In 2006-2007, the College of Humanities at San Francisco State University conducted a program review focusing on the Humanities program. The review aimed to assess the effectiveness of the program in achieving its educational goals and objectives. The review involved collecting and analyzing data from various sources, including student surveys, faculty feedback, and course evaluations.

The review process included the following steps:

1. **Course Outcomes:**
   - Core Courses: Students should be able to interpret and evaluate works in the humanities, analyze and synthesize ideas, and effectively communicate their understanding.
   - Writing Competency: Students should be able to write clear, coherent, and well-organized essays.

2. **Curricular/practicum:**
   - The curriculum includes a variety of courses in the humanities disciplines, aiming to provide a broad and comprehensive education.
   - Practicum Opportunities: Students have opportunities to engage in research, internships, and other experiential learning activities.

3. **Assessment:**
   - Ongoing assessments are conducted to evaluate student performance and program effectiveness.
   - Student Learning Outcomes: Specific learning outcomes are identified for each course to ensure that students achieve the intended results.

4. **Program Philosophy:**
   - The Humanities program is designed to foster critical thinking, creativity, and an appreciation for diverse perspectives and cultures.
   - The program emphasizes the importance of human expression skills and the integration of theoretical and practical knowledge.

The review concluded that the Humanities program at San Francisco State University was effective in meeting its educational objectives. The program continued to strive for improvement in all areas and to enhance the learning experience for its students.
<table>
<thead>
<tr>
<th>Course</th>
<th>Elective or Part of a Required Introductory Course</th>
<th>Essay Assignment</th>
<th>2006-2007</th>
<th>( \text{Core Course} )</th>
<th>( \text{HM} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material for two different theoretical perspectives, same works from two interpretations of the same work. They differ in two ways which demand an essay assignment.</td>
<td></td>
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</tbody>
</table>

302 I, students will learn the ways in which all forms of meaning contribute to the whole work. They will learn the complexity of the relationships of which the forms and the ways in which the medium is used mean to each other. That emphasis on particular visual and spatial, verbal, visual, expression—

\( \text{Amount} \)
<table>
<thead>
<tr>
<th>Core Course HUM 363 2007-2008</th>
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<tbody>
<tr>
<td>2. Students will learn that all these theories currently respect the number of these identities and use a</td>
</tr>
<tr>
<td>different approach. They will learn to apply these theories and how they work in the context of the historical specific. Students will respect alternative interpretations. They will learn to think critically, understanding that all cultures have their own histories, their own stories, their own identities. They will learn frameworks from different traditions.</td>
</tr>
</tbody>
</table>
explore the possibilities of free as well as seminars and public lecture series to second semester juniors, seniors, and to the skills to be together a seminar for the seminar, would be.

Two new Asian Studies seminars take advantage of new opportunities. Allegheny’s range to
distribution of resources must work to meet them in the area. New, all give us a wealth of knowledge.

A Departmental Retreat is present. Being worked on at this time is an area 4 where I in the Social Sciences Council in before the Liberal arts and sciences was brought into its own, and South Africa, the experience and our two new seminars in 2007-2008 Symposia now held.

Opportunities. Paper topics relate to senior seminar. We encourage our students on the entire college. We are all.a seminar, would be.

2006-2007
Senior Seminar
Core Course Hhum 690
5. Students learn

4. Students learn

3. Students learn

2. Students learn

1. Students learn
<table>
<thead>
<tr>
<th>Areas representation in those curriculum to broaden the new Asia courses</th>
</tr>
</thead>
</table>

- Graduation
- The closer they are to the majors, the better
- Anecdotal evidence that are working on this now.

<table>
<thead>
<tr>
<th>In recent years, our 15 pages of formal assessment courses are declassified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn effectively, sensitively, correctly, and persuasively.</td>
</tr>
</tbody>
</table>