Skyline College
HUMANITIES
Program Review
Executive Summary

Short Summary of Findings

This program is a strong one which provides students with courses that will fulfill G. E. requirements in the areas of Arts and Humanities, while at the same time giving them opportunities to draw interdisciplinary connections and exercise critical thinking skills. The program serves the students well, but it needs an additional class and better equipped facilities.

Three Strengths of the Program

- Unique interdisciplinary courses.
- Serves as a portal to other courses
- Serves transfer and G. E.

Three Suggestions for Improvement

- Increased budget for regular acquisition of instructional materials like videos and for guest speakers
- An additional multimedia presentation classroom with up to date equipment and appropriate soundproofing
- Improvement to current classrooms including up to date computers and safe comfortable seating

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Full-Time Faculty Signatures

Robert Millar

Submitted on: October 4, 2004

SKYLINE COLLEGE
PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.

This program aims to provide students with courses that will fulfill G.E. requirements in the areas of Arts and Humanities, while at the same time giving them opportunities to draw interdisciplinary connections and exercise critical thinking skills.

The Humanities program has the following as its goals:

1. To provide courses that satisfy the humanities requirements for students completing the AA Degree or transferring to 4-year institutions.

2. To provide broad-spectrum interdisciplinary and intercultural courses which help students bring together the disparate components of their general education coursework in a single context, to see how the various disciplines interrelate to one another, and to begin to realize how they relate to student's lives.

3. To increase student's cultural awareness by providing courses that explore the arts and humanities in ways that go beyond conventional classroom instruction – making academic study concrete by directly engaging with live venues.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

Because of the broad range of subjects addressed in these classes, they serve as portals to more intensive study in other disciplines specializing in those subjects. Particularly impacted are programs in the arts and the social sciences, although the sciences, P.E., and Home Ec. are also affected. For example, in moving through a course such as Hum. 117 (The Arts, The Senses, and The Imagination), students are introduced to aspects of science (the physiology of the senses), psychology (affective responses to the arts, and the shaping of imagination), culinary arts (food and beverage perception exercises), philosophy (training of the attention through meditative techniques derived from religious traditions), as well as exposure to multiple art forms.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

N/A

4. Explain how this program meets the needs of our diverse community.

Courses in the Humanities are multidisciplinary and focus on how various disciplines _interrelate_ as they shed light on particular issues. This format lends itself well to exploring a diversity of viewpoints. In fact, Humanties courses actually illustrate how diverse views can lead to increased understanding and greater proximity to the ideal of "truth." Not only do many of the

courses in this area deal with various forms of individual expression and artistic concerns, but issues of race, ethnicity, gender, disabilities, etc., are often brought to bear on topics under consideration. A short list of resources used in various course may help illustrate this point:

- ❖ The life of Beethoven (disabilities)

  Films:
- ❖ A Family Thing (race)
- ❖ Mostly Martha (women's issues)
- ❖ Tortilla Soup (ethnicity)
- ❖ Eat Drink Man Woman (ethnicity)

In addition, a full range of student support systems is utilized to supplement assignments in Humanities classes, including the Learning Center, the Library, DSPS, etc.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

N/A

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

The main objective of courses in the Humanities is to demonstrate the concept of synergy as it relates to culture. Our courses are designed for general education students who may have little or no exposure to the Arts and the Humanities. Not only are students provided with broadening experiences of a cultural nature, but they also become exposed to new skills and disciplines or old skills and disciplines in new ways. In the process, students can find pathways into previously unexplored territories that they find interesting, territories which can motivate them to pursue possible career interests in other areas of academic endeavor.

2. State how the program has remained current in the discipline(s).

The program has remained current by continuing to address classic issues that are and always have been at the cutting edge of human experience (individuality, self-expression, values, aesthetics), and by consistently updating course content with regard to these issues in a changing society. For example, when the issue of genetic engineering (currently an issue of some controversy) is addressed in HUM. 106 from a Humanities perspective, students are introduced to alternative views on the subject (ethical, ecological, aesthetic, etc.) to those generally presented in the scientific and business communities. This promotes a more balanced view of the topic among our students. Moreover, instructors chosen to teach these classes are from different disciplines and, as a consequence, bring new and different perspectives to each course. Regular conferring among instructors in the program on course content and possible innovations further helps to give added dimension to course offerings. Guest speakers from various disciplines also help keep the program current.

3. If the student population has changed, state how the program is addressing these changes.

Please see Part A, Section 4, above.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

All courses are being updated as part of this program review process.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

N/A

6. Discuss plans for future review and program modification.

This program is responsive to potential needs and changes due to its interdisciplinary nature. New courses will be developed as necessary.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

All staff members are constantly updating their skills and information through independent learning venues. Most of the time, instructors update class materials, assignments, texts, and presentation techniques each semester. Regular conferences between faculty help facilitate the incorporation of new ideas. Also, individual faculty members are active in their respective fields and regularly engage in professional development and performance at outside venues (composing music, performing, speaking at conferences, working at psychological treatment facilities, etc.).

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

Faculty orientation is accomplished through an informal process of reviewing appropriate course outlines, conferring with senior colleagues, and consultation with the division dean.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

Faculty are invited into the program as necessary from disciplines that are part of the program.

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

The courses in this program require multi-media classrooms that use the latest technologies, including video DVD, VHS, and computer monitor projection units, computers, comprehensive sound systems, independent incandescent light banks and dimmers, etc. Currently, rooms 1111 and 1107 are the only rooms that have some of the elements necessary to begin to satisfy this requirement. Room 1115 was slated to be developed along these lines, but for some reason the project has not yet been undertaken. Room 1105 is adjacent to room 1107, and the sound bleeds through the common wall of these rooms. This wall needs to be soundproofed so that the inconvenience of this situation is not a deterrent to instruction. Also, room 1105 needs to be outfitted as an additional multimedia classroom. Due to a general high demand for such classrooms throughout the college, there is often a crunch in scheduling them for use, and this has proved to be an impediment to the availability of Humanities (and other) course offerings. It is very important that more rooms be outfitted to address this need. Room 1111 needs to be outfitted with new chairs that are comfortable and of the type used by cinemas.

Maintenance is generally good, although requests for replacement of light bulbs and other small, but significant, items are often subject to delayed attention.

Two main expenses are generated by the program (beside instructor salaries). Both are necessary for the program to be able to adequately "bring the world" to the classroom, a factor which is essential in maintaining currency and immediacy to the kind of subject matter addressed in humanities courses. The first is instructional videos, and the second is payment for guest speakers and performers (particularly in the area of the arts).

2. List projected needs.

Increased budget for the regular acquisition of instructional videos.
Increased budget for the payment of guest speakers.
Conversion of room 1105 to multimedia classroom and soundproofing the wall.
New computers in room 1111 and 1107.
New cinema-type chairs for room 1111.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

Most of the technology used in the program is fairly current with the exception of the computers. Rumor has it that the computers currently in use were brought here by Father Junipero Serra when he first arrived in the area. Needless to say, their age causes them to be a significant impairment to instruction due to their lack of speed and general fallibility. They need to be replaced with state-of-the-art models.

Extensive use is made of the internet in this program, both for instructional purposes as well as for reference and communication. Instructor websites provide updated course information, syllabi, informational links, and contact information for students in a continuously evolving manner. Appropriate websites are used in classroom instruction through overhead video

projection. Lines of communication are kept open between the instructor and students through e-mail, and this type of communication is used with great frequency.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

N/A

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

Increased budget for the regular acquisition of instructional videos.
Increased budget for the payment of guest speakers.
Conversion of room 1105 to multimedia classroom and soundproofing the wall.
New computers in room 1111 and 1107.
New cinema-type chairs for room 1111.

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

Everything requested in item 1 above is also useful to other divisions who use the facilities.

Skyline College Program Review
Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH [   ]

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2001	2002	2003
WSCH	353 (3 sections)	388 (5 sections)	324 (2 sections)

Please comment on program enrollment and expected tends.

Enrollment seems to be static.
3-4 sections seems to be the right size.

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	2001	2002	2003
FTE	.6	1.0	.4
WSCH/FTE	/588	/388	/810

Please comment on the comparison of this program to College trends.

The load is now exceptionally high because of trying to accommodate all students while offering too few sections.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	2001	2002	2003
Retention	99%	81%	83%
Success	60	64	56

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Success seems to be related to class size (inversely proportionate).
In 2 of 3 semesters success and retention are comparable by gender.
Retention rates are comparable for all ethnic groups.
Success rates vary from year to year for ethnic groups with some concern for long-term figures for African American students.

COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	**Title**	**Review Date**	**Transfer**		**G.E.**	**Prerequisites, Corequisites, Recommendations**	**Validated**
			CSU	**UC & CSU**			
HUM. 106	The Awakening of Individuality	2004	X		X	Recommended eligibility for ENGL 836	Yes
HUM. 115	Introduction to the Arts – Live	2004		X	X	Recommended eligibility for ENGL 836	Yes
HUM. 116	Children's Arts Appreciation	2004	X		X	Recommended eligibility for ENGL 836	Yes
HUM. 117	The Arts. The Senses and the Imagination	2004	X		X	Recommended eligibility for ENGL 836	Yes

Skyline College Program Review
Certification of Course Outline & Prerequisite Review

Faculty Signatures

Robert Millar
Robert Millar

_____
name

_____

Date Submitted: *Highlight this text & type in date*   **Division Dean:** _____

(Additional faculty signature lines may be added to this form as needed.)

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