>10/17/2014 - More than 85% of the students score a C or better. As this result has been achieved over a number of years, a more meaningful measure should be developed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>09/13/2013 - 95% of the students met the target for success. Those that did not, failed to submit</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the assignment on time or did not follow the instructions regarding the requirements for the assignment. Greater emphasis should be given to communicate assignment expectations.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
		<p>04/18/2012 - During the Winter Quarter students completed an essay in response to the prompt above. 89% of the students received a score of C or better on the essay. The instructor was impressed with the depth of analysis the students presented and sees no need for any changes to the course.</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>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:</p> <p>"Analyze how certain Judeo Christian values return in the artistic expressions of the Middle Ages."</p> <p>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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None</p>	
<p>Department - Humanities (HUMN) - HUMN 1B - HUMANITIES &amp; 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Two-page essay completed without any outside research.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 85% of the students getting a 'C' or better.</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None</p>	
	<p><b>Assessment Method:</b> An essay prompt was presented to 74 Humanities 1B students to evaluate the Student Learning Outcomes for this course.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Humanities (HUMN) - HUMN 1B - HUMANITIES &amp; 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Two-page essay completed without any outside research.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 85% of students performing with a 'C' or better.</p>	<p>10/22/2016 - Ninety-two percent of the Winter Quarter 2016 Humanities 1B class met the listed student learning outcome. The students in this class analyzed how philosophical and cultural practices changed during the Enlightenment in a specific writing assignment. Therefore there are no indications of a need for change.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Results support GE status of the course.</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> None</p>
		<p>10/17/2014 - More than 85% of the students score a C or better. As this result has been achieved over a number of years, a more meaningful measure should be developed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>09/13/2013 - More than 98% of the students completed the assignment with a C or better. Those that did not fail to complete the</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>04/18/2012 - During the winter quarter, 95% of the students in the class completed an essay in response to the prompt. Of these students, 98% of the students completed the assignment with a C or better.</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 and the exploration of the history of thought using a multidisciplinary perspective is being met.</p>	
		<p>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 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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		None	
<p>Department - Humanities (HUMN) - HUMN 2 - CULTURES, CIVILIZATIONS &amp; IDEAS: OF EMPIRES &amp; 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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Humanities (HUMN) - HUMN 3 - WORLD MYTHS IN LITERATURE, ARTS &amp; 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))</p> <p><b>Assessment Method:</b> Two-page essay completed without any outside research.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 90% of students complete essay with a C or better.</p>	<p>10/22/2016 - Students successfully completed an online discussion assignment evaluating the role of gender in creation myths from Babylonia, Greece, and China. Students in the Fall 2015 and Spring 2016 quarters earned a median above average 86.5% score demonstrating excellent understanding of the material. The overall result does not indicate any changes or updates needed to this Student Learning Outcome.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None</p> <p><b>Resource Request:</b> None</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Outcomes support GE status of the course.</p> <p><b>GE/IL-SLO Reflection:</b> Outcomes support GE course status.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Humanities (HUMN) - HUMN 3 - WORLD MYTHS IN LITERATURE, ARTS &amp; 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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Write a three-page paper developing a cogent argument with adequate support.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 90% of students scoring 75% or higher.</p>	<p>10/22/2016 - Students successfully completed an 800 word essay relating the hero quest in Fall 2015 and the Trickster in Fall 2016 (both mythic themes) within two film choices from a selection provided, each from a different culture including Japan, China, Western America, Native America, and Africa. Students in the Fall 2015 and Spring 2016 quarters earned a median average 66% score demonstrating excellent understanding of thematic topics coupled with general difficulty composing a collegiate essay. The difficulty noted will be amended through additional preparatory assignments developed to promote essay composition competency. The overall result does not indicate any changes or updates needed to this Student Learning Outcome.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> SLO Outcomes support GE status of the course.</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> None</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/17/2014 - More than 85% of the students score a C or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - Humanities (HUMN) - HUMN 44H - HONORS ART &amp; TRANSGRESSION: THE HOLOCAUST IN THE LITERARY IMAGINATION - Holocaust</p> <p>Instrumentalization - Students will be able to critically reflect upon the instrumentalization of the Holocaust for political interests.</p> <p>(Created By Department - Humanities (HUMN))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Humanities (HUMN) - HUMN 44H - HONORS ART &amp; TRANSGRESSION: THE HOLOCAUST IN THE LITERARY IMAGINATION - Holocaust Emplotment - Students will be able to contrast two artworks and their respective emplotments representing of the Holocaust (Created By Department - Humanities (HUMN))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Humanities (HUMN) - HUMN 5 - CULTURES, CIVILIZATIONS &amp; IDEAS: THE MODERN WORLD - The Renaissance</p> <p>- Explain how stylistic and thematic differences in aesthetic representation between Southern and Northern Renaissance artists reflected the</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>paradigmatic shift brought on by the Reformation. (Created By Department - Humanities (HUMN))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Humanities (HUMN) - HUMN 5 - CULTURES, CIVILIZATIONS &amp; 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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</p> <p><b>Start Date:</b> 10/28/2011</p> <p><b>End Date:</b> 10/28/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will answer an Essay prompt that treats the central question raised in this course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 90% of students score above 75% on the essay.</p>	<p>10/22/2016 - As in the previous year, students wrote an essay that explored the connection between history and art and how art helps us understand national trauma. This being an Honors course, 100% of the students scored in the 90% range. No changes are indicated.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> None</p>	
		<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b> None</p> <p>10/17/2014 - More than 85% of the students score a C or better. As this result has been achieved over a number of years, a more meaningful measure should be developed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>09/13/2013 - 100% of the students met the target for success.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
		<p>09/13/2013 - Students performed exceptionally well on the essay. The results exceeded target expectations.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None</p>	
		<p>06/26/2012 - Students reflected upon the central question of the course taught in Spring of 2012. The theme for this course was Ethical and aesthetic issues in artistic Holocaust Representation.</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> All students scored within the 85-100% (B - A+). The Student Learning Outcomes were achieved.</p>	<p>06/27/2012 - No changes are required at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 (HUMN))</p> <p><b>Start Date:</b> 10/28/2011</p> <p><b>End Date:</b> 11/28/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will answer essay prompt in which they contrast tow perspectives reflecting upon the central question explored in the course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 90% of the students score above 75%.</p>		
<p>Department - Humanities (HUMN) - HUMN 6 - CULTURES, CIVILIZATIONS &amp; 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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Humanities (HUMN) - HUMN 6 - CULTURES, CIVILIZATIONS &amp; 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))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year	<b>Course-Level SLO Status:</b> 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 - Humanities (HUMN))	<b>Assessment Cycles:</b> End of Academic Year	<b>Course-Level SLO Status:</b> 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))	<b>Assessment Cycles:</b> End of Academic Year	<b>Course-Level SLO Status:</b> Active	
Department - Humanities (HUMN) - HUMN 9 - ONCE UPON A TIME? THE IMMORTAL LURE OF FAIRY TALES - SLO #1 - Discuss the similarities and/or differences regarding the representation of a fairy tale theme and/or character (i.e. Cinderella) within three different cultures. (Created By Department - Humanities (HUMN))	<b>Assessment Cycles:</b> End of Academic Year	<b>Course-Level SLO Status:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Humanities (HUMN) - HUMN 9</p> <p>- ONCE UPON A TIME? THE IMMORTAL LURE OF FAIRY TALES - SLO #2 -</p> <p>Examine the cultural values being communicated through adaptations of a fairy tale in two different genres or two different forms of media (i.e. television, film, gaming, graphic novels, and/or visual arts). (Created By Department - Humanities (HUMN))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			

# 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
<p>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.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</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>03/01/2017 - Since the last reflections were recorded, HUMN 1, HUMN 2, HUMN 5 &amp; HUMN 6 have taken the place of the former HUMN 1A &amp; HUMN 1B courses. The course content has expanded to include the cultural and philosophical developments in Asia, Africa and Meso-America to better reflect the culturally diverse experience of all humanity. Efforts are on-going to built on these changes as the department is focused on closing the achievement gap specifically between African American students and other student groups. HUMN faculty are planning to participate in staff development activities that address this area of concern.</p>
<p>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</p>	<p><b>Assessment Method:</b> Content review of existing curriculum, SLO Learning Outcomes</p> <p><b>Assessment Method Type:</b> Observation/Critique</p>		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Target:</b> All courses include content from a variety of cultures.</p>		