

## PROGRAM REVIEW Fall 2020

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**Program: Philosophy & Humanities**

**Division: Arts & Humanities**

**Date: November 2, 2020**

**Writer(s): Jeremiah Bodnar and Elizabeth Wing Brooks**

**SLO/SAO Point-Person: Elizabeth Wing Brooks**

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**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Uses:** This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Please note:** Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

**Time Frame:** This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

**Sections:** This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

### **Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

### **Links:**

Program Review Home Page: [laspositascollege.edu/instructionalprogramreview](https://laspositascollege.edu/instructionalprogramreview)

Fall 2019 Program Reviews: [laspositascollege.edu/programreview/pr2019.php](https://laspositascollege.edu/programreview/pr2019.php)

Frequently Asked Questions: [laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php](https://laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php)

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## Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fY7Ead>]

### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20\_\_\_\_\_.

### A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

The Humanities Program has responded to high student demand in film studies by developing robust film-related content over the past few years. Our new course, **Global Cinemas**, was premiered in Fall 2018 with a small but enthusiastic group. Enthusiasm continued into Fall 2019 (and again in Fall 2020) where the course filled to completion, successfully tapping into the passion for film studies on our campus. This is the only class in recent record to reach maximum enrollment within two years and shows that the program is responding to student interests. Preliminary data from the office of institutional research show that a significant number of students have already indicated they intend to pursue the Film Studies major. The same data show that Humanities majors on the rise, suggesting efforts made over the past year to increase awareness of the major have been successful.

Last year we discussed our plan to appeal the decision by the IGETC panel not to approve **Phil 8: Logic and Argumentation** for the IGETC Path. Since that time, through a rigorous set of appeals, and advocacy by our articulation officer Craig Kutil, we were able to get that decision reversed and now our students can benefit from a course that meets the IGETC critical thinking and English composition requirement with a special focus on formal logic and quantitative methods not always available in other courses in this IGETC area, but of special interest to those in the social sciences.

As planned in last year's program review, the Humanities program has completed their **program mapping process** and has started using the program map as a guidepost for scheduling classes and advising students.

Our effort to expand **online course availability** to meet needs of flexibility and access has had a significant effect with record numbers of students taking advantage of our online courses last year.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
<b>x</b>	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
<b>x</b>	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

**B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.**

As with most programs, the most significant challenge we faced last year was with Covid-19. Our programs had to scramble to move our programs online in Spring 2020 and drops were at a record high of around 30% of students. One of our disciplines received reassign time for coordinating, while the other did not. Reassign time for both disciplines is requested because of the significant burden of coordinating a program. Because Prof. Wing Brooks is now coordinating a second discipline (Film Studies) this time will be especially important moving forward. The availability of this time is important to ensure that all program needs are met and students can take full advantages of the opportunities created by program coordinators.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	<b>x</b>	Human Resources		Pedagogy		Student Equity
<b>x</b>	External Factors		Learning Support		Professional Development		Technology Use

**C. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning.

<https://bit.ly/3fY7Ead>

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The full-time faculty member for the Philosophy program was on sabbatical last term. During his time off he developed his skills in online course creation will taking classes toward a Master's in Education with an emphasis in Curriculum and Instruction. These skills will be of great benefit to the philosophy program and our philosophy students. During last year, courses were staffed by part-time faculty. These are great faculty with great teaching skills, but changes in a program frequently result in lower enrollments because newer faculty will lack the name-recognition of more established faculty. As a result, our enrollment numbers decreased significantly last year. This effect is expected to be temporary as part-time instructors have more time on our campus and our full-time instructor returns from sabbatical. Course success rates are also down in some courses, but this is expected to be a result of instructors teaching new courses for the first time and the hardships of Covid 19. We expect to see these trends reversed as our excellent instructors get more experience with this material and after Covid 19 difficulties are resolved.

In the Humanities program, course success rates were up 6% for the fall term but fell significantly in the spring. This effect is expected to be a result of Covid 19 and should reverse itself as Covid issues are resolved state-wide. The Humanities program saw a rise in productivity and enrollment, and a decrease in withdrawals in face-to-face classes, all of which are improvements for the program in Fall 2019. On the other hand, the Humanities program saw a rise in online course withdrawals in the fall, which is something we will continue to work to improve.

Information elsewhere in our program review covers issues of enrollment trends, completion trends, and minority student representation. All of these analyses include data provided by the Office of Institutional Research, but those comments will not be repeated here.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input checked="" type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

**D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)**

We are glad to see that short-term planning covers the time span through AY 2021-2022 because so much of our planning over 2020-2021 will simply involve adjusting to the new online format expectation involved with our campus Covid-19 response and creating online content and methodologies to address these new challenges. Beyond these immediately pressing goals, here are some other plans for the next two years.

We will continue to monitor trends in our Latino student representation. Within the Humanities program we are eager to see how efforts already being taken to increase content diversity may encourage the participation of non-white students. The Philosophy program will also be looking at ways to increase content diversity while continuing to meet the less-than-diverse CID expectations.

This year we are also piloting our Introduction to Film Studies course as well as our Culture and the Arts humanities sequence. So far interest in these courses appears to be high, and we look forward to seeing

how these courses expand interest in the Humanities and working with the best way to offer these courses amidst our other offerings as well as the best ways to promote and develop the Film Studies program.

Now that the philosophy coordinator has returned from sabbatical, he will be completing a program mapping template for the Philosophy AAT.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
<b>x</b>	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
<b>x</b>	Curriculum Committee Items		Human Resources	<b>x</b>	Pedagogy	<b>x</b>	Student Equity
<b>x</b>	External Factors		Learning Support		Professional Development		Technology Use

## Section Two: Institutional Planning Topics (Required for All Programs)

**A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.**

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

Both the Humanities and Philosophy made significant progress in providing accommodations for disabled students in our online courses as we completed the process of aligning our most popular online courses to the OEI standards.

Both the Philosophy and Humanities programs have seen declining representation of Latino students in recent years. The Humanities program has recently updated several classes to include more multi-cultural content and has renamed courses to indicate this broader focus on global traditions. It is hoped that these changes will increase participation of all groups as they increasingly see themselves represented. The Philosophy program saw the lowest participation of Latino students in the last five years in the Fall of 2019, but also saw its highest participation of Latino students in the Spring of 2020. It is hypothesized that this may be the result of direct outreach to Latino students through the Puente program.

The Philosophy program will also be following the lead of the Humanities program in looking for ways to increase the diversity of content within our program. Several years ago, the CSU system created the CID process, mandating the content that our courses must contain in order to transfer fluidly with the CSU system. Those requirements had a strong focus on ensuring that all students are exposed to the “core” philosophical traditions, but very little focus on diverse traditions. As a result, some of the diverse content was cut during this time in order to meet the statewide mandate to conform to the CID standards. Over the next few years, the Philosophy program will be looking for ways to increase the diversity of content so that students in minority traditions can find themselves more fully represented in our courses.

Our program reviews frequently discuss the issue of low representation of women in philosophy programs globally. Last year we projected that the participation of women in the philosophy program might go down because we were unable to staff our Feminist Philosophy course that year. As it turns out, no decrease in the representation of women in the program has been observed during that time. Because of Covid-19 related scheduling issues this year, we are also unable to offer the Feminist Philosophy course. We will see if this has an effect on representation in the program as we look to next year.

## **B. SLOs/SAOs [SLO Committee]:**

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

### B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

### B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

#### **Philosophy AAT**

**Upon completion of the AA-T in Philosophy, students are able to develop and present formal philosophical arguments using effective logical argumentative technique and avoiding logical error and fallacies.**

This PSLO was selected for analysis because it is central to the philosophy degree, comprising the core skills most demanded for philosophy majors after transfer. The logical skills are also typically the most difficult skills for philosophy majors to achieve. Many students report that these skills are the skills that make them question if they should become philosophy majors or if they can complete the philosophy degree; thus tracking student outcomes with these skills is important for our program. We also introduced a second course related to CSLOs feeding into this PSLO. This course is Phil 8: Logic and Argumentation, and it will be useful to see how these two courses compare in preparing out students for these essential skills.

#### **Humanities AA**

**Upon completion of the AA in Humanities, students are able to discuss important themes expressed in material culture and belief systems as seen throughout global history.**

This PSLO will be the focus of our analysis because it is a core objective of the new Culture and the Arts I and II historical Humanities survey sequence and therefore is something that deserves attention this year. Our hope is that students taking either one or both of the courses in this sequence will develop skills that allow them to contextualize and then compare the way certain issues and themes have been expressed in works of art and literature over time in major cultures around the world.

**B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.** (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositacollege.edu](mailto:mwiest@laspositacollege.edu) and [ahight@laspositacollege.edu](mailto:ahight@laspositacollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of PHIL 6, the student should be able to able to apply the basic principles of causal and probabilistic reasoning.	X	X	
Upon completion of PHIL 6, the student should be able to identify, describe and evaluate the informal logical fallacies.	X	X	
Upon completion of PHIL 6, the student should be able to use natural deduction to evaluate the validity of arguments in propositional logic.	X	X	
Upon completion of PHIL 8, the student should be able to check for the validity of arguments using truth tables and formal rules in a system of natural deduction.			
Upon completion of PHIL 8, the student should be able to compose an extended argumentative essay using effective logical tools and sound essay structure.			
Upon completion of PHIL 8, the student should be able to identify, critique and avoid both formal and informal fallacies in argumentation.			

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of HUMN 11, the student should be able to explain the approach of the Humanities and use it to analyze works of art from different artistic media in terms of both form and content.	X	X	
Upon completion of HUMN 11, the student should be able to reconstruct a basic historical timeline of major artistic, cultural,	X	X	



religious, and philosophical movements from the Ancient World to the 15 <sup>th</sup> century.			
Upon completion of HUMN 11, the student should be able to discuss the impact of important Western and non-Western cultural and artistic developments on the global humanities.	x	x	
Upon completion of HUMN 12, the student should be able to explain the approach of the Humanities and use it to analyze works of art from different artistic media in terms of both form and content.	x	x	
Upon completion of HUMN 12, the student should be able to reconstruct a basic historical timeline of major artistic, cultural, religious, and philosophical movements from the 15 <sup>th</sup> century to the present.	x	x	
Upon completion of HUMN 12, the student should be able to discuss the impact of important Western and non-Western cultural and artistic developments on the global humanities.	x	x	

**B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

The assessment data will be completed during next year’s program review.

**B2: Instructional Programs without PSLOs or with Special Circumstances**

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

**B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)**

**B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

**B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

**B2d. When will analysis and discussion of the assessment data be completed? (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.**

**B3: Non-Instructional Programs**

*In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").*

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**

**B3b.** When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

**B3c. When will analysis of the assessment data will be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

### Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

**A. Title V Updates [Curriculum Committee]:** Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

**The following courses will need to be updated by November 2021**

- Philosophy 5: Feminist Philosophy
- Philosophy 3: Aesthetics
- Humanities 6: Nature and Culture

**The following course will need to be updated by December of 2021.**

- Humanities 4: Global Cinemas

**B. Degree/Certificate Updates [Curriculum Committee]:** Are there any programs requiring modification? List needed changes below.

The AAT in Philosophy should be revised to include Humanities 11 and 12 under list C.

**C. DE Courses/Degrees/Certificates [Distance Education Committee]:** Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Many of our courses have been approved for DE offering on an emergency basis for Covid-19 accommodations. As accommodations for Covid-19 come to an end, we will be formulating new plans to consider which courses best serve students when offered online.