A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other______________)

Strengths: Humanities IA and IB are the two largest class sections taught in the Language Arts Division, and the high productivity of these sections is maintained by traditionally serving over 200 students each academic year. A full-time faculty member has always taught the Humanities courses with the exception of the 2001-02 academic year when the current Humanities instructor was on professional development leave. The current Humanities instructor is the first to actually hold an M.A. in the Humanities, bringing to the course specialized expertise in this broad field of study. Both the productivity and the retention rate dropped during the 2001-02 academic year, but both have improved dramatically since the full-time instructor returned from professional development leave. The courses are traditionally taught in a large lecture hall with multi-media capabilities to augment lectures. The instructor has recorded his own reviews of his lectures that are housed in the Media Center for easy student access to improve the success rate of students. Although the emphasis of the course is on the Western humanities, significant attention on African, Asian, and Latin historical and cultural roots has been increasingly added to the course content, bringing a better multi-cultural balance to the artistic and intellectual creations in the disciplines explored in these courses.

Weaknesses: The large class size works against broad participation and the exchange of ideas. The classes have, at times, enrolled over 100 students, and struggling students are not readily identified. The course does not require prerequisites, and not all students are prepared for the difficulty of the reading, particularly the literature component of the course. The size and rigor of the course places much responsibility on the individual student. The large class size also puts an emphasis on lecture with the student forced into a more passive, receptive role; hence, not all learning styles are easily accommodated. Although the student success and retention rate are improving, attention needs to continue on these areas.

Opportunities: Students are becoming more tech savvy and the broad range of the humanities affords many opportunities for web-based explorations to augment instructional delivery. Study in the Humanities is a growing discipline, and Foothill College can join many other community colleges that are beginning to expand the course offerings in this field. Expanded course offerings could create new certificate programs and offer smaller class sizes to provide more critical thinking and writing opportunities.

Threats: The primary threat to the program goals of continuing to increase retention and success rates are reflected in the following External Factors and Internal Factors:

Internal factors:
Approximately one-third of students taking six or more units who do not already have a degree do not take placement tests. Of those students who do, fewer than 60 percent placing in basic skills level English 100/110, register for those courses. Approximately 30 percent of students placing in ESL do not register in those courses. Many students may not be aware of their need for basic skills courses or understand that enrollment in those course will improve their chances to complete and succeed in a course like Humanities.
External factors:
During this decade, it is estimated that 500,000 students will attend community colleges (Tidal Wave II). Classes without enrollment limits, such as Humanities, are likely to become larger, not smaller. Foothill enrollment is up by 6 percent this year. According to the 2000 census, 45 percent of the population of Santa Clara County speak a language other than English at home. Many of these students could be classified as Gen 1.5. The number of underprepared students is increasing, and many students may enroll in the Humanities course without the skills, threatening the goal of improving both retention and success rates. In addition, the state of California is in a severe budget crisis that will significantly reduce the funding of community colleges. Course offerings will be reduced, so the expansion of the Humanities program to allow smaller classes does not seem financially feasible.

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other __)

The success rate for Humanities class is 82% for 01-02, an increase over preceding quarters. This is similar to the overall college success rate of 84%. Success rates are comparable for all ethnic groups.

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other ____________)

The current instructor has created a variety extra credit assignments for students who have difficulty adjusting to the rigor of the course. In addition, tapes of his lectures are housed in the Media Center where students can either listen to the tapes or make a copy to take with them for continual review. The development of one or more additional humanities courses would afford the student not only greater depth in content, but also a greater variety of teaching activities to accommodate different student learning styles.

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program's goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year's figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:
   - Establish a Certificate in the Humanities and expand the humanities program beyond the Humanities 1A and 1B survey courses.
   - Improve the success rate by creating additional courses with smaller class sizes to accommodate a diversity of teaching/learning styles.
   - Include the humanities courses in the Pass the Torch program and notify counselors to advise students of the rigor.

2. Other Program Improvement Plans:

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other ____________)

Productivity in humanities is traditionally quite high, averaging 661 over the last eight quarters, despite drop in enrollment and productivity during the year-long absence of the regular instructor. Enrollment and productivity are once again on the rise. The goal is to keep the productivity over 600.

E. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of
receiving these resources? What will happen if the resource requests aren’t granted?) Complete any of the following sections that apply to your current program needs.

1. **FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:**
   No requests at this time.

2. **FACILITIES NEEDS:** (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)

   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.

3. **MATERIALS AND SUPPLIES BUDGET AUGMENTATION:**
   No requests at this time.

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**Evaluation of academic year 2002-03.**

List names of participants assisting in this program review.

- **Primary program contact person:** Kurt Gravenhorst
- **Full-time faculty:**
- **Part-time faculty:**
- **Administrators:** Karen Yoshihara
- **Classified staff:**
- **Students:**

**Date of evaluation:** March 19, 2003

**Phone or email address:** x7556
PROGRAM NAME: Humanities
Degree/certificate options available: AA Degree, Humanities

PROGRAM MISSION: A major in General Studies with a focus in Humanities is an excellent foundation for students planning upper division academic work in the arts, letters, and social sciences or for those who wish to strengthen their knowledge, appreciation and skills in the interrelated fields of history, culture, and the arts. The Humanities stress cultural knowledge, perceptual skill, and creative production.

EXPECTED STUDENT OUTCOMES: A student completing this program should be able to:
Using measurable terms (e.g., Bloom's Taxonomy active verbs), describe the knowledge, skills and abilities an ideal program graduate will be able to demonstrate.

<table>
<thead>
<tr>
<th>PROGRAM CONTENT PROFICIENCIES/COMPETENCIES</th>
<th>Desired Attributes: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
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<tr>
<td>Literary, musical, artistic aesthetics.</td>
<td>Appreciate the beauty of creative, artistic expression.</td>
<td>HUMN 1A, 1B, Any art, music, or literature course fulfilling IGETC area 3.</td>
<td>Essays and exams.</td>
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<td>Critical thinking</td>
<td>Recognize, analyze, evaluate, and communicate ideas, information, and opinions</td>
<td>ENGL 1B, PHIL 1</td>
<td>Essays and exams.</td>
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<tr>
<td>Historical Periods</td>
<td>Define the characteristics of historical periods from the earliest civilizations to the present day</td>
<td>ART 1, 2A - C, MUS 1, 2A - C, DRAM 1, 2A - C, ENGL 46A - C, ENGL 48A - C.</td>
<td>Essays and exams.</td>
</tr>
<tr>
<td>Continuity of human artistic and creative expression</td>
<td>Appreciate the interrelationship of the various cultural perspectives and responses to the human condition</td>
<td>HUMN 1A - B</td>
<td>Essays and exams.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Appreciation for the development of human thought.</td>
<td>PHIL 20A - B</td>
<td>Essays and exams.</td>
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<tr>
<td>Religion</td>
<td>Appreciation for the origin, history, and significant ideas of the world’s major religions.</td>
<td>PHIL 22, 24, 25</td>
<td>Essays and exams.</td>
</tr>
<tr>
<td>Foreign Language, Linguistics</td>
<td>Appreciation for the differences in human perspectives, the variety of ways in which thought can be expressed, and the dynamics of intercultural communication</td>
<td>Any foreign language, LING 23, 25, 26, SPCH 12</td>
<td>Essays and exams.</td>
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CORE COMPETENCIES: Outcomes and Attributes Distinct to This Program

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<tr>
<th>Communication</th>
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<tr>
<td>Computation</td>
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<tr>
<td>Creative, Critical &amp; Analytical Thinking</td>
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<td>Community/ Global Consciousness &amp; Responsibility</td>
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