

PROGRAM REVIEW Fall 2018

Program: Philosophy and Humanities

Division: Arts and Humanities

Date: 10/19/18

Writer(s): Jeremiah Bodnar and Elizabeth Wing Brooks

SLO/SAO Point-Person: Jeremiah Bodnar and Elizabeth Wing Brooks

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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@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 22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 22.

Links:

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

Fall 2017 Program Review Updates: <https://goo.gl/pkv76m>

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

Section One: Program Snapshot

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 Review was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

The Humanities Cluster is comprised of the Humanities, Philosophy, and Religious Studies programs. The Religious Studies program will be submitting a separate Program Review. Humanities and Philosophy are small programs - one full-time and one part-time faculty in each – with traditionally high productivity; all of our courses meet local GE, CSU GE, and/or IGETC GE requirements. Humanities has an AA degree, while Philosophy has an AA and an AD-T.

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 2017).

There have not been any significant changes to our programs since our last Program Review in Fall 2017. Last fall we reported the addition of Kimberly Tomlinson as a full-time Religious Studies faculty member. We continue to collaborate for the good of the three Humanities Cluster programs and students; however, as stated above in 1A, Prof. Tomlinson will be submitting her own Program Review. One smaller change, also addressed below, is a reduction in our enrollment numbers. While this is something that we've heard reported college-wide, it nonetheless is of concern and therefore we will be actively working to address it.

As for needs, we continue to discuss the potential benefit of a shared space for Humanities Cluster students and faculty. This was brought to the attention of the Facilities Committee and is part of an ongoing discussion.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

As stated above, in our 2017 Program Review, we noted that our Humanities cluster would benefit from a shared space for both faculty and students in our cluster. Since that time our considerations have made their way into the facilities planning process. No distinct decisions have been made as to facilities accommodations, but our needs have become a part of the planning dialogue for the new buildings.

We have been following gender inclusiveness in the philosophy program for a few terms, the data from this latest sequence shows that an inequality existed for Fall 2017, but that things were balanced again for Fall 2018. We have also been following a trend in lower success rates in some philosophy courses over the past few review cycles. Our main explanation for this difference was the fact that our offerings expanded dramatically immediately after the term which set our standard. This meant that our students in the following terms were much more diverse in their preparation and skill levels. This trend seems to be borne out by the most recent data. There were high rates of non-success in Fall 2019. This correlates with a time period when we had our highest number of students who were first time students (an increase of 5% over last year). Our hypothesis is that this less-prepared group of students also had a harder time completing their work successfully. Another bit of data that supports this view is the fact that by Spring of 2018, the level of student non-success in the Philosophy program had returned to the 9% rate that it had been for the last 2 years. This suggests that students who gather experience at LPC develop additional skills to complete courses successfully.

In 2017 we also noted the desire to work on curriculum updates and the successful completion of some of that work. We have continued to update and revise Humanities and Philosophy course outlines over this past academic year, and have also revised the Humanities degree. More on this topic can be found below in Section 4.

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	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
X	Curriculum committee items		Financial/Budgetary		LPC Collaborations	X SLO/SAO Process
	Enrollment Management		Human Resources	X	Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

D. 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 packets available; if your program does not have a data packet, 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: <http://www.laspositascollege.edu/research/progrev.php>
 Course Success Rates Dashboard can be found at the bottom of this page:
<http://www.laspositascollege.edu/research/outcomes.php>

We have noticed a trend in the number of students who are 19 years of younger who are taking our courses. We hypothesize that this may be an effect of an institutional trend. We also have noticed anecdotally that an increasing number of Middle College students are taking our courses which may be a strong contributor to the trend. Interestingly, the increased number of younger students does not seem to have cut much into our service of students over 30 years of (a population that we have noticed decreasing over the last 15 years, and one we have made efforts to support and retain).

Course success rates for Philosophy continue to show a rate of 1% below the set standard. As we have discussed in our past program review cycles, we find that the data used to set our standard to be a poor measure for our metric because of the exceptional nature of the student population that we served at that time relative to the population that we have served since. We would suggest a re-evaluation of that metric based on a year that is more representative of our recent enrollment trends. The most significant factor here is just the difficulty of getting into Philosophy courses on the year that that standard was set. The difficulty of finding a Philosophy class biases our sample to students with more experience, motivation, and skills.

In Humanities courses, we have noticed a trend in a wider variety of grades over the past two years, perhaps due to our new full-time faculty member and a change in expectations and grading standards. We will follow this trend over time to assure that student performance isn't dropping overall and that courses continue to be both accessible and challenging.

* See section C for many references to observations for our IR packets.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Enrollment Management		Human Resources	X	Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

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F. 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 B-E).

One way that students have been positively impacted by work we've been doing is through the creation of new Humanities classes that, in addition to expanding our course offerings, facilitate successful transfer to 4 year institutions, whether as Humanities majors or other discipline majors. HUMN 4 Global Cinemas is being taught for the first time this semester; this course complements the new Global Studies Program. HUMN 11 and 12 were created in Fall 2017 and will be taught for the first time next Fall (2019). All three of these new Humanities courses fulfill local and CSU/IGETC GE requirements, and HUMN 11 and 12 specifically were created to fulfill the common major prep requirements for a BA in Humanities at the CSU level. This will hopefully help attract some Humanities majors in the next few years.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/> Services to Students
<input checked="" type="checkbox"/>	Curriculum committee items		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources	<input checked="" type="checkbox"/>	Pedagogy	Technology Use
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G. Obstacles: What obstacles has your program faced in achieving plans and goals?

The provision of reassigned time for faculty who are also coordinators would give us more time to focus on teaching while successfully completing all of the administrative requirements.

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	Curriculum committee items	<input checked="" type="checkbox"/>	Financial/Budgetary		LPC Collaborations	SLO/SAO Process
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H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

The Humanities Program plans to continue working to update and revise its curriculum offerings and to actively recruit more Humanities majors, or at the very least, maintain or improve our enrollments. We are considering the creation of a Humanities Certificate over the course of the next year. We feel that a certificate would potentially attract many students who are majoring in other fields but who value and enjoy Humanities Cluster courses, whether their intention is to transfer or finish with a local AA. Furthermore, the creation of a certificate would fall in line with the new funding formula's emphasis on the timely completion of certificates and degrees.

We also plan to continue to focus on our DE offerings: both expanding them and ensuring their alignment with the new CVC-OEI standards.

The Philosophy Program is currently offering PHIL 2 Honors and plans to monitor it for success and effects on the Philosophy Program as a whole.

Both the Humanities and Philosophy programs are carefully considering how to schedule a variety of courses on a variety of days and times, a mixture of online and face-to-face courses, so as to best meet student needs, as well as insure robust enrollment.

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X	Enrollment Management		Human Resources	X	Pedagogy		Technology Use
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I. 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).

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Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

The Humanities Cluster's upcoming goals (see above: Section 1, Question H.) reflect a couple of our college's Educational Master Plan goals: A. Educational Excellence and D. Organizational Effectiveness. Our attention to curriculum (e.g. degree and course updates, course modifications, and new course proposals) is in line with both A. and D. in that these efforts will help us better serve our students by streamlining and aiding in their preparation for successful timely transfer. Furthermore, we are determined to create accessible class schedules with a diversity of course offerings (including high-standard DE courses that align with the CVC-OEI standards), and, as time goes by, monitor and analyze student performance to see what is working and how we might improve.

- B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___X__no**

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

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

We hypothesize that Humanities did not meet its program-set standards for the past year due to the years of 2016-17 and 2017-18 being transition years for our new full-time Humanities faculty member, Elizabeth Wing Brooks. Furthermore, we think that the program-set standards of the past years may fall short of Prof. Wing Brooks' higher standards when it comes to successful course completion. Additionally, as stated in our last Program Review and above, the year that established our program set standards was a year with highly motivated students who were very prepared because we offered fewer courses which meant that only students with high enrollment priority and high motivation were able to get classes in the Philosophy Program. For these reasons, we do not think this will or should have an adverse effect on program planning or resource requests.

C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.

Nothing to report.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

Prof. Bodnar has continued to update his knowledge of developments in the field of Philosophy by attending the yearly American Philosophical Association conference with some assistance from the college. Prof. Wing Brooks has signed up to participate in the CVC-OEI course review process this fall and next spring for HUMN 28 DE. She also continues to work with the Teaching Institute here at LPC as a co-organizer for semesterly dinner meetings that focus on teaching excellence as well as collegiality.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

We intend to maintain our engagement with staying current in our fields, taking advantage of on-campus teaching and professional development opportunities, and working to expand and enhance our DE skills and offerings.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: Phil 2 Ethics
Text of CSLO/PSLO/SAO: Effectively apply diverse abstract ethical theories to evaluate contemporary moral challenges.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: Upon completion of PHIL 2, the student should be able to apply diverse abstract ethical theories to evaluate contemporary moral challenges.
SLOs: Assessment data collected from _____ one _____ sections over ___ one _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: In the Spring of 2017 we noticed a significant drop in the success of our Philosophy 2 SLO listed above. We hypothesized that this drop was largely a byproduct of the fact that we had to schedule our course for 8:00 AM, resulting in students with lower priority numbers, lower experience and lower planning skills. This was thought to happen because students had added the course late in the enrollment period (often after courses had begun) because of recent life changes, because other courses were full, or because they had begun planning their schedule late. We suggested that in future semesters without this 8:00 class the success level on this SLO would increase. Our predictions were accurate. Data for the following spring show that mastery on this SLO did increase 30% to 35%, and “above average” increased from 37% to 41%. The instructors for this class have also varied significantly, making solid conclusions about causation difficult to form.

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:

Because student success increased when we changed the time in which we offered the class, we have continued to avoid the early start time for the class.

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

As discussed above, achievement on the SLO increased in a way that co-varies with the time the class is offered. Limited data is taken from all classes for which information was provided in eLumen or (in one case) provided directly to the authors of this report.

DO you plan to continue tracking this SLO in the next year? Explain.

Yes, it will be valuable to see if this trend holds beyond our limited data set.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

HUMN 4 Global Cinemas

Text of CSLO/PSLO/SAO:

Upon completion of HUMN 4, students will be able to analyze major characteristics of global film traditions.

*This is a new course being taught for the first time this Fall 2018; we are curious to see how the students do on the assessment(s) tied to this CSLO.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

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Section Four: 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.

The course outline for PHIL 6 needs updating; we will work on that this year. All of our other courses have recently been updated or are in the process of being updated. Some are in the process of being submitted to the Curriculum Committee for approval (HUMN 3, 7, 10, 28) this Fall 2018.

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.

We submitted a modified degree proposal for the Humanities AA to the Curriculum Committee this fall 2018. We updated the program description, narrative, and course sequence.

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.

Prof. Wing Brooks has signed up to participate in the CVC-OEI course review process this fall and next spring for HUMN 28 DE. She hopes to expand the DE offerings for Humanities courses; most likely applying for HUMN 3, which will soon be called "Introduction to Humanities," to have DE status.