Program: Humanities
Division: ALSS
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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

   If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

We have added a new course, PHIL 6, Introduction to Logic, first taught in Fall 2014.
The full-time humanities instructor will be retiring at the end of the 2015-16 academic year. A request to fill this position has been made. Obviously having a full-time instructor is extremely important to maintain quality and consistency within the courses, so it is hoped that the decision will be made to fill this position.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

Grades in Philosophy 4 have improved with additional attention to the final exam expectations. The addition of Philosophy 6 has strengthened `the program's overall offerings.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

One thing that sometimes becomes an obstacle is the limited hours the library is open. Since many of our students work, have children, or commute from some distance, they cannot get to the library during the open hours. Having some Saturday hours at least would be helpful.

Cuts that have been made in the number of courses and sections we offer has had a negative impact on students. Some have been unable to complete their GE, degree, or transfer requirements and some have had to go to other colleges to find the necessary courses. While it is understood that basic skills courses are also necessary, it is hoped that the college will recognize the importance of all the humanities, philosophy, and religious studies courses in the overall education of students.

If the Library loses funding and has to unsubscribe to some of its databases, and order fewer books, it could have a very negative impact on my humanities courses, particularly those in which I use the databases ARTstor and Music Online, as well as the streaming video service. Once the Library began ordering these, I changed my course content to use them, particularly ARTstor. If it were to go away, I would have to completely revamp the course assignments. I also still do rely on books, especially books about artists, and I require my students to use them. (Not everything is online!) I hope that the school recognizes how important the Library is to all of us and adjusts the budget to reflect that.

D. What are your most important plans (either new or continuing) for next year?

The full-time humanities instructor is retiring at the end of the 2016-16 school year, so a request has been made to replace her. Thus any plans, at least as far as the humanities course go, are up in the air.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16
- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

F. Instructional programs: Did your program meet its program-set standard for successful course completion? _X___yes _____no

(This data can be found here: http://goo.gl/y9ZBmt)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

We continue to provide high-quality instruction to students, with solid success rates indicating that our standards are high but not unattainable. The addition of the PHIL 6, Introduction to Logic, course means that the Philosophy AS-T degree is available to our students.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.

The 2014-15 update indicated a downturn in success in SLO results for the final exam for Philosophy 4. As a result additional time was put into preparing the students for the final exam. The number of A's on the final exam, and the correlated SLO scores have returned to a more favorable distribution.

B. Discuss assessment results that indicate a need for improvement.

Humanities 10

Humanities 44

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

For Humanities 10: The students have trouble researching music composers; the class is The American Style, and the requirement is that the music be by a composer born in or naturalized in the US. However, students are often confused by this. The instructor, working with the librarians, will add exercises so students can practice doing research on composers. It is hoped this will help them when they get to the final project.

Students will also be given more guided instruction on how to use the databases ARTstor and Music Online, including how to correctly cite works found on these sites. While these databases are excellent and invaluable, they can be a bit tricky for beginners, so I plan to have library orientations about them and give more direct assignments in using them. It will be easy to write SLO's that assess these assignments.

For Humanities 44: Students need more directed assistance in choosing and organizing the film clips of the final presentation. The instructor will work with each group closely and require them to show the clips as they are chosen, to insure they are of the most effective length and that the students know how to discuss them within the given time frame.

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

Results for Philosophy 2 DE and in-class courses in the measured SLO were found to be roughly comparable. No large disparities were found. Comparing the SLO measurements between the online and the in-class courses was difficult because the available assignments from which to choose the SLO measurements showed great variability. Because the two assignments measure the skills in different ways, results across course types may not be directly comparable.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES ☐X NO ☐

If yes, please explain.

It would be very helpful is the LPC Library could be open for more hours at night and for at least some hours on Saturdays.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments
   - changing service hours
   - changing modes of service delivery

   > New SLOs will be written for several of the humanities courses. Course materials are being rewritten for Philosophy 6 in response to the disproportionate numbers of struggling students as indicated by the SLO results. Additional materials are being provided, with additional examples, and more time spent in class with modeling the skills as well as practicing the skills with instructor supervision.

2. Have your assessment results shown a need for new/revised SLO/SAOs?   YES x☐   NO ☐

   If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	5
Estimated number of SAOs that will be written or revised:	

   a. What courses or SAOs will your program assess during this academic year (2015-16)?

   HUMN 3, 6,7,10,28,44,PHIL 1,2,3,4,5,6, RELS 1,11

b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	3
Spring 2016	3