

## PROGRAM REVIEW Fall 2017

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**Program: Humanities and Philosophy**

**Division: Arts and Humanities**

**Date: 10/16/2017**

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

**SLO/SAO Point-Person: Jeremiah and Elizabeth**

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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.

**Time Frame:** This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

**Sections:** The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

**Topics:** A list of topics of particular interest to Program Review readers can be found here:  
<https://goo.gl/23jrxt>

**Help:** Contact Karin Spirn: [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

### **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: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16

### **Links:**

Program Review Home Page: <https://goo.gl/XATgjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

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## Section One: Program Snapshot

### A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

There are some specific points in our new data that stood out to us. All of these issues are addressed below in our program review and include: 1) A new equality in the gender makeup of the philosophy program for the first time, 2) A continued increasing trend toward serving more older and returning students, 3) a decrease in productivity and success rates in some philosophy courses, 4) A difficulty attaining data for one of our newly introduced SLO's.

### B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

<p>There have been significant changes in our program since last year's Program Review Update. Most significantly, the Humanities/Philosophy/Religious Studies program cluster has taken on its first full-time faculty member. Because of specific requests that Prof. Tomlinson anticipates making for her program, Prof. Tomlinson has decided to complete the Religious Studies Program Review Update as a separate report. Our group continues to work together as a cluster and we are excited about new changes and opportunities brought about by a third full-time faculty in our cluster.</p> <p>We have begun strategizing a vision for the renewed Humanities cluster. One thing that we have realized that we would benefit from is the creation of a shared space where students and faculty from within our cluster can work together creatively. Taking the lead from Prof. Tomlinson, we are considering requesting such a space through the facilities planning process. Now that we have full-time faculty members in each discipline, we are in a strong position to consider how the cluster can work together more closely for the benefit of students.</p>	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>	
	<input type="checkbox"/>	Community Partnerships/Outreach
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	X	Facilities,** Supplies and Equipment (Including Software)
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	X	Human Resources
	<input type="checkbox"/>	Learning Support
	<input type="checkbox"/>	LPC Planning Priorities <a href="https://goo.gl/LU99m1">https://goo.gl/LU99m1</a>
	<input type="checkbox"/>	Pedagogy
	<input type="checkbox"/>	Professional Development
	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	SLO/SAO Process	
<input type="checkbox"/>	Technology Use	

	*Curriculum will also be addressed in Part 2 (Curriculum Review).
	**Facilities will also be addressed in Question H.

**C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?**

<p>Last year in our Program Review Updates we explained our hope that our ability to increase our night classes would help to reverse the trend we had been seeing for several years toward a decrease of students in our classes who are over 30 years old. Our hypothesis was that additional night classes would allow older adults (frequently already in the workplace) to attend our courses more easily. We did find a substantial trend over the last few semesters toward higher numbers of older students in philosophy classes. Unfortunately, our night classes also have lower enrollment rates and lower success rates. This puts us in that time-honored conflict between increasing access and diversity and increasing general access by maximizing productivity. We are offering fewer evening courses next term, and it will be important to see what effects this has on our population of returning students. On a related note, we have also tracked the relationship between women and men students over time in the Philosophy program. This year we are seeing the data show that our trend toward equal numbers of men and women in the philosophy program has continued with the numbers now within a few percentage points of being equal. This is a rarity among philosophy programs and an encouraging sign.</p> <p>In our Program Review from last year we expressed a desire to work on several aspects of our program. In terms of curriculum, we expressed a need to update many of our courses. One reason this was important was because of the need to update the Philosophy AAT degree. We also discussed a need to update the Humanities 44 course. We are happy to report that those areas have been completed.</p>	<p>Mark an X next to each area that is addressed in your response.</p>																												
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**D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).**

This is covered above in our response to question C.

Mark an X next to each area that is addressed in your response.

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\*\*Facilities will also be addressed in Question H.

**E. Obstacles: What obstacles has your program faced in achieving plans and goals?**

In our last Program Review Update, we announced that we were adding an additional SLO for Philosophy courses that focused on the need for respectful dialogue. This was prompted by an increasing awareness that many students had begun to take their inability to work cooperatively in this way as a badge of honor. Prof. Bodnar completed significant research on the implications of this trend for the employment, success, and future prospects of students. Numerous studies have shown that lacking this ability leads to significantly poorer outcomes in all of these areas. As a result, Prof. Bodnar added classroom materials addressing these skills and teaching their importance. A significant improvement was seen in the ability of his students to use these skills. Unfortunately, this skill was shown to be impossible to measure effectively through the SLO process. No individual measurement point was seen as significantly reflecting this attitudinal change. The change can be measured by noting

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the decreased number of times that students had to be warned to think compassionately and work cooperatively, but no realistic way was found to make this a measure given to each individual student, rather than to the class experience as a whole. As a result, we would say that this effort has led to a significant increase in student achievement of this skill, but we have not been able to measure this outcome through the somewhat restrictive measurements afforded by the current SLO process.	x	Pedagogy
		Professional Development
		Services to Students
	x	SLO/SAO Process
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**F. Short Term Planning: What are your most important plans (either new or continuing) for next year?**

<p>We discussed in our 2016-2017 Program Review Update that the Humanities program could benefit from offering additional courses online. In the Spring 2017 we plan to offer two online Humanities courses, which will make it the largest online offerings in memory. We will assess the effects of these changes, and consider continuing this trend into the future.</p> <p>In our last Program Review Update, we also discussed a desire for increased cooperative engagement among the new faculty in the Humanities cluster. Since that time the turnover has continued and even increased. More than half of our Philosophy adjunct faculty are new, and we have a new full-time Religious Studies instructor. We have begun working together to create a vision and organization for our team, but this work is starting anew because of the recent changes. Many proposals, including shared plans for the creation of resources have been brought up, and in the next program review period we hope to develop these plans further.</p> <p>Additionally, we plan to revise several of the SLOs and Course Outlines of Record for the existing Humanities courses, and propose two new Humanities courses that will better aid LPC students in successfully transferring to CSUs that offer a Humanities Major.</p>	Mark an X next to each area that is addressed in your response.	
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**G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).**

<p>As discussed above, we plan to request some specialized space for the Humanities cluster. This will be a multi-year process of cooperation and advocacy. Specific facilities elements that we believe would benefit the program include outdoor spaces designed for contemplation, study, dialogue, and practice, and also indoor spaces thoughtfully organized are including humanities-related faculty offices, student display space, and student work space.</p>	<p>Mark an X next to each area that is addressed in your response.</p>
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**H. Do you have any facilities needs that are currently unmet? If yes, please describe.**

As noted in section B our cluster is in the position of having full time faculty in all 3 disciplines for the first time. It has become clear to us that our students would benefit from the creation of specific space on campus where their work can be displayed and where students can participate in productive cross-dialogue with others doing similar work.

**I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:**

*Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.*

The updating of our Philosophy AAT degree supports the program and college mission goals of both earning degrees and transferring as the degree is a transfer degree. Our efforts to consider serving traditional college minority groups such as older returning students and women in Philosophy reflects the LPC mission's call for sensitivity to diversity. Furthermore, the two new Humanities courses which will be proposed Fall 2107 or Spring 2018 will also be in accord with the college mission goals of supporting students who wish to transfer.

**J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion?  yes  no**

(This data can be found here: <https://goo.gl/b59nCy>)

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

The Humanities discipline did meet the program-set-standard. The Philosophy Program did not. At this time, our best estimation is that the decrease in success rate is the result of increased access to students of diverse levels of preparation, experience, and interest in the subject matter. Our hypothesis is that the relative difficulty of getting into Philosophy courses (before our recent expansion) resulted in a more selective group of students, limiting entry to students who tended to be more prepared, experienced, and especially interested in the course topics. As a result, the success rates for earlier terms may have been artificially high. The recent decline in success rates for Philosophy students has closely followed the increases in courses that we have been able to offer. We believe that the decrease in "success rates" reflects the effects of increased accessibility of our courses rather than any changes in our teaching methodologies. The rates are still relatively high compared to courses with similar reading and writing expectations. We would suggest using our new data as a more representative baseline for future evaluations.

**K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)**

Course Name, Program Name or Student Service Area: **Philosophy 2: Ethics**

**Text of the CSLO, SAO, or PSLO:**

CSLO: Effectively apply diverse abstract ethical theories to evaluate contemporary moral challenges.

Describe the quantitative or qualitative results:

The quantitative results show that students who took Philosophy 2 in Spring 2016 had the lowest scores on that SLO for at least the last 3 years.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

From talking to students, it was clear that the 8:00 start time (necessitated by facilities limitations) was difficult and not preferable for most of them. The drop rates were high, and many students coming from neighboring towns were consistently late because of early traffic. One benefit of having an early morning class is that it allows students who are very busy and who cannot meet during traditional class times to have access to a class, however students in general tend to do worse at these times. Once again, we are presented with the conundrum of access vs. success. In this case we chose to move this course to a later start time for Spring 2018. It will be important to monitor this future class to see if the changes we made were successful in raising students' success. We will also want to do our best to monitor if diverse students are still gaining access, by, for example, seeing if our numbers of students over the age of 30 again begin to decline.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

As discussed above, the change was a dramatic drop in SLO achievement for this particular 8:00 class of Philosophy 2 in Spring 2107.

**L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)**

Circle One:

**CSLO**   PSLO   SAO

Course, Program Name, or Student Service Area:

**Philosophy 2: Ethics**

Text of CSLO/PSLO/SAO:

CSLO: Effectively apply diverse abstract ethical theories to evaluate contemporary moral challenges.

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.



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

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

### Curriculum Updates

**A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.**

Several of the philosophy courses, and one of the Humanities courses indicate on the report that they are very far out of date (as much as 10 years). But, looking at the individual courses in CurricuNet, they all have an effective date that is 4 years or less. So none of the courses that are indicated as out of date are actually outside of the 5 year limit. Some will need to be updated next year, including Philosophy 1, 2, and 4. We have plans to update many of the Humanities courses as well in the process of making course modifications.

**B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.**

All of our degrees need to be reconsidered in light of new courses that we have added to our program. We plan to work on these changes in the coming years.

**C. DE Courses/Degrees/Certificates: 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.**

Student demand is strong for online courses. For this reason, we do plan to expand our online course offering in the Humanities. At this time we offer 2 of our courses online: Humanities 10 and Humanities 28. Over the next review cycle we plan to consider which additional courses might serve students well in the online format. Because many of our courses in Humanities are very high in visual and auditory content, we need to consider carefully which courses will work effectively online.

**Section Three: CTE Updates  
(CTE Programs Only)**

**A. Labor Market Conditions:** Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

**B. Advisory Boards:** Has your program complied with advisory board recommendations? If not, please explain.

**C. Strong Workforce Program Metrics:** Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?