

Humanities Program Review

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Rubric Evaluation

A. Program Information

How many criteria are met for the Program Mission statement?	Exceeds expectations for all 8 criteria - Excellent	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	I think the Humanities Mission Statement is an exemplar, and meets all the criteria. The statement is clearly focused, and descriptive of its intended learning outcomes for students, and in creating a community of scholars.	The mission statement clearly states the purpose of the Humanities Department; the primary function; identifies what the program hopes to achieve; is aligned to the college mission statement; and is clear and concise #1, 2, 4, 7, and 8. To meet the standard, it needs to include the remaining three narrative criteria.	The mission statement could be improved to more clearly include the program goal to add culturally relevant content for African American and Latinx students (as noted on G. b. item 3. on page 15 of 15). A suggestion: add inclusive to "create an inclusive community of learners" and multicultural to "critically reflect on and analyze multiple and multicultural dimensions of human identity and experience."
How many criteria are met for the Program Learning Outcomes?	Exceeds expectations for all 5 criteria - Excellent	Addresses 2 or fewer of the criteria - Needs Major Improvement to Meet the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	I think the program learning outcomes are clearly and eloquently stated related to the intended critical thinking skills, oral and written communication skills and interpretation of information expected.	Good program learning outcomes are even more difficult to write using the stated narrative criteria than course level learning outcomes, which are plenty difficult enough. Add to this the challenges of measuring learning in the arts and humanities and it is not surprising that faculty struggled with this aspect of the review process. That said, this section will need to be rewritten if it is to meet the stated criteria.	While I think the PLOs listed are student centered and easy to understand, I am not clear on measurable methods. 1. How our the Learning Outcomes measured through examples of student assignments for developing knowledge, skills and behavior? 2. Does there need be one final project for the certificate or associate degree that reflects a student's ability to synthesize the four abilities for evidence towards a higher order of thinking skills? 5. How are the PLOS actionable and measured for program improvement?

B. FTES - Enrollment Trends

1. What does the FTES data trend indicate?	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent
How many criteria are met in the data trend narrative explanation for FTES?	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for FTES?	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

Reader Feedback	The program FTES has grown significantly over the past five years, and it is a complement to the work of department chair Falk Cammin, who has worked with the Dean and others across the district, to expand the scope and support of the department. In addition, Falk has worked hard to hire and support the many adjunct faculty the program has added to serve students in the past several years, and work with the Dean to schedule classes in a way that meets student demand.	I commend the Humanities Department for its innovative course development and its creation of the transcriptable Certificate of Achievement. Although not identified in this section, the department should also be commended for its partnering with the the Humanities Mellon Scholars Program, the launching of the Humanities Lecture Series, and its creation of Honors Institute versions of most of the Humanities courses. These efforts have certainly contributed to the department's growth. This is especially impressive considering the program is headed by one full-time instructor working at 50%. The actions identified for increasing FTES, especially investing in pedagogy for online course offerings, is appropriate.	For narrative 1. on increase in FTES trend, should the scheduling of online classes be included as a reason for increased enrollment, especially with UC and CSU students? For narrative 2. on faculty/staff proposed actions to increase FTES, "no" is checked but an answer is provided for the need for increased FT faculty to increase FTES even further. Should "yes" be checked instead?
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C. Sections - Enrollment Trends

How many criteria are met in the data trend narrative explanation for sections?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard
How many criteria are met in the narrative explaining why the number of sections increased while FTES decreased?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included
Reader Feedback	The program has grown tremendously and the narrative reflects the reasons behind the tremendous growth, and also outlines how it can continue to grow in the future. The narrative outlines important issues to address, such as full time faculty staffing, that will be required to meet current and future enrollment.	The number of sections have increased from 9 in 2014–15 to 50 in 2018–19. The FTES has also increased from 38 to 177. This is very significant growth.	For narrative 1. the increase in sections through demand for courses is explained, with more visibility for the program through the certificate of achievement, Mellon Scholars program, and The Humanities Lecture series. Also the Humanities website provides academic year scheduling so that students may plan. This could be added into the narrative for increased enrollment and demand for more sections.

D. Productivity - Enrollment Trends

1. What does the data indicate about the productivity trend?	The program productivity trend has increased - Excellent	The program productivity trend has increased - Excellent	The program productivity trend has increased - Excellent
How many criteria are met in the data trend narrative explanation for productivity?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for productivity?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative is not included

Reader Feedback	The program productivity is one of the highest in the college and reflects the strong demand for online classes and the ability of the department to hire qualified instructors to meet the needs of quality online teaching and to offer specialty courses such as honors classes.	Productivity has increased, which is certainly due to the quality, dedication, and hard work of the Humanities faculty. But the rubric for this section requires more explanation for the reasons underlying this increase. Perhaps the increase is due to accepting more students during the enrollment period, or making special efforts to retain students once they are registered in the classes, or larger seat count for online sections? It would also be helpful to have an explanation for the significant spike in productivity in 2015 16.	For narrative 1., there is no mention that the Humanities program does not require course sequence to meet prerequisites within the program courses. With no course sequencing required for program completion, which is clearly stated on the program website, students can take another Humanities course if others are filled. This helps to assure that as many seats are filled as possible for courses offered each term by students who are working toward a degree or certificate or wish to take a Humanities course for GE.
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E. Enrollment by Student Demographics

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent
How many criteria are met in the data trend narrative explanation for enrollment by gender?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative is not included	
How many criteria are met in the proposed action narrative for enrollment by gender?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative is not included	The narrative is not included
<p>Data Table for Enrollment by Gender of Declared Majors https://foothill.edu/programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf (https://foothill.edu/programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf)</p>			
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent
Reader Feedback	There is little difference in gender enrollment over the five year periods and no significant gap to address in gender enrollment.	There is not disparity in gender enrollment trends and therefore this section of the self-study does not require additional narrative.	As of 2018-2019, the gap between genders for declared majors was reduced to 2%, the least in the five-year period.
2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?			
(2018-19 College enrollment distribution by ethnicity: 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)	The enrollment mirrors the college's ethnic distribution - Meets the Standard	The enrollment mirrors the college's ethnic distribution - Meets the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard

How many criteria are met in the data trend narrative explanation for enrollment by ethnicity?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for enrollment by ethnicity?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	With significant increases in enrollment in all ethnicity categories, the department is serving higher numbers of students in all areas. The percentages do not reflect the high growth in the total populations served. For instance, in 2014-2015, the department served 108 African American, LatinX and Filipinx students, with a success rate of 58%, and in 2018-2019 served 473 students in the same category, with a success rate of 74%. Success of Asian, White and Native American students remained fairly constant between 80% and a high of 89% in 2018-2019.	Recruiting and retaining African American and Latinx students is a challenge for colleges and universities across the country. The Humanities Department's numbers are close to the college average. It is also evident that the Department's faculty are attempting to address this systemic issue and are to be commended for their efforts to increase their numbers, specifically by planning and developing additional courses focused on content that is particularly relevant to these ethnic groups.	Narrative 2. acknowledges the 2% enrollment disparity between the college and Humanities program with Latinx students but does not provide an understanding of the trend or an explanation for the possible unknowns. Is it because of the scheduling of online vs. in-person class preference? Is there a similar disparity with other BSS programs? Based on narrative 3. action, the lack of content to interest students in the program seems to be the reason. What is that analysis based on? A new course as described would be a good addition to the program in light of recent events in spring 2020.

F. Student Course Success

1. What does the data trend indicate about overall course success?	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for student course success?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for student course success?	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	The work of faculty to expand curriculum and to serve diverse students with culturally relevant pedagogy has had an impact on course success. Humanities faculty are at the forefront of strong course success among underrepresented groups and I believe their engagement with students is a critical factor.	Humanities Department faculty should be commended for their innovative, hard work in developing new courses - especially since these courses required extensive effort to identify texts and design content.	Narrative 1. demonstrates an understanding of the overall student course success increase, especially in the last two years, including stabilization of part-time faculty hiring. Narrative 2. addresses stabilizing/increasing the student success percentages further through seat count reduction (to match De Anza's Humanities courses), along with argument for full-time faculty leadership. Given the dedication of the current faculty, this recommendation for student success is reasonable and warranted to build on the existing foundation and momentum for this successful program, which has been helped through the Mellons Scholars outreach.
3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard

How many criteria are met in the data trend narrative explanation for course success by student groups?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for course success by student groups?	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	The overall student success of all groups has increased in the Humanities Department, and while the overall success rate is high (89% for white/asian/native american/Pacific Islander and 74% for African American and Latinx, FilipinX,) the achievement gap persists in the 15% range. The faculty propose lowering seat count and load to address this issue, which is an actionable item we can take forward to the Load Task Force.	This reader agrees that class-size is an equity issue. The Humanities Department's achievements in increasing FTES and productivity are commendable. It is clear that they have joined the many programs on campus that have worked hard to help the college reverse declining enrollment trends by accepting large class sizes. With the college's current focus on equity, it is essential to return to more reasonable class sizes for all of the reasons stated in the self-study.	In narrative 3. the increase in student success for African American, Fillipinx and Latinx student groups is attributed to both overall college efforts along with Humanities specific Mellon Scholars support for these groups. The increase dipped for the most recent 2018-2019 year, which indicates that should be analyzed, too. In narrative 4. based on Fort Scott Community College results with a smaller faculty to student ratio, a smaller class size would be more equitable for students who may need greater help developing writing skills to contextualize knowledge in both discussions and formal writing projects.

G. Student Course Success by Demographics

1. What does the data indicate about course success?

Female	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Male	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
How many criteria are met in the data trend narrative explanation for course success by gender?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included	
How many criteria are met in the proposed action narrative for course success by gender?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included	The narrative is not included
Reader Feedback	Course success has improved in all demographics.	N/A	Narrative 1 refers to the other criteria met for overall student success as there has not be in increase in difference between genders, with both showing improvement. It is not specific to this narrative and may not be necessary.

1. What does the data trend indicate about program student course success by ethnicity?

African Americans	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
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Asian	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Filipinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Latinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Native American	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Pacific Islander	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
White student	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Decline to State	Course success has improved over the time span - Excellent		Course success has improved over the time span - Excellent
How many criteria are met in the data trend narrative explaining why the percentage decreased for the student ethnic group(s)?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the data trend narrative explaining reasons for the gap in course success?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for student course success by ethnicity?	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standar	The narrative includes all 5 of the criteria - Meets the Standar

Excellent plans to address course redesign to meet the needs of African American and LatinX students.

My interpretation of the data is that course success has increased significantly in almost all areas (Pacific Islanders data seems skewed). Once again, the Humanities Department should be commended for its efforts to design courses that are particularly relevant to African-American and Latinx students. It is also clear that faculty have invested considerable effort, time, and resources into attracting and retaining these populations. An important example is the Department's participation in the Humanities Mellon Scholar Program. But even beyond these curricular and programmatic innovations, I would postulate that student success is due to the dedication and efforts of the faculty who are clearly reaching out to all students and helping them feel that they are valued members of the learning community.

In narrative 2. the reasons for the gap in course success is attributed to the course content without mention of program delivery (online vs. in person). In the wake of COVID-19 and online delivery, there has been mention that students of color prefer f2f classes. Has that been looked at with data and the limited f2f course offerings? In narrative 3. the case is made to redesign course content for great relevancy with a service leadership component to provide a project for action in real communities. This is a great option for all courses and students. Another for the major could be an added concentration of courses with multicultural focus, such as PHOT8, THTR8, and MUS8.