Assessment Report

Yuba Community College District

YC - Philosophy & Humanities Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): The Humanities and Philosophy classes at Yuba College continue to fill to capacity each semester, averaging 60-70 per class in Humanities and 30-50 in Philosophy. Yuba College has been without a full-time Philosophy instructor for seven years.
The Critical Thinking course is one of the most popular in the philosophy department. This is why three courses have always been part of the full-time position course load in the past. Again, it is the critical thinking skills which are enhanced by philosophy courses. These courses support the general education requirements for the college and make for excellent transfer courses. Past program reviews have always demonstrated the need for a full-time position in this discipline. We still remain the only community college in northern California without a full-time philosopher. Again, there appears to be a difference between course offerings in Business and Philosophy related to Phil 8 (Business Ethics) that needs to be reconciled in CurricUNET prior to the printing of the 2014-2015 catalog. Also, the lecture rooms in the 700 building have never been remodeled with Measure J funds and may have an impact on future enrollments if the facilty is left to deteriorate like building 500.

Program Description : Program Description
A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

Examples of curriculum specific and program specific support services include but are not limited to Writing Center (WLDC), Tutoring Center (CSC), EOP&S and DSPS.

A2. If services are available, how do they demonstrate an increase in student success

Success has been demonstrated student surveys, pre and post class assessment, and comparing test scores.

B3. How is current and previous program review data used to refine and improve program or department practices?
How are you using data from your last program review to improve teaching or services?
In response to student need, we have been able to hire a new philosophy tutor. Assessment shows that 85% of the students who have taken advantage of this tutoring have improved their test scores

The Humanities classes at Yuba College continue to be filled to capacity each semester, averaging 60 students per class for the introductory class. World Religion - Philosophy 20 classes also continue to grow each semester, currently with enrollments of approximately 60 students in each class. We are currently lacking a full-time Philosophy instructor, therefore have minimal offerings in this area. Humanities classes taught include: Humanities 10, 11, 20, and 31. Currently an adjunct instructor also teaches Humanities 10, 11 and Philosophy at Beale and/or on-line. Adjunct instructors teach Philosophy 1, 6, and 12 at Yuba College and at Beale or on-line.

Curriculum & SLO Assessment Summary : Curriculum & SLO Assessment Summary
D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
Humanities and Philosophy provide valuable general education requirements which assist students in the completion of degrees, certificates, and transfers. Every effort is made to insure students success and completions, including tutoring and other support

services. Professors provide one-on-one support and assistance, which is available to all students to help insure success.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
No

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?
Yes

D9. If applicable, how are teaching methodologies in your program or department assessed?
As outlined in the YCFA/District agreement regular evaluation of full and part time faculty are completed.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
Evaluations and student comments help improve teaching methodologies and give valuable feedback on the effectiveness of teaching and any improvements or refinements needed.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
We have looked at student data of both face to face and on-line classes. We have discovered that on-line attrition is 50% compared to 20% of face to face courses. As articulated in question J23-J26, we are asking for staff development in this area to improve student success.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
We do offer DE courses; however, at this time the support services are only on campus. We are working with the tutoring center to investigate the possibility of an on-line tutoring option.

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?
This question has caused us to discuss learning theory in our department meetings and we will be attending the Student Success Symposium on Friday, November 1 as well as other on and off-campus seminars.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?

Three CSLOs were assessed last year. Program learning outcomes have not yet been developed. This is on our list of objectives for 2013-2014.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?
From our assessment, we will be using jigsaw configuration for small group presentations based on our assessment that students

learn better in groups.

Industry Trends and Program Data Analysis : Industry Trends and Program Analysis
(For addition resources: http://yc.yccd.edu/about/research-planning-links.aspx)
C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
Use link to research data in your area or field.
Studies show that students completing degrees at Yuba College are able to increase their income. Humanities and Philosophy classes supply valuable courses which help students complete their degrees, especially students transferring to four-year universities. These courses assist students with critical and global thinking skills which can help students succeed in all areas. For example, before being awarded a degree the average salary for people in our area in this field is $21,893. Two years after, the salary increases to $32,044.

C5. How is your program or department direction driven by empirical data?
What data are you using to make decisions?
Placement tests of incoming student show that more than 60% of our incoming students test below college level reading, and so the Humanities and Philosophy department has decided to encourage faculty to infuse Reading Apprenticeship (RA) into their classroom practices. RA is a research-based classroom framework that has been proven to increase reading comprehension. Students who have better reading skills show improvement in test scores and writing assignments.

Future Goals and Program Direction: Yuba College Goals
E16. How do program or department goals align with stated Yuba College goals?

Our program aligns with the following YubaGoals goals, which were adopt 3/15/13

1. We foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success.
2. We prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.
3.We steward our institutional resources with increasing effectiveness and efficiency.
4. We research and utilize effective modes of delivery for our courses and services.
5.We design our programs in such a way as to allow students to complete their educational goals in a timely manner.
6.We evaluate our programs, services and processes to ensure continuous quality improvement.
7.We improve the quality of the student experience at all our campuses and centers.
8.We develop partnerships to enhance educational resources and student opportunities.
9.We exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

YCCD Board of Trustees Vision
E17. How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities?

Yuba College is an institution of higher education that prepares its students to meet the intellectual, occupational, and technological challenges of a complex world. Our program fully helps prepare Yuba College students.

Yuba College is a steward to its communities' educational and cultural well-being.
Our programs support and enhance cultural activities.
Yuba College values an education that encourages self-improvement and enables students to contribute to their families and the community. Our programs continually challenge students to reach their highest potential in all areas.

Yuba College values intellectual and cultural diversity, open communication, collegiality, collaboration, mutual respect, personal integrity, and responsible citizenship. Our programs incorporate cultural diversity and communications by assigning diversity projects which encourage students to interview community members and form links with the many dimensions of our community. Yuba College values all collegiate disciplines in relation to life, recognizing the importance of thinking clearly, creatively, critically, and objectively. Our programs focus on critical thinking, as well as creativity and objectivity.

Course Content and Statistical Analysis: Philosophy and Humanities 2013-2014
Year FTEF FTES WSCH Stu/Fac WSCH/FTEF

2007-8 4.20 178.09 5342.70 42.40 636.04
2008-9 3.60 196.64 5899.20 54.62 819.33

Philosophy-Humanities 2013-14.xlsx
2009-10 3.30 179.93 5397.90 54.52 817.86
2010-11 2.90 164.23 4926.90 56.63 849.47
2011-12 2.90 140.05 4201.50 48.29 724.40
2012-13 3.50 146.78 4403.40 41.94 629.06

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Add more course sections in Humanities and Philosophy				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Hire fulltime Philosophy instructor and more adjunct faculty to teach Humanities				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Upgrade temperature controls in classrooms				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Repair and Upgrade Classrooms				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Hire Custodial Staff adequate to keep rooms clean				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Add maps to rooms as needed				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Add emergency telephone systems in every room on campus				