

Basic Program Information

Department Name:

Humanities (HUMN)

Division Name:

Language Arts

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.

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

	Department	Position
Falk Cammin	Humanities	Instructor (Full-time)

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	1 (Article 19)

Please list all existing Classified positions: 0
Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Humanities		AA	

* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> 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 Programs	2010-2011	2011-2012	2012-2013	% Change
Humanities	5	5	5	0

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	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				
The Humanities Department does not offer any Non-Transcriptable Programs				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

The Humanities Department does not offer any Non-Transcriptable Programs

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

The Humanities Department does not offer any Non-Transcriptable Programs

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	461	696	737	5.9%
Productivity (College Goal 2013-14: 535)	767	777	727	-6.4%
Success	67%	66%	70%	4%
Full-time FTEF	50%	49%	32%	-35.1%
Part-time FTEF (Overload)	50%	51%	68%	34.1%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
X	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

There is no Transfer Model Curriculum (TMC) available for Humanities programs.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

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

Over the last three years, the Humanities Department has seen an increase of 5.9% in enrollment exceeding both the colleges on-line as well as F2F/Hybrid enrollment trends. The strong numbers are due to increased on-line class offerings particularly for the summer intersession. Due to staffing issues, the department did not offer courses for the regular summer session, so further growth is expected for this academic year.

- e. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

A comparison of the demographic data for the HUMN department and the college at large does not show significant variations. Slightly more women than the colleges average take HUMN courses (2%) and participation of African American students shows an increase of 33% over the colleges average. However, as the percentage is relatively low (4% for the college with 6% for the Humanities Department), the increase carries little significant due to the low numbers. Both age and highest degree data indicate that most students take HUMN course to fulfill degree or transfer requirements.

- f. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Though the data indicated a slight decrease in the program's productivity (-6.4%), the Humanities Department continues to exceed the colleges' goal by 192 points. Productivity is aided by the large lecture style courses (HUMN 1A and HUMN 1B), plus the discrepancy of robust online productivity of 629 for 2013 in contrast to the colleges overall 560 (a 14.8% differential over the performance of the college as a whole and the Humanities Department in particular from last year).

- g. Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

F2F classes (except for the Honors Courses) experienced a decline in enrollment with HUMN 1A experiencing a decline of 16% and HUMN 1B a decline of 28%. Both these numbers exceed the colleges overall drop in enrollment. The department is making significant changes to the delivery of F2F courses moving away from a 'lecture-only' model to a more interactive and technology-supported model.

Enrollment in the on-line offerings of HUMN 1A increased by 250%, whereas online HUMN 1B experiences a decline of 23%.

The Honors course underwent a number change from 34H to 54H. Contrasting enrollment for HUMN 34H in 2011-2012 with the enrollment data for HUMN 54H in 2012-2013 we see an approx. 20% increase (though the numbers are small with 19 for 2011-2012 and 25 for 2012-2013).

- h. Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites 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 CORs are current in their Title 5 compliance review and all prerequisites have undergone content review. No co-requisites exist for HUMN courses.

- i. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Faculty engage in exchanges with colleagues from other colleges on the issues of course and department design and review newly published textbooks on a regular basis. Two new courses have recently been added (HUMN 3: World Myths in Literature, Art and Film plus HUMN 4: Trauma and the Arts and are being offered this academic year with the intent of adding HUMN 3H and HUMN 4H to the offering next year).

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

Two new course are being offered this year in the Humanities Department:
HUMN 3: World Myths in Literature, Art and Film
HUMN 4: Trauma and the Arts
In addition, all F2F sections are now supported by ETUDES websites, facilitating communication and allowing students to participate in on-line discussions.
Furthermore, an audience response system has been implemented for all F2F courses to increase active student participation during in-class lecture.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

The success rate for students in Humanities courses has increased steadily over the last three years and stands currently at 70%. Though this number comes in well above the Institutional Standard for Course Completion, it reflects a 10% decrease over the colleges average for F2F and hybrid classes. Clearly there is room for improvement. As most students take the course to fulfill transfer or graduation requirements, the non-majors population represents unique challenges, but with the innovation efforts indicated in Section 1.J, the overall success rate is expected to improve.

A disproportionate percentage of African American and Latino students fail to complete Humanities courses with a passing grade (with African American students not meeting the Institutional Standard for Course Completion). This is of grave concern to the department. The department plans to seek guidance from both the Puente and Pass the Torch Programs on how to remedy this discrepancy.

b. Institutional Standard for Retention: 50%

Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

Retention rates in F2F courses have remained relatively steady for Humanities course with 10% of students withdrawing from classes. These numbers are slightly lower than the college's average and hold steady for all student demographics. For on-line course, the retention rate is slightly lower with 11% withdrawing in 2011-2012 and 14% in 2012-2013. However, these numbers are significantly lower than the college's average percentage of students withdrawing (topping at 22% in 2012-2013).

c. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of students completing an AA degree has held steady at five per year over the last three academic years.

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The Humanities Department does not offer any transcriptable certificates.

e. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

The Humanities Department has had only one transfer major in Fall 2013 to the CSU system, but the department supports students in meeting transfer requirements.

HUMN 1A, HUMN 1B, HUMN 3, HUMN 3H, HUMN 4, HUMN 4H and HUMN 54H are all CSU transferrable. All courses above (except for HUMN 54H) are UC transferrable and CSU GE/Breadth Eligible. HUMN 1A, HUMN 1B, HUMN 3 and HUMN 4 are IGETC-approved (with HUMN 3H and 4H pending).

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

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 comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?

The Humanities Department is not a Basic Skills Program.

- b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?

The Humanities Department is not a Basic Skills Program.

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

- c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.

Only one student transferred as a Humanities major in Fall of 2013. The majority of students take Humanities courses to fulfill transfer requirements, and the department, due to the nature of its interdisciplinary work, views itself in support of transfer rather than as a major producing transfer students.

- d. Please analyze and discuss Articulation data regarding this program

HUMN 1A, HUMN 1B, HUMN 3, HUMN 3H, HUMN 4, HUMN 4H and HUMN 54H are all CSU transferrable. All courses above (except for HUMN 54H) are UC transferrable and CSU GE/Breadth Eligible. HUMN 1A, HUMN 1B, HUMN 3 and HUMN 4 are IGETC-approved (with HUMN 3H and 4H pending).

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- e. Discuss how this program continues to meet a documented labor market demand?

The Humanities Department is not a Workforce Program.

Program:

Updated:

- f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.**

The Humanities Department is not a Workforce Program.

- g. Discuss any job placement and/or salary data available for your students after graduation.**

The Humanities Department is not a Workforce Program; therefore, this question does not apply.

- h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

The Humanities Department is not a Workforce Program; therefore, this question does not apply.

- i. Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

The Humanities Department is not a Workforce Program; therefore, this question does not apply.

- j. Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

The Humanities Department is not a Workforce Program; therefore, this question does not apply.

- k. Outcomes assessments:** If applicable, 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.

The Humanities Department is not a Workforce Program; therefore, this question does not apply.

- l. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

The Humanities Department is not a Workforce Program; therefore, this question does not apply.

Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- b. **Attach 2012-2013 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.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

- a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

As the SLO assessments indicated satisfactory outcomes, no changes based on the assessments were made.

- b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

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

- c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

As the assessment of program-level student learning outcomes were satisfactory, no changes based on the assessments were made.

- d. **If your program has other outcomes assessments at the program level, comment on the findings.**

No other outcomes assessments at the program level exist.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program’s student learning outcomes?

Faculty members in the department discuss assessments and reflections at department meetings on a quarterly basis.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

The assessment of course and program-level student learning outcomes does not reveal trends that warrant changes.

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

The program level assessments do not indicate the need for any changes.

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?
1 Identify strategies to increase both African American and Latino Students’ Success Rate			Increase success rates for African American and Latino Students.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Develop HUMN 2	No	No	Deferred to Spring 15
2. Develop HUMN 5	No	No	Deferred to Spring 15
3. Create on-line reader for HUMN 1 A and 1B	Yes	No	Completed

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Expand course sequence from HUMN 1A and 1B to HUMN 1A, 1B and 1C and design course content to expand on non-European cultural production	Spring 15		Completion of course outlines
2. Identify and implement Strategies to increase Student Success rates for African American and Latino Students.	2014	This goal aligns with the college's purpose "To provide access to educational opportunity for all with innovation and distinction."	Increased Student Success rates for African American and Latino Students
3. Increase active student participation in F2F classes through use of Student Response Cards, so called 'clickers' (audience response system).	On-going	The use of an audience response system precipitates group work and other collaboration thus serving the needs of more diverse learning styles.	Increased Retention and Student Success

Section 7: Program Resources and Support

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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
None			

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

Has the program received college funding for reassign time in the last three years? No	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time?	NO

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
No reassigned time is requested.				

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
No on time B Budget augmentation is requested.			

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this	Previously funded in last 3 years? (y/n)

		resource request supports this goal.	
50 Student Response Cards	1,800	Increase active student participation in F2F classes.	No

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

No resource requests were made over the last three years.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Concern regarding achievement gap between African/American and Latino students in comparison to white and Asian counterparts.	The department needs to strengthen its efforts to develop and implement strategies to address this issue.

a. After reviewing the data, what would you like to highlight about your program?

The Humanities Department has seen the retirement of its long-time faculty member Kurt Gravenhorst, whose dynamic, thought-provoking and highly engaging lecture style will be greatly missed. However, Mr. Gravenhorst’s departure allows for a revamping of both the course content and delivery method of F2F classes, and the department is eager to implement these changes.

In addition, the Humanities Department has undergone tremendous growth with the addition of on-line courses. Demand for on-line offerings is robust and the department is expanding its on-line course offerings.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The Humanities program is robust and continues to show growth potential which the faculty are realizing by expanding course offerings. In nearly all areas the program exceeds our institution-set standards.

b. Areas of concern, if any:

The achievement gap for African American and Latino/a students is a concern, particularly in the online modality, though the source of this gap remains obscure.

c. Recommendations for improvement:

Perhaps encouraging students to take advantage of the Teaching and Learning Center for assistance with their reading and writing will help improve student success.

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

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

The Humanities program continues to grow and to provide high quality instruction to our transfer students. The goals for the program, to review teaching strategies and to collaborate with other campus programs, to increase student success and to address the achievement gap, are admirable. The program is productive, and the consistent degree achievement is also a positive trend.

e. Areas of concern, if any:

The program review highlights the disparity in success rates for underrepresented students. This is an area of concern, although the department's plans to address this are appropriate.

f. Recommendations for improvement:

The department identifies areas for growth, and I support those strategies.

g. Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

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 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))	<p>Assessment Method: two-page essay not utilizing any outside/independent research</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students scoring C or better</p>		
<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students wrote an essay responding to the SLO above.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 85% of the students achieving a score of C or better.</p>		
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))	<p>Assessment Method: Students respond to the prompt given in the SLO 2 by writing a two-page essay.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 85% of the students achieving a score of C or better.</p>	<p>09/13/2013 - 95% of the students met the target for success. Those that did not, failed to submit 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Humanities (HUMN) - HUMN 1B - HUMANITIES & THE MODERN EXPERIENCE II - SLO 1 - aesthetic representation - Explain how stylistic and thematic differences in aesthetic representation between Southern and Northern Renaissance artists reflected the paradigmatic shift brought on by the Reformation. (Created By Department - Humanities (HUMN))	Assessment 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.		
Course-Level SLO Status: Active			
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))	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.	09/13/2013 - More than 98% of the students completed the assignment with a C or better. Those that did not failed to complete the assignment. Result: Target Met Year This Assessment Occurred: 2012-2013	
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))	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.	09/13/2013 - 100% of the students met the target for success. Result: Target Met Year This Assessment Occurred: 2012-2013 09/13/2013 - Students performed exceptionally well on the essay. The results exceeded target expectations. Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: None	
Start Date: 10/28/2011 End Date: 10/28/2014 Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

Unit Assessment Report - Four Column

Foothill College

Program (LA-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 (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>Start Date: 09/28/2011</p> <p>End Date: 06/30/2012</p> <p>SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 90% of the students tested receiving a 'C' or better on the assignment.</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>Start Date:</p>	<p>Assessment Method: 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>Assessment Method Type: Essay/Journal</p> <p>Target:</p>		

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	90% of the students tested receiving a 'C' or better on the assignment.		