

Las Positas College  
ANNUAL PROGRAM REVIEW TEMPLATE  
Review of AY 2011-12

Name of Program	Division	Author(s)
Humanities Cluster	ALSS	Candace Klaschus

**INSTRUCTIONS:**

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

**STATEMENT OF PURPOSE:**

- Review and reflect on the student experience, with the goals of assessing and improving
  - student learning and achievement
  - services for students
  - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

**I. MISSION**

State the current program mission

*(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)*

<p>Our program's mission is to provide high-quality transferable courses to those students interested in interdisciplinary humanities, philosophy, or religious studies in order that they can successfully transfer to four-year institutions. Students not planning on transferring have</p>
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access to the great ideas of many cultures through the student of artistic works, as well as a wide variety of literary, philosophical, and religious texts. An A.A. in Humanities (General) is offered.

**The mission of Las Positas College is:**

*Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.*

**(NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

Our program mission relates to the college mission in that our courses are a key component of any student's general education. All of our courses are transferable to the CSU's and UC's and most are on the IGETC. The courses offer a wide and very diverse exploration of many world cultures, philosophies, and religions. Our emphasis is to demonstrate how the universality and infinite variety of human experience opens students to greater understanding of the world's peoples and cultures. The dialogic process exposes students to previously unfamiliar modes of discourse and provides the opportunity to carefully and critically consider the new information. Hermeneutics—the search for deeper levels of meaning and understanding through interaction with many types of texts—enables students to acquire new information, furthering their knowledge of others and leading to greater empathy. Finally, this greater understanding leads to personal growth, change, and the desire to serve both the local and global communities.

## II. PROGRAM ANALYSIS

### A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

*(Highlight the appropriate box to type in an X.)*

YES  NO

**If yes,** in the table below, please list which courses will be revised or updated and the reason for the revision.

*(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)*

Course(s)	Reason for Revision
PHIL 3, PHIL 5, RELS 2	Title 5 update

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES  NO

If yes, please describe briefly what new curriculum is planned.

N/A

### B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

*(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)*

YES  NO

If yes, please describe briefly what new initiatives are planned.

### C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

*(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.*

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
6	6	5

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

*(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.*

Courses are assessed when they are offered. Some are only offered once a year.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
1	1	1

4. Analysis of SLO/SAO data for AY 2011-12.

*(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)*

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

*(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.*

The two full-time faculty usually meet at the beginning of each term to discuss how the previous term went. We also have informal conversations throughout the term about our classes. I do not keep formal records of these conversations, but since we have to provide "evidence" for these meetings, I plan to devise my own template so I can have a record of the meetings. As coordinator, I meet with the part-time faculty if they are on campus; otherwise I contact them by e-mail. I do have to evaluate each of them every three years, so I do see them at work. For new part-timers, I usually meet several times during the first year or, if they are not on campus, I e-mail them to find out how the course is going, but I do not keep these e-mails. I plan to begin doing so. I normally do a classroom teaching evaluation during their first semester.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

*(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)*

Face-to-face courses (although this certainly may apply to the DE sections as well):  
One of the areas that arises most often is the same one that was of concern in our 2011-12 program review update: many of the problems students have are because of their poor writing and reading skills. Since none of our courses has English 1A as a prerequisite, we have students who are at the basic skills level. Poor reading skills can be of particular concern in the philosophy courses, because the subject matter can be difficult, even for more skilled students. Those who have poor skills, and those whose first language is not English, often struggle. Instructors have to spend a great deal of time working with them. Expanded tutorial services on campus would be a big help.

Distance Education courses:

In the distance education sections of courses in all three rubrics (humanities, philosophy, and religious studies), the results for success are lower than in the face-to-face sections, and the withdrawal rate is often significantly higher. Looking through the college list, this seems to be true in some other programs as well. Perhaps as a college we need to address this issue, and find out what the more successful DE instructors are doing. It may be that students are not adequately prepared to succeed in DE courses. If so, we need to address this. It may be that the instructors are not as well-trained as they need to be. Whatever the case, it is an area of concern and needs to be examined.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

I have no resource requests.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

As I state above, we need to re-examine the assessments for DE sections compared to face-to-face sections.

#### D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

*(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.*

Again, our dialogue on the program data is informal; we look it over and discuss the findings, most of which are not surprising to us since we do know who is in our classes.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

*(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)*

Our students mirror the college's student population as a whole. The majority of our students are white, with Latino second and Asian third and about evenly divided between males and females. Most are full-time and continuing students, who plan on transferring. They are at the freshman or sophomore level.

Our success rates are generally good and (for Fall 2011) range from 82% to 93%. The only discrepancy was in the PHIL 1 results in Fall 2011 between the face-to-face and DE section, and even then, the difference was not huge: the success rate to the DE section was 75% compared to 87% for the face-to-face. The DE sections also have a higher withdrawal rate. I think this means we will have to do more in the DE sections to give support to the students who might be struggling with the technology or the methods of instruction.

- c. To what extent, and how, do the student data results support resource requests?

*(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)*

We do not have any resource requests at this time.

2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

Humanities 1.20; Philosophy 1.00; RELS 0.60
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- b. If this amount differs from 2011-12, describe what changes have occurred.

*(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)*

The three amounts are all less than in 2011-12. I cannot account for the difference since our course offerings were the same.
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- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

We will be adding a Philosophy course, Logic, in order to comply with the Philosophy AA-T degree.
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**E. Human Resources (in AY 2011-12)**

1. Please complete the following table.

*(Enrollment Management data is posted on the IR website:*

*(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).*

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
6.60	3.4	51%

\* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

\*\* If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	0	n/a	n/a	n/a
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly	0	n/a	n/a	n/a

classified staff**				
student assistants	0	n/a	n/a	n/a

\* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

\*\* regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES  NO

**If No**, briefly describe. Provide any data which support these needs.

n/a

3. Are there Staff Development needs for the academic year 2014-15?

YES  NO

**If yes**, elaborate. Provide any data which support these needs.

n/a

#### F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

*(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)*

YES  NO

**If yes**, briefly describe. Provide any data which support these needs.

*(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)*

n/a

#### G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

*(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)*

YES  NO

**If yes**, briefly describe. Provide any data which support these needs.

*(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)*

n/a

#### H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES  NO 

If **yes**, please briefly describe amount and general uses.

n/a

2. Are there any **new** financial needs for the academic year 2014-15?

*(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)*

YES  NO 

If **yes**, briefly describe. Provide any data which support these needs.

n/a

### I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

n/a

### III. SUMMARY

#### A. Summarize objectives accomplished since the Program Review Update (2012)

*(The 2012 Academic Program Review Updates can be found on the Grapevine*

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

*(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)*

Our program continues to thrive. We have good student success rates, high productivity and excellent fill rates. The newly-completed and approved Philosophy AA-T degree should only help improve those numbers and offer students a smoother pathway to transfer.

#### B Summarize objectives not accomplished since the program review update (2012) and why not.

*(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)*

I think we have accomplished our objectives, since they mainly consisted of maintaining high-quality teaching and offering courses that help students achieve their goals. We also had the Philosophy AA-T degree approved.

**C. What are the objectives for the academic year 2014-15?**

*(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)*

We need to address the discrepancies in student success and withdrawal rates between the face-to-face and DE sections of courses.

**D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.**

*(This brief summary should capture the effects on students and the program if the needs are met or unmet.)*

We have no staffing, budget, or technical needs at this time.

**Continue to the next page to complete the form.**

Name of Program	Division	Author(s)
Humanities cluster	ALSS	Candace Klaschus

**IV. PROGRAM EFFECTIVENESS PLAN**

**Instructions:** In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

**Suggested: 0-5 Objectives** (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	Assess face-to-face and DE sections	Improving the DE sections' results	Yes		If the success rates improve and the withdrawal rates drop	Human	None	Click here to enter text.
2	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
3	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

\*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.