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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Humanities Department Falk Cammin, Kurt Gravenhorst</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of the Humanities Department is to create a community of learners who</p> <ul style="list-style-type: none"> <li>* explore and value the diversities of cultures, thought, perspectives, literatures and languages of humanity;</li> <li>* critically reflect on and analyze multiple dimensions of human identity and experience;</li> <li>* Contribute to scholarship and creative production and innovation, and</li> <li>* act as responsible global citizens committed to principles of freedom, equality, justice and participatory democracy.</li> </ul>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>Currently, the Humanities Department offers two courses that fulfill both the GE requirement for Area 1 (Humanities) and transfer to both the CSU and the UC. The courses offer students an overview of the philosophical and aesthetic ideas that have shaped the modern experience. Thus students are enabled to develop a historical framework allowing for critically evaluation of current political, ethical and artistic</p>

## I. Department/Program Mission

	issues and productive participation in public debates, a process vital to sustaining and enhancing a democratic society,
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## II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: Not applicable Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at: Not applicable			
2. What types of classes do you offer, at what locations, and at what times?	Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input type="checkbox"/> Afternoon (12PM-4PM) <input type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).				
<b>Faculty Positions by Discipline</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>	
Humanities Instructor	.3% of full-time load	0	Teach Humanities 1A or Humanities 1B.	
<b>Management and Classified Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>	
None	0	0	N/A	
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>	
None	0	0	N/A	
4. Given the data, describe the trends in <b>enrollment</b> , <b>FTES</b> , and <b>Average Class size</b> . What are the implications for your department?	Humanities is a highly productive department within Language Arts with WSCH production of over 500 for each quarter in the 07-08 academic year. The			

	<p>Humanities generates its WSCH from one course offered each quarter, a feat possible since maximum class size is 50 standing in contrast to ESL, English and Foreign Language classes where the seat count is 30 or below.</p> <p>WSCH declined slightly between 06-07, 07-08 and 08-09, yet productivity held steady in the 880's and in 07-08 increased. Over the same period, retention rates have steadily increases by 1%. During the Fall quarter of 09/10, the department saw a dramatic increase in enrollment as the number of students almost tripled.</p> <p>With these numbers, Humanities offers a huge growth potential in WSCH for Language Arts. The department intends to build on this success by expanding its schedule of classes and offering classes on-line.</p>
<p>5. <b>Student Achievement:</b> Given the data, describe the trends in overall <b>success rates, retention rates, and degrees and certificates awarded</b>. What are the implications for your department?</p>	<p>Success rates in Humanities have remained steady over the last several years at around 71%. Retention has also steadily increasing from 84% - 86%. At this point in time, the department does not offer a certificate but constitutes an essential pathway for many students to fulfill graduation and transfer requirements. Since the department offers essentially only two courses, most courses required for an AA degree in Humanities must be taken outside the department which may lead to the traditionally non-existent or very low number of</p>

	<p>degrees awarded by the department. Though the subject matter of the Humanities Department is inter-disciplinary in nature and there is justification for having students take classes from various departments within the Language Arts, Fine Arts and Social Science divisions, the Humanities Department recognizes a need for additional courses in the Humanities Department to strengthen its AA degree. The department is currently developing four new courses for students to explore and value the diversities of cultures, thought, perspectives, literatures and languages of humanity and critically reflect on and analyze multiple dimensions of human identity and experience in an interdisciplinary mode.</p>
<p>6. <b>Student Equity:</b> Given the data, describe the trends with respect to <b>underrepresented students</b>. How will your program address the needs/challenges indicated by the data?</p>	<p>Our largest populations are White, at 39% in 08-09, Asian at 23%, and Hispanic at 15%. The success rate for Whites and Asians is the highest, at 76% and 74% respectively. However, the success rate for Hispanics (61%), Blacks (50%) and Filipinos (44%) is well below the average of 71%. Clearly, the department needs to examine the reasons for this discrepancy and find means to address it.</p>
<p>7. Given the data, discuss how the <b>FTEF</b> trends and <b>FTEF/FTES ratio</b> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>Total FTEF has decreased by less than 3% from 38.13 in 2006-2007 to 36.16 in 2007-2008 and 35.23 in 2008-2009. These figures are based on a single Humanities class being taught every quarter. For the coming year, FTEF will increase dramatically since the Humanities 1A in the Fall 09 tripled. As stated earlier, we see a tremendous growth potential for this department. Within the current budget</p>

	<p>restraints, enrollment for Humanities 1B in the Winter will be artificially capped at 50 since it is anticipated to at least double. These enrollment trends indicate strong student interest and are mirrored by De Anza, which has a thriving Humanities Program with three full-time faculty and quarterly class offerings in the double digits.</p>	
<p>8. Given the data for <b>distance learning</b>, describe the trends related to <b>success</b>, <b>retention</b>, and <b>student satisfaction</b>. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>At present, the Humanities Department does not offer distance-learning classes.</p>	
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>		
<p>10. Are you seeing <b>trends</b> that are not reflected in the data cited above? If yes, please explain.</p>		

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Develop Humanities Certificate	√ <input type="checkbox"/>	√ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase AA degree recipients	√ <input type="checkbox"/>	√ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase persistence and success rates of Hispanic, Black, Filipino students	√ <input type="checkbox"/>	√ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Develop Humanities Certificate	Develop Curriculum			
Increase AA degree recipients	Develop Curriculum			
Increase persistence and success rates of Hispanic, Black, Filipino students	Develop, implement and analyze a survey of student failure and success. Develop strategies to address findings.			
13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.				
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.		



<p>Have faculty released from the departmental obligations in their secondary departments to work exclusively on departmental projects for the Humanities department.</p>	<p>Development of four new courses, development, implementation and analysis of student success survey, validation, assessment of SLO's, and reviewing and updating curriculum including GE application</p>	
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<h3>III. Curriculum</h3>	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of <a href="#">diverse learners</a> ?	We offer two GE courses that fulfill both the GE requirement for Area 1 (Humanities) and transfer to both the CSU and the UC. Currently the courses are scheduled on an alternate basis each semester. The department recognizes that work needs to be done to diversify delivery methods of course content, assessment and implementation of technology.
2. How does your curriculum respond to changing community, student, and employer needs?	Changes reflected in the course outlines under student outcomes have placed a greater emphasis on critical thinking and the inter-disciplinary nature of our work helping students draw connections between diverse forms of cultural expression.
3. How does your curriculum support the needs of other certificates or majors?	Humanities 1A and 1B meet the GE requirement for the AA degree.
4. Do your courses for the major align with transfer institutions?	Humanities 1A and 1B meet the GE requirement for the CSU/UC system.
5. Do your courses have appropriate and necessary <a href="#">prerequisites</a> ? Identify any challenges and plans to address the challenges.	Humanities 1A and 1B do not have any pre-requisite requirements and do not have to be taken in sequence. The department is discussing whether to institute an English 1A eligibility requirement.

<p>6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <a href="#">Title V</a>, <a href="#">course deactivation</a>, updated <a href="#">prerequisites</a>, <a href="#">cross-listed courses</a>, measuring <a href="#">student learning outcomes</a>, <a href="#">curriculum sheets</a>, <a href="#">certificates</a> and <a href="#">degrees</a>).</p>	<p>The outlines for HUM 1A and 1B need to be updated. The department has completed the Student Learning Outcomes but we are still in the process of rewriting the Expanded Course Description. The work will be completed to meet the deadline for the next catalog.</p> <p>HUM 36X and HUM 36Y need to be reviewed for Title V updates. We will complete this work by the December 2009 deadline.</p>	
<p>7. Does your program offer <a href="#">distance education</a> courses?</p>	<p>No, but we are planning to have on-line versions of both HUM 1A and HUM 1B by next year.</p>	
<p>8. If you offer <a href="#">distance education</a> courses, list one or two short examples of how your <a href="#">distance education</a> courses provide for effective interaction between students and faculty.</p>		
<p>9. If you offer <a href="#">distance education</a> courses, list one or two short examples of how your distance education courses provide for effective interaction among students.</p>		
<p><i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i></p>		
<p>10. What <a href="#">college skills</a> should a student have before entering your program?</p>	<p>Students should be able to take notes, be eligible for English 1A and have good time management skills.</p>	
<p>11. Given the data, comment on the effectiveness of the <a href="#">assessment</a> and <a href="#">placement</a> of college skills students into your program. (For MATH, ENGL and ESL only).</p>		

12. In what ways are you addressing the needs of the <b>college skills</b> students in your program?	For some of our courses, lecture notes are posted online as are deadlines for assignments. Students are provided the opportunity to re-write written assignments and to critique the written work of others to become more effective writers. [KURT?]	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	At this time, no collaboration is taking place.	
<i>Program Mapping</i>		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.		
15. For your courses that are part of a sequence - are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.		
16. If applicable, describe any <b>capstone course</b> , <b>signature assignment</b> (project, <b>service learning</b> , portfolio), or <b>exam</b> that demonstrates knowledge, skills, and abilities, indicating successful program completion?		
<i>Course Scheduling &amp; Consistency</i>		

<p>17. Given available data, describe the <b>trends</b> in the scheduling of <b>morning</b>, <b>afternoon</b>, and <b>evening</b> classes, as well as Friday, <b>Weekend</b>, and <b>distance education</b> classes. Comment on the feasibility of offering classes at non-standard times.</p>	<p>Currently, there is only one class offered per quarter including summer session. The class is taught in the morning and shows very robust enrollment figures. In the Spring of last year, one evening class was offered, but it was added too late in the quarter to be published in the Heights. The department hopes to offer an evening class at a future date to assess if a need for such a class exists or if enrollment patterns follow the lack of interest for evening classes in the Fine Arts division. In addition, at least one online class per quarter should become a scheduled feature within the program's course offerings (mirroring the success with such classes in the Social Science division and the Humanities department at De Anza) once the budget scenario has improved.</p>
<p>18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <b>prescribed length of time</b>? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.</p>	<p>Yes. There is no prescribed sequence for HUM 1A and HUM 1B.</p>
<p>19. How does the department determine that classes are taught consistently with the <b>course outline of record</b>?</p>	<p>The department currently has no official mechanism for ensuring compliance with the course outline of record.</p>
<p><b>Summary of Planning Goals and Action Plans</b></p>	

20. What are your goals with respect to curriculum and how will those goals be measured?

Update HUM 1A and HUM 1B (to be completed in time to meet the catalog deadline) by re-writing the expanded course description to reflect the newly revised student learning outcomes and to place a greater emphasis on multiculturalism.

Develop the following courses by Spring 2010:

HUM 2 "Beauty and Truth: The function of Art in Society" (4 Units)

A cross-cultural, interdisciplinary introduction to aesthetics, the theories dealing with the nature of art and artistic judgment. Examines historical and contemporary views on literary, visual and performing arts and how these ideas have shaped the human experience. Explores distinctions between "fine" versus popular art as well as political art versus art-for-arts sake

HUMN 3 "Myth in Human Culture" (4 Units)

This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture.

HUM 4 "Art, Politics and Community" (4 Units)

HUM 5 "Reading and Writing in the Humanities" (4 Units)

21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Have faculty released from the departmental obligations in their secondary departments to work exclusively on departmental projects for the Humanities department.	To update and develop the curriculum described above.	

IV. Student Learning Outcomes		
<i>Student Learning Outcome Assessment</i>		
1. Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.		
2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

**Program: Humanities**

**Humanities: Approved by English Dept 11.5.10**

IV. Learning Outcomes	
<i>Student Learning Outcome and Program Learning Outcomes Assessment</i>	
3. Be sure and complete your <b>course-level student learning outcomes</b> assessment for each course through the C3MS system.	
2. <b>Program Learning Outcomes</b> in this section will be updated annually and posted on the <a href="#">Learning Outcomes</a> webpage.	
<ul style="list-style-type: none"> <li>• <b>Intended Program Outcome 1:</b> 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..</li> </ul>	



This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer X	Workforce <input type="checkbox"/>
<p>Relationship to Institutional Learning Outcomes</p> <p><b>1. Global Consciousness and Citizenship:</b> The student will gain knowledge of world cultures throughout history and how the diverse artistic and intellectual creations of these cultures are interconnected by the enduring questions of humanity concerning the meaning and experience of human life.</p> <p><b>2. Critical Thinking:</b> The student will be able to define the stylistic and thematic differences of major historical periods, and demonstrate how the artistic and intellectual creations of these periods reflect the meaning and experience of human life through the mirror of historical and cultural conventions.</p>	<p>Means of Assessment/Criteria for Success</p> <p><b>1. Criteria for Success:</b> The student will be able to define the artistic and intellectual ideas and values of major historical periods, and critically evaluate how diverse global cultures throughout history are interconnected by common questions concerning the meaning and experience of human life.</p> <p><b>• Tools to Measure Success:</b> Students majoring in Humanities will be taking courses in a variety of departments, such as English, Art, Music, Speech/Communications, History, Philosophy, and Drama. This makes a testing tool difficult to measure success. However, a survey program, such as “Survey Monkey” can be used to question Humanities majors. Questions will center</p>	<p>Summary of Data: October 2011</p> <p><i>Pending</i></p>	<p>Use of Results: October 2011</p> <p><i>Pending</i></p>

	<p>on how the course has changed students' view of global cultures, their knowledge of continuity and change inherent in artistic and intellectual history, and their ability to synthesize the common human experiences that unite humanity across time.</p>			
<p>• <b>Intended Program Outcome 2:</b> 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>This Program Learning Outcome meets the Core College Mission of:</p>	<p>Basic Skills <input type="checkbox"/></p>	<p>Transfer X</p>	<p>Workforce <input type="checkbox"/></p>	
<p>Relationship to Institutional Learning Outcomes <b>1. Global Consciousness and Citizenship:</b> The student will gain knowledge of world cultures throughout history and how the diverse artistic and intellectual creations of these cultures are interconnected by the enduring</p>	<p>Means of Assessment/Criteria for Success  <b>1. Criteria for Success:</b> The student will be able to define the artistic and intellectual ideas and values of major historical periods, and critically evaluate how diverse global cultures throughout</p>	<p>Summary of Data: October 2011  <i>Pending</i></p>	<p>Use of Results: October 2011  <i>Pending</i></p>	

<p>questions of humanity concerning the meaning and experience of human life.</p> <p>2. <b>Critical Thinking:</b> The student will be able to define the stylistic and thematic differences of major historical periods, and demonstrate how the artistic and intellectual creations of these periods reflect the meaning and experience of human life through the mirror of historical and cultural conventions.</p>	<p>history are interconnected by common questions concerning the meaning and experience of human life.</p> <ul style="list-style-type: none"> <li>• <b>Tools to Measure Success:</b> Students majoring in Humanities will be taking courses in a variety of departments, such as English, Art, Music, Speech/Communications, History, Philosophy, and Drama. This makes a testing tool difficult to measure success. However, a survey program, such as “Survey Monkey” can be used to question Humanities majors. Questions will center on how the course has changed students’ view of global cultures, their knowledge of continuity and change inherent in artistic and intellectual history, and their ability to synthesize the common human experiences that unite humanity across time.</li> </ul>		
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## V. Departmental Engagement

1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	We do not have any standing committees.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	We have not engaged in any interdepartmental collaboration.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	We have not engaged in collaboration with schools, institutions, organizations, businesses, and corporations in the community
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	We have not worked with area high schools.
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?	We are not working on articulation agreements at this time.

### Summary of Planning Goals and Action Plans

6. What are your goals with respect to departmental engagement and how will those goals be measured?	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	
Identified Resource	Purpose
	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>


## VI. Professional Development

<p>1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.</p>	<p>Professional Development Leave (sabbatical)          Student Learning Outcomes workshops          German Studies Association (conference attendance and paper presentation)          Modern Language Association (conference attendance, session leader)</p>
<p>2. What opportunities does your department take to share professional development experiences with colleagues?</p>	<p>Having just recently become a two-person department, we do not have an official system of sharing professional development activities.</p>
<p>3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?</p>	<p>Having just recently become a two-person department, we are seeking permission to be released from our secondary department obligations to have the opportunity to hold regular department meetings in which to share, discuss, and use professional development activities to improve our program's effectiveness.</p>
<p>4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?</p>	
<p>5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.</p>	<p>There is a need to share, discuss, and agree upon course objectives, SLOs, and teaching methods. We plan to hold a retreat for this purpose. We want to ensure the continued success of the program after Kurt Gravenhorst's anticipated retirement in 2012 (???)</p>



VI. Professional Development		
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?		
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

## VII. Support Services

### *Support Services*

Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	<input type="checkbox"/> Yes   No	
2. Are there sufficient college and departmental computer labs available to support this program?	<input type="checkbox"/> Yes   No	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	<input type="checkbox"/> Yes   No	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	<input type="checkbox"/> Yes   No	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	<input type="checkbox"/> Yes   No	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	<input type="checkbox"/> Yes   No	
7. Are general tutorial services adequate?	<input type="checkbox"/> Yes   No	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	<input type="checkbox"/> Yes   No	
9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?	<input type="checkbox"/> Yes   No	

10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	<input type="checkbox"/> Yes   No	
<i>Marketing &amp; Outreach</i>		
11. What impact do you feel the <a href="#">college catalog</a> , <a href="#">class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?	At present, the college catalog, class schedule, and online schedule of classes accurately reflect our program, requirements and services available.	
12. What impact does the college or departmental website have on marketing your program?	<p>The college website is textually dense and not user friendly. The lack of graphics, the text density, the unimaginative web designs, and the confusing nature of the Foothill College website weaken the impact of marketing on our program.</p> <p>The Humanities department website is non-existent. We are currently working on its development, but college policies limit what we can do. We anticipate the website to be completed by the end of Winter quarter 2010.</p>	
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	None at this time.	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		
<i>Programs, clubs, organizations, and special activities for students</i>		
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	There are no clubs specifically for students in the Humanities program.	

<p>16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.</p>	<p>Since the Humanities department does not have a full set of courses housed in the department and students do not identify themselves as majoring in this department, it is difficult to track this information.</p>	
<p><b>Summary of Planning Goals and Action Plans</b></p>		
<p>17. What are your goals with respect to support services and how will those goals be measured?</p>	<p>None at this time.</p>	
<p>18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>

## VIII. Career and Technical Education Programs

### *Response to Labor Market Demand*

1. How does your program meet labor market demand? Cite specific examples and sources.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	

<p>8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?</p>	
<p>9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training - is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?</p>	
<p>10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?</p>	
<p>11. How does this program prepare students for competitive employment?</p>	
<i>Advisory Board</i>	
<p>12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.</p>	
<p>13. List the dates and number of members attending of your most recent advisory board meetings.</p>	

14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	
<i>Program Accreditation</i>	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	
16. What is the program's accreditation status?	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	
19. What indicators does your program use to determine success of our students after completion?	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	
<b>Summary of Planning Goals and Action Plans</b>	

23. What are your 4-year goals based on areas identified in the <b>Career and Technical Education</b> section of the program plan and how will those goals be measured?		
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>



## IX. Resource Planning: Personnel, Technology, Facilities, and Budget

### *Faculty*

- |  |   |
|--|---|
| 1. How does your <b>PT/FT ratio</b> impact the program?  | Currently we only have one full-time instructor teaching the Humanities course as part of annual load.  |
| 2. What staffing needs do you anticipate over the next four years. (Consider: <b>retirements</b> , <b>PDL</b> , <b>reassigned time</b> , <b>turnover</b> , growth or reduction of the program) | We anticipate the retirement of Kurt Gravenhorst, who will be replaced by Falk Cammin, who has been teaching the Humanities courses during his PDL leave. With the expansion of the program, we anticipate Falk Cammin teaching more of her annual load in the Humanities department. |

### *Classified Staff*

- |  |  |
|--|--|
| 3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program) |  |
|--|--|

### *Technology and Equipment*

- |   |   |
|---|---|
| 4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?   | The Humanities courses need to be taught in tech-ready classrooms to allow for slide presentations in Power Point or similar programs and the presentation of audio files and/or CDs. |
| 5. Do you have adequate resources to support <b>ADA</b> needs in your physical and/or online courses and classrooms?  | For our intended online courses, we have adequate support.  |
| 6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain. | Yes.  |

<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom - it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	
<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	
8. List needs for upgrades for existing spaces	
9. List any new spaces that are needed	
10. Identify any long-term maintenance needs.	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	
<i>Budget</i>	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	

15. Are there ways to use existing funds differently within your department to meet changing needs?			
<b>Summary of Planning Goals and Action Plans</b>			
16. What are your goals with respect to resource planning and how will those goals be measured?			
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

Revise Course Outlines for HUMN 1A and HUMN 1B to reflect a greater emphasis on multiculturalism  
 Develop four new 4-unit courses to allow students to complete most degree requirements for the AA in Humanities in the department.  
 Increase number of AA degrees awarded in the department.  
 Develop a Humanities Certificate.  
 Develop and offer online versions for HUMN 1A and HUMN 1B.  
 Develop department website.  
 Develop, implement and analyze a student success survey for HUMN 1A and HUMN 1B. Based in the outcome of the survey, develop strategies to improve the success rates of Hispanic and African American students.

2. Final Resource Request Summary: **When the program planning and review form is online - the section below will automatically fill in with your responses from each section.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current

and upcoming resource need in each section above.

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

3. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
<p>SLOs/Goals for 2009-2010</p> <p>SLO #1 Explain how the ideas and values of classical Greek culture are manifested in the artistic creations of the time.</p> <p>SLO #2 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 short answer questions) or the essay.</p>	<p>None</p>	<p>1. <b>Global Consciousness and Citizenship:</b> The student will gain knowledge of world cultures throughout history and how the diverse artistic and intellectual creations of these cultures are interconnected by the enduring questions of humanity concerning the meaning and experience of human life.</p> <p>2. <b>Critical Thinking:</b> The student will be able to define the stylistic and thematic differences of major historical periods, and demonstrate how the artistic and intellectual creations of these periods reflect the meaning and experience of human life through the mirror of historical and cultural conventions.</p>	<p>Transfer</p>

<p>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>			

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

<b>Goal/Purpose – Current or Continuing</b>	<b>Resource(s) Requested</b> (Costs need to be included)	<b>Related Learning Outcomes</b>	<b>Related Strategic Initiative or Core Mission</b>
<p><i>Continuing</i></p>	<p>It is important that the Humanities IA and IB continue to be taught in a classroom that allows large screen, multi-media presentation: slides, overhead projection, cd sound system, and video playback.</p>	<p>1. <b>Global Consciousness and Citizenship:</b> The student will gain knowledge of world cultures throughout history and how the diverse artistic and intellectual creations of these cultures are interconnected by the enduring questions of humanity concerning the meaning and experience of human life.</p> <p>2. <b>Critical Thinking:</b> The student will be able to define the stylistic and thematic</p>	<p><i>Transfer</i></p>

		<p>differences of major historical periods, and demonstrate how the artistic and intellectual creations of these periods reflect the meaning and experience of human life through the mirror of historical and cultural conventions.</p>		
<p><i>Supervising Administrator Signature</i></p>		<p><i>Completion Date</i></p>		