



**Humanities
PROGRAM REVIEW REPORT
2014 - 2015**

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Senya Lubisich	Amaya, Hector	
	Bobo, Michael	
	Love, Jaime	



Humanities

I. Executive Summary

Program Description:

As a discipline, Humanities courses examine cultural traditions through an integrative and critical examination of human achievements in art, literature, philosophy, and music. This academic area focuses on the big questions of meaning, ethical and aesthetic value, expression, belief, and the human spirit. Humanities courses satisfy general education requirements for an associate degree, a liberal arts degree with an emphasis in arts and humanities/history, and lower division transfer. The Honors Program includes one humanities course: *HUM 101H Humanities - Honors*.

Courses are offered in the day and evening.

Strengths/Effective Practices:

- Courses are being offered with greater frequency.
- Additional courses are being added to the program.
- Full and part-time collaboration resulted in the adoption of a text that presents a more global perspective.
- An online course offering is being developed for Humanities 101.

Weaknesses/Lessons Learned:

Our program needs to reflect the general trend toward cultural studies that is taking place within the Humanities. We need to bring greater attention to contributions of non-western regions to the study of the Humanities. Full-time and part-time faculty reviewed required texts and made changes to better support the more global view of humanities.

Recommendations/Next Steps:

Course offerings are being expanded and more cultural perspectives are being presented.



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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
HUM101 Humanities-Prehistory-Medieval	S09	0	2	1	2	S14
HUM101H Humanities-Prehistory-Honors	F10	0	0	0	1	S14
HUM102 Humanities from the Renaissance	S10	0	2	0	2	S14
HUM110 Humanities in the 20th Century	F10	0	0	0	0	F 11

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Liberal Arts: Arts and Humanities	AA	2009	7	18	20	30
Social and Behavioral Sciences	AA	1950	366	374	327	400

TYPE: AA = Associate in Arts AS = Associate in Science Degree C = Certificate S = Skill Award
AA-T = Associate in Arts for Transfer AS-T = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

We are still working to re-build the Humanities program. During 2013-2014, we did successfully add SPAN/HUM 127 to the course offerings and will have HUM 120 for the following year. This will lay the foundation for a more robust offering of courses. The full-time faculty member is using Humanities 101 as the model course for @One Training. The expectation is that, upon completion of the @One Training, a fully compliant Humanities 101 course will be ready to offer to students. This past year, we were able to offer 10 sections of Humanities. An additional full-time faculty is highly recommended.

Student enrollment, retention and success is rebounding. Higher success rates were recorded after assessment were adjusted to align with the new textbook adopted for Spring 2014. We look at that as a successful evaluation of the needs of the students and program. Our demographics do not deviate from the college-wide demographics.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

For data on course sections, success and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate "plus one" addendum.

Observations and comments about course, program and college level data can be made below.

Retention for humanities courses tends to be higher than the college-wide data. Overall, retention is high and success is good. Younger students seem to have more difficulty passing the course. Retention and success of Latino students improved following changes made to the text and teaching strategy. This is an affirmation of our effort to incorporate a "cultural studies" approach to

help make the course material more relevant to students. The Humanities 101/102 course sequence remains a good one to introduce students to college-level work and to use as “stop-gap” for students who need additional support with basic skills and study skills.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

The flipped classroom model was employed in Humanities 101 and 102 courses. Very good student collaboration resulted and study groups and networks formed informally. One struggling student, in particular found exceptional support from the stronger students in her group.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

The flipped approach to learning has resulted in much more engagement with material. Assessments have allowed students to use self-reflection to analyze the course materials. The model has been a positive change for the course.



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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
Goal 1 EMP	Develop strategies to team-teach with art, music, and philosophy faculty to strengthen the interdisciplinary nature of humanities courses	This remains a goal, but lacks the curricular and staffing support to implement it at present.	P	1.2.4
Goal 2 EMP				
Goal 3 EMP				
Goal 4 2008-09	Faculty should review student demographic data, retention, and success rates of the prior academic year during Fall semester each year.	Faculty regularly reviews data regarding student demographics and success. Class data appears to be in alignment with college-wide data.	C	2.2.4
Goal 5 2008-09				
Goal 6 2008-09				
Goal 7 2008-09				
Goal 8 2008-09				
Goal 9 2008-09				
Goal 10 2008-09				
Goal 11 2008-09				
Goal 12 2008-09				
Goal 13 2008-09				

Goal 14 2008-09				
Goal 15 2008-09				
Goal 1 2011				

In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Data Index*	Institutional Goal**
Goal 1	Work to develop a Humanities 101 course that can be taught through distance education.	Begin offering this course in Spring 2015	In progress	2.2.2
Goal 2	Work to move courses offered through study abroad into the Humanities department	SPAN 127 has been submitted to Curriculum for re-assignment. Other courses will be considered, such as HIST 120.	completed	1.2.1
Goal 3				
Goal 4				

**For institutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

***For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Develop strategies to team-teach with art, music, and philosophy faculty to strengthen the interdisciplinary nature of humanities courses.
EFMP 2 – Expand learning communities
EFMP 3 – Examine the viability of creating an associate degree in interdisciplinary studies with humanities as the core with electives from other disciplines.



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X. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Instructor	A full time faculty member is needed due to retirement	M,F,Q	F, Q, M, C

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
No Requests			

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
No Requests				

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Review LB Building for technology updates and environmental issues.	Noise from other classrooms is a disruption – air conditioning and heat are frequently out of sync	LB Building	F, Q	1

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
No Requests				

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Wi-fi capabilities in LB classrooms	Allows for better use of technology and varied teaching strategies.		M, N, Q	1

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success

Priority 3: This item is necessary to maintain / improve program student learning outcomes.