

Los Angeles Southwest College

Program Review

2010

Program: Humanities and Philosophy

Initiator: Ernest Young

Reviewer 1: Angela C. Jenks

Reviewer 2: Leonard Apenahier

Date first draft of review was completed by initiator: 4/14/2011

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The mission of the Humanities program is to offer a variety of courses that introduce students to the cultures and arts of societies around the world. The program strives to meet the needs of diverse students by offering courses in multiple venues, including on-site, off-site, and online.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	415	531	700
Evening	182	231	228
Total	597	762	928

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	29.6	35.4	58.3
Evening	26.0	28.9	38.0
Total	31.4	36.3	54.6

1.0 Describe the trends in **enrollment and average class size**.

Enrollment data listed for 2009-2010 are incorrect, but between 2007 and 2009, enrollment increased in both the day and evening classes.

Average class size has increased by 74% over the last three years. This increase is especially significant in the day classes, where the class size has nearly doubled.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

The economic recession has led to increased enrollment in this program and the college in general. Many new students are seeking additional training, job skills, or personal enrichment.

Additional faculty and classes are needed to meet the needs of these students. There is no full-time faculty member in either the Humanities or Philosophy disciplines. Full-time faculty members are able to commit time to student advising, curriculum development, SLO development, and other activities that are essential to maintaining a viable program in the face of this increasing demand.

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Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Hire at least one full-time faculty member for each discipline, Humanities and Philosophy, to improve student access to courses. This objective is linked to Strategic Planning Goal 1 (Access).
Planned Activities	1. Submit proposals to the faculty hiring prioritization committee.
Individual Responsible	Department chair
Start Date	Fall 2011
Method of Evaluation	New faculty members will be hired.

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	1.2%	1.0%	1.0%
Black/African American	67.5%	71.1%	70.6%
Hispanic	26.0%	14.2%	20.8%
Native American	0.0%	0.1%	0.5%
Pacific Islander	0.0%	0.0%	0.5%
Caucasian/White	0.0%	0.5%	0.6%
Other	1.7%	1.2%	0.8%
Unknown/Decline To State	3.7%	11.8%	5.2%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

The majority of students are African American or Hispanic. The percentage of African American students has increased slightly over three years. The percentage of Hispanic students decreased significantly between 07-08 and 08-09 and then increased again from 08-09 to 09-10.

The Humanities program strives to meet the needs of all students regardless of ethnicity. However, many students enter LASC and Humanities classes without the skills needed to succeed.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	44.1%	25.9%	35.3%
20-24	22.9%	32.2%	26.6%
25-29	10.4%	12.3%	10.8%
30-34	8.9%	7.2%	6.5%
35-39	5.9%	7.1%	7.3%
40-49	5.4%	10.2%	8.9%
50+	2.5%	5.1%	4.5%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	69.0%	65.0%	70.3%
Male	31.0%	35.0%	29.7%

2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

There has been a decline in the proportion of students from the younger age group (under 19 years) and an increase in the proportion of adult students (particularly those over the age of 35 years). This trend probably reflects an increasing number of adult students who, given the economic recession, are returning to school to improve their employment options.

Approximately 70% of students are female and 30% are male. This trend has not changed significantly over the last three years and reflects a similar trend in the entire college. The Humanities program should participate in college-wide efforts to address the needs of male students.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	92.8%	92.7%	88.3%
% Evening	76.4%	89.6%	74.1%
% Total	87.8%	91.7%	84.8%

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

Retention rates have remained fairly consistent over the last three years, declining slightly from 2007-2008 and 2009-2010. This decline may be due to a large influx of students whose academic skills (such as reading comprehension and writing skills) are not very strong. Faculty members have observed that some students become frustrated with a class, withdraw, and then return the following semester. This pattern can continue for multiple semesters.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	75.4%	72.3%	69.0%
% Evening	64.8%	60.6%	59.6%
% Total	72.2%	68.8%	66.7%

2.3 Given the data, describe the trend in **successful course completion** rates.

Successful course completion rates have declined over the last three years in both the day and evening programs.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

Many students are unable to obtain required textbooks from the college book store. While books are on reserve at the library, they are occasionally stolen or vandalized so many students are not able to make use of the resource. Faculty members have observed that many students do not have access to a textbook until several weeks into the semester. Improved textbook access could help increase student success.

Even for those students who can access the textbook and other resources, many students enter Humanities and Philosophy classes without the basic reading, comprehension, and writing skills that are necessary to succeed.

This trend in student success overlaps with demographic changes in the ages of enrolled students. More mature students are enrolling who have not recently completed high school. Many students have additional job and family responsibilities that limit the time they can devote to academic classes.

2.3.2 What are the implications of this trend in successful course completion for your program?

Greater attention should be paid to making sure students are prepared for the classes they enroll in. This could include increased counseling, placement tests, course prerequisites, and the availability of basic skills classes.

Given the rising class sizes, part-time faculty are less able to give students the individual attention that may help them succeed. Full-time faculty members would be able to devote more time to one-on-one work with students. In addition, there are no specific tutors devoted to Humanities/Philosophy. The availability of these tutors would help to meet student needs and increase student success.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	0	0	0
Certificates	0	0	0
Skills Certificates	0	0	0

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

No specific Humanities/Philosophy degrees or certificates are offered.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

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N/A

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

N/A

Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Increase and maintain student success rates at a minimum level of 70%. This objective is linked to Strategic Planning Goal 2 (Success).
Planned Activities	<ol style="list-style-type: none"> 1. Hire full-time faculty. (See objective for Module 1) 2. Submit a proposal to the Student Success Center to hire at least two additional tutors to serve Humanities/Philosophy students in the day and evening programs. 3. Work with the bookstore to ensure the availability of books. 4. Establish prerequisites for Humanities/Philosophy classes by updating course outlines.
Individual Responsible	Department chair; Humanities/Philosophy faculty; Student Success Center and Bookstore staff; College administration
Start Date	2011
Method of Evaluation	Student success rates will be maintained at or above 70%.

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

The new Arts building may address many of the program's facilities needs. Currently, standard audio/visual equipment (projectors, DVD players, CD players, computers, speakers) is needed in all Humanities/Philosophy classrooms.

A departmental library including current DVDs and CDs is also needed and will allow students to access supplemental course materials outside of the classroom.

WSCH per FTEF

	2007	2008	2009
Humanities	572	633	898
Philosophy	712	513	801

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

WSCH per FTEF has been increasing in both the Humanities and Philosophy disciplines over the last three years. These values are well above the state Academic Senate standard of 525.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

The Humanities/Philosophy program is extremely efficient and makes excellent use of its resources. WSCH per FTEF shows that there is a significant need to increase faculty in both the Humanities and Philosophy disciplines. Neither of these disciplines currently has a full-time faculty member.

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3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
Ernest Young	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Professor Young regularly attends campus Flex day activities in the Fall and Spring semesters as well as district conferences and meetings relevant to the discipline.
Greg Donovetsky	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	No data available
Cecilia Sweeney	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	No data available
SL Peters	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	No data available
MA Cavanaugh	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	No data available

Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
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Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
Humanities 31	1999	The outline was updated and SLOs were identified in Spring 2011. These changes will be approved by the Curriculum Committee soon.	2011
Humanities 54	1999	The outline was updated and SLOs were identified in Spring 2011. These changes will be approved by the Curriculum Committee soon.	2011
Philosophy 1	2006	This outline will be updated.	2011
Philosophy 7	unknown	This outline will be updated.	2011
Philosophy 8	2006	This outline will be updated.	2011

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
Humanities 54	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	This course has not been offered since Fall 2006. The material covered in this course is needed to maintain a diverse curriculum. Additional full-time faculty members would be able to revive this course.
Philosophy 7	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input checked="" type="checkbox"/> Other (please detail):	Philosophy faculty and the department chair must discuss the future of this course.

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4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
N/A	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

N/A

4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

N/A

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

N/A

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Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Update all course outlines in 2011. This objective is linked to Strategic Planning Goal 1 (Access).
Planned Activities	Update all course outlines.
Individual Responsible	Department chair and discipline faculty.
Start Date	2011
Method of Evaluation	All course outlines will be updated and available through ECD.

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 **student learning outcomes** for each of the **degree programs** you offer and provide an **assessment strategy** for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.
 - Click on underlined column headings to access additional information and instructions.

<u>LASC Institutional SLOs</u>	
1. Communication (Oral and Written Skills)	<ul style="list-style-type: none"> ○ use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)	<ul style="list-style-type: none"> ○ use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)	<ul style="list-style-type: none"> ○ utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)	<ul style="list-style-type: none"> ○ demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)	<ul style="list-style-type: none"> ○ demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

PROGRAM TITLE:				
Humanities/Philosophy				
<u>Program SLO</u>	<u>Target Courses To Be Assessed</u>	<u>Assessment Strategy & Timing</u>	<u>Results and Plans for Improvement (if applicable)</u>	<u>Related Institutional SLO (mark all that apply)</u>
1. Students will be able to identify the contributions of various cultures to world	Humanities 31, Philosophy 1	Embedded assessment on written exams with an expected proficiency of 70% or better. <input type="checkbox"/> Fall 2010		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

knowledge and arts.		<input checked="" type="checkbox"/> Spring 2011	
2. Students will be able to apply an analysis and appreciation of the arts in their everyday lives.	Humanities 1, 2, 6, 31, 54	Written analysis of attendance at a play/concert/museum/cathedral/temple/etc. Students will score 70% or above according to a rubric (attached to course outline). <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
3.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs		Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
Example: Course name:	SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

Chemistry 51			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Humanities 1	SLO 1: Identify art, music, and literature from pre-history to the early modern world	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Construct an essay analyzing select works of art (cathedral, temple, sculpture, etc.) from a culture studied in the course.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Humanities 2	SLO 1: Identify art from prehistory to the Modern World in the Middle East (Egypt), Sub-Saharan Africa (Ghana, Kenya), China and Japan.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Identify music from pre-history to the Modern World in the Middle East (Egypt), Sub-Saharan Africa (Ghana, Kenya), China and Japan.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Identify literature from pre-history to the Modern World in the Middle East (Egypt), Sub-Saharan Africa (Ghana, Kenya), China and Japan.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Humanities 6	SLO 1: Identify major works of select artists from the ancient world to the 21 st century.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Construct an essay evaluating the contributions of select artists from the ancient world to the present.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 4

		<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Humanities 31	SLO 1: Identify the correct artist for selected works of art, music, and literature from the 17 th century to the present.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Construct an essay evaluating the works of artists from the 17 th century to the present.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Humanities 54	SLO 1: Analyze the cultural influences of 21 st century America through selected works in art, music, and literature.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Deliver an oral presentation along with an essay about a culture other than their own.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Philosophy 1	SLO 1: Define philosophy by describing its scope, from its origins in ancient Greece to the present.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Discuss classic problems (e.g., rationalism vs. empiricism) with reference to key texts in the philosophical tradition.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: Philosophy 7	SLO 1: SLOs to be identified when course outline is updated	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Philosophy 8	Define logic and appraise the role of argument and critical thinking in a liberal education.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	Define the concept of formal validity as well as the concept of fallacy (whether formal or informal).	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	Apply standard techniques of deductive reasoning (including syllogisms and Venn diagrams) to analyze arguments for their validity and conclusions for their truth-value.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

- 5.2 Identify 2-5 Student learning Outcomes for any [certificate programs](#) within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program:				
Non-applicable;				

no certificate program				
SLO 1:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.3 How are course and/or program student learning outcomes communicated to students?

SLOs are included on the syllabus for each class and are discussed by faculty throughout the term, especially before and after each assessment.

5.3.1 How do you measure whether students understand what the outcomes mean?

Faculty address student questions about SLOs during discussions in class.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

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Many of the SLOs are assessed through rubrics. Students receive these rubrics on the first day of class.

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

SLOs have not yet been assessed. Plans are in place to assess these SLOs according to the schedule developed by the SLO committee.

Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis.

Objective	Assess all course SLOs according to the schedule established by the SLO committee and use these assessments to develop strategies for course improvement.
Planned Activities	<ol style="list-style-type: none"> 1. Assess SLOs. 2. Develop and implement strategies for course improvement. 3. Re-assess according to the SLO committee's six semester plan.
Individual Responsible	Humanities and Philosophy faculty
Start Date	Fall 2011
Method of Evaluation	At least one SLO in each course will be assessed and plans for improvement will be implemented.

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

None

6.0.2 How many students participated in focus groups?

None

6.0.3 How many students participated in interviews?

None

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

N/A

6.1 Describe the results of the data accumulated in the above methods.

N/A

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Collect student feedback and use the results to develop strategies for improving courses and the program.
Planned Activities	1. Develop methods for collecting feedback from students. 2. Analyze feedback. 3. Develop strategies for improving the program based on this feedback.
Individual Responsible	Full-time faculty member (when hired)
Start Date	To be determined
Method of Evaluation	Student feedback will be available for analysis.

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

The Humanities and Philosophy program offers important classes that contribute to a broad liberal arts education. Enrollment in these classes has been steadily increasing, showing a growing interest in these disciplines. Retention rates are quite high, showing that faculty have been able to maintain student interest and involvement in the courses.

Program Weaknesses

The increase in enrollment has not been met with a similar increase in the number of classes offered. As a result, class size has been steadily increasing, making it difficult for adjunct faculty to provide the one-on-one assistance and support that many students require.

Neither Humanities nor Philosophy has a full-time faculty member who can devote time to curriculum development (updating course outlines and developing SLOs) or the collection of student feedback.

Program Opportunities

The program has the opportunity to enrich students' lives by exposing them to diverse artistic and philosophical traditions. In addition, Humanities courses and the Arts and Humanities Department in general offer students opportunities to serve as docents at museums and theatrical and musical productions. Students are introduced to these opportunities through the program's courses.

Program Challenges

A lack of resources means that enrollments have increased in each course. This has led to an inadequate student-faculty ratio for each course and discipline. It is very difficult for adjunct faculty to effectively serve over 40 students with no tutors.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
NO 2008 MINI-REVIEW COMPLETED	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	
	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	
	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	Hire at least one full-time faculty member for each discipline, Humanities and Philosophy, to improve student access to courses.	Submit proposals to the faculty hiring prioritization committee	Department chair	Fall 2011	Spring 2012
2	Increase and maintain student success rates at a minimum level of 70%.	--Hire full-time faculty. (See objective for Module 1) --Submit a proposal to the Student Success Center to hire at least two additional tutors to serve Humanities/Philosophy students in the day and evening programs. --Work with the bookstore to ensure the availability of books. --Establish prerequisites for Humanities/Philosophy classes by updating course outlines.	Department chair; Humanities/Philosophy faculty; Student Success Center and Bookstore staff; College administration	2011	ongoing
3	Assess all course SLOs according to the schedule established by the SLO committee and use these assessments to develop	--Assess SLOs. --Develop and implement strategies for course improvement. --Re-assess according to the SLO committee's six semester plan.	Humanities and Philosophy faculty	2011	ongoing

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	improvement.				
4	Collect student feedback and use the results to develop strategies for improving courses and the program.	--Develop methods for collecting feedback from students. --Analyze feedback. --Develop strategies for improving the program based on this feedback.	Full-time faculty member (when hired)	To be determined	
5	Update all course outlines in 2011.	Update all course outlines	Department chair and discipline faculty	2011	2011

Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	Full-time faculty for Humanities and Philosophy	2	1 and 2	1 (Access) and 2 (Success)	There are no full-time faculty members in either the Humanities or Philosophy disciplines. Full-time faculty would be able to lead and further develop the program, devoting time to student advising and curriculum development.	Dependent on education and experience (determined by faculty contract)
2	Tutors for the day and evening Humanities and Philosophy students	4	2	2 (Success)	As class sizes have increased, part-time faculty have been less able to work with students one-on-one. Tutors will be available to help students improve their skills and succeed in Humanities and Philosophy classes.	\$3520/year (average of \$11/hr for 10 hours a week for 32 weeks) for each tutor
3	DVDs and CDs to build a discipline library	Variable	2	2 (Success)	Supplemental resources such as DVDs and CDs can expand student learning outside of the classroom and contribute to student success.	\$1,000

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4	Additional desk and instructor copies of textbooks and supplementary resources like DVDs/CDs	Variable	2	1 (Access) and 2 (Success)	Desk copies of textbooks that are put on reserve in the library often disappear. Additional copies on reserve will allow students who are unable to purchase the textbook to access it.	\$ 500/per semester

Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

N/A

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

N/A

- 3. List a minimum of (3) recommendations for the program.**

1. Hire full-time faculty for both Humanities and Philosophy.
2. Hire tutors to serve students in both the day and evening programs.
3. Ensure that students are academically prepared when they enroll in Humanities and Philosophy courses. This could involve improved placement tests, counseling, or the establishment of prerequisites.