

Las Positas College
PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

Name of Program	Division	Author(s)
HUMANITIES INS PPU 15_16	ALSS	Candy Klaschus

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
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. Please use your program's catalog rubric and this format when naming your document:

Rubric INS PPU 15_16
e.g., ESL INS PPU 15_16
4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. 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.
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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

SLO Assessment Review

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

In Humanities 10, 28, and 44, and Philosophy 2 and 3 scores have improved. This may indicate that our increased emphasis on coaching writing skills is benefiting the students' work, since poor writing is often a large contributing factor to lower grades in these classes, which rely heavily on written exams and essays. The grades in Humanities 7 (taught once a year) have remained flat, possibly indicating more specific emphasis needs to be placed on how to write the essays and reports. It is a class that demands knowledge of a specific technical language (art criticism and analysis) and more time probably needs to be taken to make sure the students have a solid comprehension of the terminology. While the scores in Philosophy 4 (Epistemology—taught only in Fall)) remained relatively stable, there was a shift from 2013 to 2014, with an increase from “C” to “B” but fewer “A’s”. This may have to do with that particular group of students, but it is something to look for when the grades for Fall 2014 are assessed.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

No distance education courses have been assessed.

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

Since many of the issues have to do with writing, we have begun dedicating a few minutes during many of the class meetings to instruct the students on specific areas, e.g. grammar, punctuation, essay structure, quoting and paraphrasing, the basics of MLA citations, and so on.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

[Click here to enter text.](#)

SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

So far, this has not been an issue since we have few multiple sections of courses. If it were to become an issue, the coordinator would meet with the instructors and discuss the SLO's to determine if they work for all the sections (which they should) or if any of the instructors have input on specific skills they thing need to be addressed.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

So far, as above, this has not been as issue, but again, this is a very small program so it would not be difficult to meet with all the involved instructors to reach consensus. Luckily, the Humanities Cluster faculty are pretty like-minded when it comes to what we want our students to learn.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

Most of our interactions are informal and happen when we come by each other's offices. I have tried to document these meetings, but so far, I have not been able to be consistent in that endeavor.

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

Average age of students for philosophy has decreased for 2014. It is hypothesized that this is a result of the fact that fewer 7:00-10:00 classes were offered in philosophy last year. The demographics (anecdotally) for the 4:00-7:00 were more similar to those of a day class and contained fewer older students. As a result the department is considering increasing the night offerings to better serve older and returning students.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	http://tinyurl.com/mmfwgfe	Yes
2013-14	http://tinyurl.com/q6dah55	Yes

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

<p>Click here to enter text.</p> <p>N/A</p>

C. Curriculum Review

1. Review your program’s current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

N/A

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

N/A

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

N/A

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

Click here to enter text.
N/A

E. Other information pertinent to the program

N/A

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

The biggest accomplishment has been the development and approval of the Philosophy AA-T degree. Only one course, Logic, had to be added to the philosophy curriculum in order to meet the AA-T degree requirements. It will be interesting to see if having this degree bolsters the strength of the philosophy program and increases the number of majors in coming years.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
 1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
 - changing number of units/lab hours

- changing pedagogy/curriculum
- changing assessments

As we indicated in IA.3, we do spend more time covering specific writing issues. We will be providing additional sample essays and other writing assignments to the students can have examples to serve as models. However, the humanities instructor plans to add a new SLO and assessment for another assignment in order to diversify the SLO data sources for a broader perspective on students' abilities.

2. Have your assessment results shown a need for new SLOs? YES NO
 If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
Fourteen	About 25% of the total Humanities cluster

3. What percentage of courses will your program assess in the next academic year (2015-16)?

I would like to see all of them assessed, but it will probably be about 80%

4. 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 and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
Five	Four

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

No changes planned.

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

No new curriculum is planned.

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

To accommodate the introduction of the Philosophy Associates Degree for Transfer, we have introduced an Introduction to Logic course. We will be tracking this course closely to evaluate the following possible impacts:

1. A diversification of the majors who take humanities and philosophy courses, especially math and computer science majors
2. The effect of the course on student success rates. Course that include symbolic logic tend to have success rates similar to courses in mathematics than to courses in humanities.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

No new FTEF is being requested.

2. Rationale for request(s).

Click here to enter text.

B. Human Resources

1. Request: New or replacement faculty position(s).

N/A

2. Rationale for faculty position request(s).

N/A

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

N/A

4. Rationale for classified staff position request(s).

N/A

C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

N/A

2. Rationale for financial request(s).

N/A

D. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

N/A

2. Rationale for technology request(s).

N/A

E. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

N/A

2. Rationale for facilities request(s).

N/A

3. Request: Upgrading of existing equipment or purchase of new equipment.

N/A

4. Rationale for equipment request(s).

N/A

5. Request: New supplies

N/A

6. Rationale for supplies request(s).

N/A
