The Comprehensive Instructional Program Review Report

1. College: Laney

Discipline, Department or Program: Humanities-Philosophy

Date: October 15, 2015

Members of the Comprehensive Instructional Program Review Team: Amir Sabzevary

Members of the Validation Team:

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2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

   The primary goals and objectives of the Humanities-Philosophy department are to familiarize students with the study of fundamental questions that arise from different areas of human experience through an integrated approach. The program's main objective is to expose students to the disciplines of Humanities and Philosophy within the modes of *reflection* and *expression*. The former encompasses such areas as philosophy, religion, and history; and, the latter encompasses the visual arts, which include expressions such as painting, sculpture, architecture, photography, film, the performing arts, music, theater, dance, poetry and prose.

   In short, the objective of the Humanities-Philosophy program is to give a sense of wholeness to human experience and provide opportunities in the way of self-development through a synoptic world-view and critical reasoning skills. Furthermore, the program offers lower division prerequisites for four-year Humanities and Philosophy majors.

   The program offers an AA Degree in Humanities. The full-time faculty, with the assistance of the division dean, Phoumy Sayavong, developed an AA degree in Philosophy which was approved in the spring of 2015. The full-time faculty, with the assistance of the division dean, Phoumy Sayavong, is working towards creating an AA Degree in Religious Studies which will be launched in the spring semester of 2016.

Course Offerings

Currently, the Laney Philosophy curriculum includes: Philosophy 1 (Introduction to Philosophy), Philosophy 2 (Social and Political Philosophy), Philosophy 4 (Philosophy of Religion), Philosophy 10 (Logic), Philosophy 14 (Introduction to the Philosophy of Death), Philosophy 20 A-B (History of Philosophy), and Philosophy 37 (Asian Philosophy), all of which meet the Social Science requirements.

The Laney Humanities curriculum includes: Humanities 6 (Introduction to New Testament), Humanities 7 (Introduction to Old Testament), Humanities 30 A (Human Values: Ethics), Humanities 30 B (Human Values: Aesthetics), Humanities 31 A-B (Arts and Ideas of Western Culture), Humanities 40 (World Religions), Humanities 45 (Religion and the African-American Church in America), all of which meet Social Science requirements.

The following are the basic courses that have been offered for the past five years on a regular and consistent basis: Introduction to Philosophy (Phil.1), Logic (Phil. 10), Social and Political Philosophy (Phil. 2), Philosophy 37 (Asian Philosophy) World Religions (Hum 40), and Ethics (Hum 30A). In addition to these regular course offerings, the following courses will also be added to our annual offerings: Philosophy 4 (Philosophy of Religion), Philosophy 14 (Introduction to the Philosophy of Death), Humanities 6 (Introduction to New Testament), Humanities 7 (Introduction to Old Testament), Humanities 16 (Islam), Humanities 30 A (Human Values: Ethics) and, Humanities 30 B (Human Values: Aesthetics). It is hoped that as the department grows it continues to offer more new and innovative courses in the semesters to come.

Needs

The Humanities/Philosophy department has grown exponentially both in terms of course offering as well as student enrollment. There is an immediate ***need to hire an additional Full-Time instructor*** in order to better serve the department as well as the students. The new ***full-time instructor*** can bring about a different teaching pedagogy and perspective which would most definitely make for a richer and more diverse Humanities-Philosophy department.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.
Attach the Curriculum Review Report or Answer these Questions:
- *Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.*
- *What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?*

- *Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?*

The curriculum is current and effective. Since there are no pre-requisites or co-requisites to any of the courses offered by the Humanities-Philosophy department, students can enroll in any class that interest them.

A review of the curriculum course outlines was conducted by the full-time faculty of **All** of the department's course offerings. The following course outlines were updated and approved by the Curriculum Committee in the fall semester of the 2014 and the spring semester of 2015 academic year:

1) Philosophy 1: Introduction to Philosophy
2) Philosophy 2: Social and Political Philosophy
3) Philosophy 4: Philosophy of Religion
4) Philosophy 10: Logic
5) Philosophy 14: Introduction to the Philosophy of Death
6) Philosophy 37: Asian Philosophy
7) Philosophy 20A/B: History of Philosophy (Greek and Modern Philosophy)
8) Philosophy 30: Contemporary Philosophy
9) Humanities 6: Introduction to the New Testament
10) Humanities 7: Introduction to the Old Testament
11) Humanities 16: Introduction to Islam
12) Humanities 30A: Human Values- Ethics
13) Humanities 40: Religions of the World
14) Humanities 30B: Human Values- Aesthetics
15) Humanities 31A/B: Arts and Ideas of Western Culture

New course curricula

The full-time instructor has developed the following new course curricula in the fall semester of 2013 and they are currently being reviewed by the curriculum committee:
1) Introduction to the Philosophy of the Self and Emotions
2) Introduction to the Philosophy of Education
3) Introduction to the Philosophy of Love and Sex
4) Introduction to the Philosophy through Film
5) Introduction to the Philosophy of Woman in Western Cultures
6) Introduction to the History of God and Satan
7) Introduction to Religious Studies

The program offers an AA Degree in Humanities. The full-time faculty, with the assistance of the division dean, Phoumy Sayavong, developed an AA degree in Philosophy which was approved in the spring of 2015. The full-time faculty, with the assistance of the division dean, Phoumy Sayavong, is working towards creating an AA Degree in Religious Studies which will be launched in the spring of 2016.

Both Philosophy and Humanities degrees can be obtained through distance education. The department is very mindful of the social and familial obligations of students outside of academia and ensures that all the required classes towards a degree can be taken both in person as well as through Distance Education.

4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- *How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)*

The department ensures that every instructor create a syllabus in which a section is devoted to the SLO's. In this way students are made aware of the direction and the goal of the course throughout the semester. The department does not yet have a website on but is currently working with Antoine Mehouelley, Senior College Information Systems Analyst, to create one. Once this is accomplished, all pertinent information regarding the department, its courses and course offerings will be made available to students.

Also, all of the program and course SLO's are currently published on Curricnet as well as Taskstream.

 Currently, the program has incorporated student-learning outcome for the following courses:

1) Philosophy 1: Introduction to Philosophy
2) Philosophy 2: Social and Political Philosophy
3) Philosophy 4: Philosophy of Religion
4) Philosophy 10: Logic
5) Philosophy 14: Introduction to the Philosophy of Death
6) Philosophy 37: Asian Philosophy
7) Philosophy 20A/B: History of Philosophy (Greek and Modern Philosophy)
8) Philosophy 30: Contemporary Philosophy
9) Humanities 6: Introduction to the New Testament
10) Humanities 7: Introduction to the Old Testament
11) Humanities 16: Introduction to Islam
12) Humanities 30A: Human Values- Ethics
13) Humanities 40: Religions of the World
14) Humanities 30B: Human Values- Aesthetics

15) Humanities 31A/B: Arts and Ideas of Western Culture

Student Learning Outcomes for the following courses were developed and updated in the spring semester of 2014 academic year and approved by the curriculum committee:

1) Philosophy 1: Introduction to Philosophy
2) Philosophy 2: Social and Political Philosophy
3) Philosophy 4: Philosophy of Religion
4) Philosophy 10: Logic
5) Philosophy 14: Introduction to the Philosophy of Death
6) Philosophy 37: Asian Philosophy
7) Philosophy 20A/B: History of Philosophy (Greek and Modern Philosophy)
8) Philosophy 30: Contemporary Philosophy
9) Humanities 6: Introduction to the New Testament
10) Humanities 7: Introduction to the Old Testament
11) Humanities 16: Introduction to Islam
12) Humanities 30A: Human Values- Ethics
13) Humanities 30B: Human Values- Aesthetics
14) Humanities 40: Religions of the World

The full-time instructor has completed assessing the Student Learning Outcomes for the following courses that have been offered annually:

1) Philosophy 1: Introduction to Philosophy
2) Philosophy 2: Social and Political Philosophy
3) Philosophy 37: Asian Philosophy
4) Humanities 16: Introduction to Islam
5) Humanities 30A: Human Values- Ethics
6) Humanities 40: Religions of the World

The student learning outcomes, at the program level, are aligned with the institutional outcomes in the way of assisting students in possessing a breadth of knowledge and experiences from the areas of the social and natural sciences so that they can act critically, responsibly, intelligently and ethically, resulting in success in both their private as well as social lives.

- *Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.*

A good number of students were having some difficulty fully grasping some of the more difficult concepts in Humanities 30A: Ethics, Humanities 40: Religions of the World and Philosophy 1: Introduction to Philosophy.

In the Ethics course, the difficulty that the students were having involved fully comprehending the SLO that asked to *"Explain the strengths and weaknesses of cultural relativism and subjectivism."*

In the Religions of the World course, the difficulty that the students were having involved fully comprehending the SLO that asked to *"Explain and evaluate the relationship of self to society in Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, Zoroastrianism, Judaism Christianity and Islam."*

In the Introduction to Philosophy course, the difficulty that the students were having involved fully comprehending the SLO that asked to *"Distinguish between Eastern and Western philosophical beliefs systems concerning the natures of knowledge and God, self, free will and ethics."*

After reviewing student's essays in all the three courses, many students expressed the need to have more time so that their writings could be more philosophically comprehensive. They also expressed the need to have more feedback on their previous writings so that they could better approach philosophical ideas and their expressions in a written format. Even though, many students were successful in completing the course and earning a C or better, the full time as well the part time instructors concluded that it would further benefit students if more time was invested in discussing the concepts that pertained to specific SLO's. In addition, more relevant readings and movie clips were utilized to assist students better understand the aspects of the course that were more complex.

- *Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.*

The department must assess two of its new courses: Philosophy 4 (Philosophy of Religion) and Philosophy 14 (Introduction to the Philosophy of Death).

Also, with some minor variation, Laney College Humanities-Philosophy department had been offering the same courses for the past ten years.
1) Philosophy 1: Introduction to Philosophy
2) Philosophy 2: Social and Political Philosophy
3) Philosophy 10: Logic
4) Philosophy 37: Asian Philosophy
5) Humanities 30A: Human Values- Ethics
6) Humanities 40: Religions of the World

This made it rather problematic for many students who were interested or expressed interest in philosophy and humanities. They had taken all the offered courses and were looking to take different courses for various reasons. In addition, the department only offered an AA Degree in Humanities and not in philosophy. Our neighboring colleges not only offered an AA in

Humanities, but also, an AA degree Philosophy and their course offerings were also more diverse and varied.

To remedy the many deficiencies that had plagued the department for many years and rendered it rather stagnant and stale, the full-time instructor created AA degree program in Philosophy, which was approved in spring semester of 2015. In addition, to make the department even more attractive and competitive, the full time instructor created the following new course curricula:

1) Introduction to the Philosophy of Death
2) Introduction to the Philosophy of the Self and Emotions
3) Introduction to the Philosophy of Education
4) Introduction to the Philosophy of Love and Sex
5) Introduction to the Philosophy through Film
6) Introduction to the Philosophy of Woman in Western Cultures
7) Introduction to the History of God and Satan
8) Introduction to Religious Studies

Both the Curriculum Committee and the state approved Introduction to the Philosophy of Death in the spring semester of 2014. All the other new courses are currently being reviewed by the Curriculum Committee.

Finally, for the first time the Humanities-Philosophy Department is offering courses that have not been taught for at least a decade:

1) Philosophy 4: Philosophy of Religion
2) Philosophy 14: Introduction to the Philosophy of Death
3) Philosophy 20 B: Modern Philosophy
4) Humanities 6: Introduction to the New Testament
5) Humanities 7: Introduction to the Old Testament
6) Humanities 16: Introduction to Islam
7) Humanities 30B: Human Values- Aesthetics
8) Humanities 31A: Arts and Ideas of Western Culture

- *Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.*

Both Philosophy and Humanities degrees can be obtained through distance education. The department is very mindful of the social and familial obligations of students outside of academia and ensures that all the required classes towards a degree can be taken both in person as well as through Distance Education.

Online as well as on ground classes demand the same rigor. The department ensures that the required textbooks for the classes and the nature of course work fulfills the SLO's and ILO's.

The full time faculty evaluated two part time faculty members who teach distance education classes and concluded that the classes were very well organized and the students expressed many positive learning experiences.

- *Describe assessment results for courses with multiple sections. Are there similar results in each section?*

The department respects the autonomy of the faculty and their right to practice their own unique teaching pedagogy. When the department does offer multiple sections of the same course, it ensures that all sections of the same course render similar results: fulfilling Slo's and IlO's.

- *Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).*
- *How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.*

The Humanities-Philosophy Department's assessment plan makes sure that:

1) Students are able to research and articulate the core philosophical, religious and artistic expressions within the humanistic traditions.
2) Students are able to apply the appropriate lexicon to discuss philosophical, religious and artistic expressions within cultural socio-economic-historical contextual terms.
3) Critically analyze philosophical, religious and artistic expressions within the humanistic traditions and conduct a cogent argument with a clear thesis that anticipates and responds to key objections.

The following are the manner in which the department tries to ensure that all courses, the manner they are presented and their ultimate goal provide an effective way to achieve the outcomes assessment and accountability initiatives at all levels of the institution:

1) Students will effectively express and exchange ideas through various modes of communication.
2) Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.
3) Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.

5. Instruction:

- *Describe effective and innovative strategies used by faculty to involve students in the learning process.*

Our usage of language in regards to cultural diversity issues is, in a subtle way, an expression of our understanding of not only ourselves, but also, other cultures and traditions. This

understanding and experience, at one time, pertained only to our exposure to a small number of traditions and cultures other than our own. Today, in our society, however, due to the emergence and the explosion of so many different cultures and traditions, our language has become immensely complex, and indeed, pregnant with innumerable levels of meaning- with every level expressing its own unique culture and the way it perceives and experiences the world. Thus, to better understand the consciousness of our society and ourselves, it is not only important, but also crucial, to delve into the study and understanding of as many different cultures and traditions as we possibly can. This experience not only allows us to grow and mature intellectually, emotionally and psychologically, but also, it allows us to become more tolerant and respectful of other cultures as well.

There is a saying in the Near Eastern culture that 'a teacher is a child of his/her time'. In other words, he/she must first be able to study the students, for individually as well as collectively, they bring with themselves a unique background and awareness that prepares them in the way of learning. Also, he/she must be extremely aware of the changes such as cultural and economical, to name a few, that take place in the society. Such changes can, and indeed, do play an important role, not only in directing human thought and behavior, but also, reconstructing social structure as well. And, the awareness of the teacher in regards to the already mentioned elements defines his/her ability as a caring, compassionate and a successful educator and communicator.

An ideal philosophy/Humanities curriculum is one that introduces to students the ways in which different traditions view human existence and consciousness, and their capabilities and potentials. Human being, which according Islamic tradition, can become so evil that even the devil flees from him, or can ascend to such great heights that even the angels become jealous and envious of him. A mixture of Eastern and Western philosophical traditions in which they come to better understand not only how different traditions view the world and the totality of life, but also, how they can come to better understand themselves and their own network of thought. This readies the ground for more discoveries and allows for a better environment for their creativity to flower and reach fruition.

Some twenty-five hundred years ago, Plato said that philosophy begins with a sense of awe and wonder, and everyone has to some extent, experienced this sense of awe, wonder and fascination, regardless of how short-lived those experience may have been. It is this sense of awe and wonder that transcends cultural differences and, at the same time, unifies them. Also, every culture provides its own unique responses to such perennial inquiries. Therefore, a classroom of sixty students, each from a unique culture and background, is in reality a classroom of sixty novice philosophers who have pondered about such inquiries at one time or another. But the art of teaching lies not in simply regurgitating information and expecting students to memorize them, but rather, to teach in a way that brings to life the student's sense of awe, wonder and curiosity. This, I believe, is one of the most powerful ways the art of critical thinking can come into play as well.

Indeed, the most fantastic, rewarding and challenging classroom environment is when these elements of awe and wonder come to be present, for then, the entire classroom participates and becomes engaged in the subject at hand, and hence, there is collaborative learning. This environment in which there is collaborating learning, however, demands only one quality from its students and teachers-- Presence. A quality in which lies the elements of listening, observing, thinking, critiquing, learning, and teaching. I believe each student brings with him or herself a unique personality and each personality has its own different and unique background of experiences that help make up his/her beliefs and world-views. Students participation is an act of sharing that not only opens the door and invites other members of the class to enter and experience a different outlook regarding an issue, but in addition to learning, it also allows the members of the class to challenge those outlooks and ideas. Thus everyone becomes engaged in the act of learning from one another. In short,

participation allows the class members to not only play the role of students but teachers as well. And, this indeed is the greatest wealth diversity can bring into the classroom.

- *How has new technology been used by the discipline, department or program to improve student learning?*

  Another manner through which student engagement is achieved is through the usage of technology. All instructors in the discipline are encouraged to post all course materials on the Moodle learning system. Instructors are also encouraged to present the course materials through a diverse and varied perspectives and genres such as audio lectures, videos, literature, music, etc, in order to give students a richer perspective.

- *How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?*
- *How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?*

Both Philosophy and Humanities degrees can be obtained through distance education. The department is very mindful of the social and familial obligations of students outside of academia and ensures that all the required classes towards a degree can be taken both in person as well as through Distance Education.

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The full time faculty evaluated two part time faculty members who teach distance education classes and concluded that the classes were very well organized and the students expressed many positive learning experiences.

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The student learning outcomes, at the program level, are aligned with the institutional outcomes in the way of assisting students in possessing a breadth of knowledge and experiences from the areas of the social and natural sciences so that they can act critically, responsibly, intelligently and ethically, resulting in success in both their private as well as social lives.

- *Briefly discuss the enrollment trends of your discipline, department or program. Include the following:*
  - *Overall enrollment trends in the past three years*

The enrollment for the Humanities-Philosophy department is strong and steady. Student interest in the department's course offerings is on the rise and it is believed that the enrollment will continue to rise with the **<u>hiring of an additional full time instructor.</u>**

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
HUMAN 30A - HUMAN VALUES/ETHICS	**49**	**36**	**163**	**123**	**164**	**164**	**73**	**149**	**144**
HUMAN VALUES/ETHICS	49	36	163	123	164	164	73	149	144
HUMAN 40 - RELIGIONS OF WORLD	**19**	**98**	**107**	**36**	**137**	**135**	**23**	**100**	**127**
RELIGIONS OF WORLD	19	98	107	36	137	135	23	100	127
HUMAN 49 - I/S - HUMANITIES		**1**							
I/S - HUMANITIES		1							
PHIL 1 - INTRO TO PHILOSOPHY	**48**	**101**	**130**	**125**	**106**	**172**	**85**	**207**	**121**
INTRO TO PHILOSOPHY	48	101	130	125	106	172	85	207	121
PHIL 10 - LOGIC						**44**			**43**
LOGIC						44			43
PHIL 2 - SOC & POLITICAL PHIL		**54**	**56**		**57**	**57**		**22**	**28**
SOC & POLITICAL PHIL		54	56		57	57		22	28
PHIL 37 - INTRO ASIAN PHIL		**35**	**62**		**52**	**24**		**19**	**25**
INTRO ASIAN PHIL		35	62		52	24		19	25
Grand Total	**116**	**325**	**518**	**284**	**516**	**596**	**181**	**497**	**488**

  - *An explanation of student demand (or lack thereof) for specific courses.*

The department has offered only those courses that have historically proven to be successful not only in terms of high enrollments and retention, but also, student success. Those classes that did not meet student's need and were ultimately forced into cancellation and have not been offered.

With some minor variation, Laney College Humanities-Philosophy department had been offering the same courses for the past ten years.

1) Philosophy 1: Introduction to Philosophy
2) Philosophy 2: Social and Political Philosophy
3) Philosophy 10: Logic
4) Philosophy 37: Asian Philosophy
5) Humanities 30A: Human Values- Ethics
6) Humanities 40: Religions of the World

This made it rather problematic for many students who were interested or expressed interest in philosophy and humanities. Many interested students had taken all the offered courses and were looking to take different courses for various reasons, but no new courses were being offered and hence looked at other colleges curse offerings to satisfy their needs. In addition, the department only offered an AA Degree in Humanities and not in philosophy. Our neighboring colleges not only offered an AA in Humanities, but also, an AA degree Philosophy and their course offerings were also more diverse and varied.

- o *Productivity for the discipline, department, or program compared to the college productivity rate:*

	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
HUMAN	17.12	21.77	26.49	26.67	20.00	28.00	15.97	20.75	16.94
PHIL	24.00	23.75	31.00	31.25	26.88	24.75	21.25	20.67	18.08

College productivity rate

	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

- o *Salient factors, if known, affecting the enrollment and productivity trends you mention above.*

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- *Are courses scheduled in a manner that meets student needs and demands? How do you know?*

Yes, courses are scheduled in a manner that meets student needs and demands. The strong and steady enrollment is an indication of that. The department is also experimenting with offering classes in the late afternoons, evenings as well as online classes.

- *Recommendations and priorities.*

Hiring an additional full time instructor

6. Student Success and Student Equity:

- *Describe course completion rates (% of students that earned a grade "C" or better or "Credit") in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?*

| Success | Term | | | | | | | | |
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
HUMAN 30A - HUMAN VALUES/ETHICS	43.48%	50.00%	48.47%	39.02%	52.38%	43.90%	35.62%	41.61%	43.06%
HUMAN 40 - RELIGIONS OF WORLD	59.09%	37.11%	28.97%	61.11%	44.17%	34.07%	78.26%	15.00%	27.56%
HUMAN 49 - I/S - HUMANITIES	NA	100.00%	NA	NA	NA	NA	NA	NA	NA
PHIL 1 - INTRO TO PHILOSOPHY	56.52%	40.45%	35.94%	34.40%	50.00%	30.81%	49.41%	39.61%	26.45%
PHIL 10 - LOGIC	NA	NA	NA	NA	NA	56.82%	NA	NA	69.77%
PHIL 2 - SOC & POLITICAL PHIL	NA	42.59%	47.27%	NA	49.12%	31.58%	NA	13.64%	57.14%
PHIL 37 - INTRO ASIAN PHIL	NA	50.00%	33.87%	NA	23.08%	41.67%	NA	15.79%	76.00%
Grand Total	**51.75%**	**41.97%**	**39.42%**	**39.79%**	**46.27%**	**37.58%**	**47.51%**	**33.20%**	**39.75%**

College course completion standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

- *Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.*

NA

- *Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?*

Department/discipline Distance Education (100% online) course completion rates:

Success	Term								
100% DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
HUMAN	**43.48%**	**50.00%**	**39.37%**	**39.02%**	**45.37%**	**41.23%**	**35.62%**	**34.74%**	**35.32%**
HUMAN 30A - HUMAN VALUES/ETHICS	43.48%	50.00%	39.37%	39.02%	45.37%	43.90%	35.62%	34.74%	43.06%
HUMAN 40 - RELIGIONS OF WORLD	NA	NA	NA	NA	NA	34.38%	NA	NA	20.27%
PHIL	**56.52%**	**36.17%**	**29.51%**	**34.40%**	**48.94%**	**41.44%**	**49.41%**	**20.75%**	**38.33%**
PHIL 1 - INTRO TO PHILOSOPHY	56.52%	36.17%	29.51%	34.40%	48.94%	31.34%	49.41%	20.75%	20.78%
PHIL 10 - LOGIC	NA	NA	NA	NA	NA	56.82%	NA	NA	69.77%
Grand Total	**50.00%**	**41.56%**	**36.17%**	**36.69%**	**46.45%**	**41.30%**	**43.04%**	**29.73%**	**36.39%**

Campus	Laney
Distance Ed	DE100%

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success	**70.05%**	**57.60%**	**50.86%**	**57.64%**	**51.30%**	**54.86%**	**62.58%**	**54.77%**	**51.44%**

- *Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.*

NA

College course completion standard _____

Please insert the data chart here or complete the section below.

*Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?*

NA

- *Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.*

College course completion standard _____

Department/discipline Hybrid course completion rates:

NA

- *Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?*

The differences in course completion rates between face to face and Distance Education/hybrid courses are very minor.

Both Philosophy and Humanities degrees can be obtained through distance education. The department is very mindful of the social and familial obligations of students outside of academia and ensures that all the required classes towards a degree can be taken both in person as well as through Distance Education.

Online as well as on ground classes demand the same rigor. The department ensures that the required textbooks for the classes and the nature of course work fulfill the SLO's and ILO's.

The full time faculty evaluated two part time faculty members who teach distance education classes and concluded that the classes were very well organized and the students expressed many positive learning experiences.

The department respects the autonomy of the faculty and their right to practice their own unique teaching pedagogy. On occasions when the department offers multiple sections of the same course, the department ensures that all sections of the same course render similar results: fulfilling Slo's and IlO's.

After reviewing student's essays in all the three courses, many students expressed the need to have more time so that their writings could be more philosophically comprehensive. They also expressed the need to have more feedback on their previous writings so that they could better approach philosophical ideas and their expressions in a written format. Even though, many students were successful in completing the course and earning a C or better, the full time as well the part time instructors concluded that it would further benefit students if more time was invested in discussing the concepts that pertained to specific SLO's. In addition, more relevant readings and movie clips were utilized to assist students better understand the aspects of the course that were more complex.

The student learning outcomes, at the program level, are aligned with the institutional outcomes in the way of assisting students in possessing a breadth of knowledge and experiences from the areas of the social and natural sciences so that they can act critically, responsibly, intelligently and ethically, resulting in success in both their private as well as social lives.

- *Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?*

Though the retention rates for the program are low the department is determined to improve them. The most important reason for low retention rates have to do with the department's decision to increase the course work load. This was

- *Are there differences in the retention completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.*

NA

Discipline, department, or program retention rates

Campus	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
HUMAN	75.00%	71.09%	68.89%	71.07%	82.02%	72.91%	64.58%	71.49%	57.56%

PHIL	69.57%	75.71%	72.24%	62.40%	73.95%	64.31%	69.41%	69.76%	59.45%

College retention standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.30%		83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

The department has offered only those courses that have historically proven to be successful not only in terms of high enrollments and retention, but also, student success. Those classes that did not meet student's need and were ultimately forced into cancellation and have not been offered.

With some minor variation, Laney College Humanities-Philosophy department had been offering the same courses for the past ten years.

1) Philosophy 1: Introduction to Philosophy
2) Philosophy 2: Social and Political Philosophy
3) Philosophy 10: Logic
4) Philosophy 37: Asian Philosophy
5) Humanities 30A: Human Values- Ethics
6) Humanities 40: Religions of the World

This made it rather problematic for many students who were interested or expressed interest in philosophy and humanities. Many interested students had taken all the offered courses and were looking to take different courses for various reasons, but no new courses were being offered and hence looked at other colleges curse offerings to satisfy their needs. In addition, the department only offered an AA Degree in Humanities and not in philosophy. Our neighboring colleges not only offered an AA in Humanities, but also, an AA degree Philosophy and their course offerings were also more diverse and varied.

- *Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?*

Currently, there are no Philosophy degree awards as the program's AA Degree was only approved in the fall semester of 2015. However, the AA Degree in Humanities has proven to be very successful.

Count of ACAD_PLAN	Academic Year			
Program	2012-2013	2013-2014	2014-2015	Total
Humanities	**36**	**27**	**49**	**112**
Humanities (AA)	36	27	49	112

Number of Awards by Subject Area and Gender at Laney College (2013-2015)

	Female	Male	Unknown	Total
Humanities	66	41	5	112

7. **Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount: 1
  Part-time faculty headcount : 4

  Total FTEF faculty for the discipline, department, or program

  Philosophy: 2.0
  Humanities:2.8

  Full-time/part-time faculty ratio: 4-to-1

  Classified staff headcount

- *Describe your current utilization of facilities and equipment.*
  NA

- *What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.*

  There is need to hire an additional full time instructor.

- *What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.*

  Since all of the on-ground Humanities-Philosophy classes are held in room G266, it is hoped that this classroom will become a smart classroom so that Humanities-

Philosophy instructors can better make use technology. This would greatly help in conveying difficult philosophical concepts through audios and videos.

- *What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.*

  NA

- # Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

_____

8. Community, Institutional, and Professional Engagement and Partnerships:

- *Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.*

  The full time faculty is on various hiring and tenure evaluation committees. Also, the full time faculty has created the Philosophy Club where students gather twice a week to discuss various personal, social, political and religion issues.

- *Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.*

Currently, the department has no connection to the industry, with the exception of a handful of students who every semester are required to enroll in Humanities 30A (Human Values- Ethics). Since this course offers variety of perspectives regarding contemporary dilemmas in the political, social and the environmental spheres, some employers require their employees to enroll in such classes in order to attain a greater awareness pertaining to their field of expertise.

Since humanities and philosophy courses fulfill certain categories of the general education that every student must complete, in particular, Philosophy 10 (Logic), it is

hoped that after completing a course in the humanities and philosophy program, students leave with a better understanding of themselves and the world in which they live.

All of the Philosophy and Humanities courses meet the general education requirements for both AA degree and transfer to four-year institutions. The Philosophy and humanities courses also meet the undergraduate requirement for Bachelor degree in both Philosophy and Humanities. Laney College does offer AA Degrees in both Humanities and Philosophy. The full-time instructor is currently working towards creating an AA degree in Religious Studies.

To help the department grow and to ensure that the curriculum responds to the needs of the constituencies that it serves, the full-time instructor has and will continue to meet with the faculty and the Chair persons of the Humanities and Philosophy Departments of various four-year institution such as CSU San Francisco, CSU Hayward, CSU San Jose, UC Berkeley and UC Davis to not only make necessary refinement to the Laney Humanities-Philosophy program, but also, to adequately prepare students for both lower and upper division courses in the fields of humanities and philosophy.

- *Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.*

    Adjunct instructors are encouraged to remain current in their discipline and also teach new classes so that the program can remain vital and exciting. Adjunct instructors are consulted before they are given their teaching assignments. The department's faculty meets during the Professional Development days to discuss any concerns they may have and share any insights as to how the better the program.

9. **Professional Development:**

- *Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.*

    All the instructors in the program are encouraged to remain current in their discipline and also teach new classes so that the program can remain vital and exciting. All instructors attend various institutional workshops in order to improve and become more aware of usage of online resources and instructional methods.

- *How do you train new instructors in the use of Distance Education platforms? Is this sufficient?*

    All new instructors attend courses and workshops to become proficient in the usage of Distance Education platforms.

10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

The full-time instructor has developed the following new course curricula in the fall semester of 2013 and they are currently being reviewed by the curriculum committee:

      1) Introduction to the Philosophy of the Self and Emotions
      2) Introduction to the Philosophy of Education
      3) Introduction to the Philosophy of Love and Sex
      4) Introduction to the Philosophy through Film
      5) Introduction to the Philosophy of Woman in Western Cultures
      6) Introduction to the History of God and Satan
      7) Introduction to Religious Studies

The program offers an AA Degree in Humanities. The full-time faculty, with the assistance of the division dean, Phoumy Sayavong, developed an AA degree in Philosophy which was approved in the spring of 2015. The full-time faculty, with the assistance of the division dean, Phoumy Sayavong, is working towards creating an AA Degree in Religious Studies which will be launched in the spring of 2016.

The enrollment for the Humanities-Philosophy department is strong and steady. With some minor variation, student interest in the department's course offerings is on the rise and it is believed that the enrollment will continue to rise with the **<u>hiring of an additional full time instructor.</u>**

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Create and offer new courses. With some minor variation, Laney College Humanities-Philosophy department had been offering the same courses for the past ten years. This has been problematic for those students who have been interested or expressed interest in philosophy and humanities but realize that the department only offers a limited courses.

- **Goal 2. Assessment:**

Assess the two new courses: Philosophy 4 (Philosophy of Religion) and Philosophy 14 (Introduction to the Philosophy of Death)

- **Goal 3. Instruction:**

  Hire an addition full time instructor. The department is growing both in terms of enrolment but also course offerings.

- **Goal 4. Student Success and Student Equity:**

  Provide more feedback to students on their submitted work so that they could approach the course materials and course work with more confidence. In this way the students will possess a breadth of knowledge and experiences from course that will hopefully help them can think and act critically, responsibly, intelligently and ethically, resulting in success in both their private as well as social lives.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  To help the department grow and to ensure that the curriculum responds to the needs of the constituencies that it serves, the full-time instructor has and will continue to meet with the faculty and the Chair persons of the Humanities and Philosophy Departments of various four-year institution such as CSU San Francisco, CSU Hayward, CSU San Jose, UC Berkeley and UC Davis to not only make necessary refinement to the Laney Humanities-Philosophy program, but also, to adequately prepare students for both lower and upper division courses in the fields of humanities and philosophy.

- ## Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: Laney
Discipline, Department or Program: Humanities-Philosophy
Contact Person: Amir Sabzevary
Date: 10/15/2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Hiring a full time instructor	1		11
Human Resources: Classified				
Human Resources: Student Workers				
Technology				
Equipment				
Supplies	Office supplies: printer ink, paper, markers, folders, pens, pencils.			
Facilities				
Professional Development				
Other (specify)				

Appendix B

**PCCD Program Review
Alignment of Goals Template**

College: Laney
Discipline, Department or Program: Humanities-Philosophy
Contact Person: Amir Sabzevary
Date: 10/15/15

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Create and offer new course curricula.		
2. Create and offer an AA degree in Religious Studies.		
3. Asses the two new courses: Phil 4 & 14		
4. Hire an additional full time faculty.		
5.		
6.		

Appendix C
Program Review Validation Form and Signature Page

College: Laney

Discipline, Department or Program: Humanities-Philosophy

Part I: First Level Validation: Assessment of department performance and/or needs in specific areas (to be completed by section leads and division dean).

Program Review Elements	Validation	Comments
	In Progress: department is moving to align with college goals *Meets college goals: department aligns with college goals*	**Laney College Goals:** **#1 Student Success:** Develop new and strengthen existing interventions and strategies to increase students' access and success. **#2 Accreditation:** Ensure a collaborative process to successfully complete the necessary actions that lead to the reaffirmation of Laney College's accreditation on an unconditional (non- warning) status. **#3 Assessment:** Ensure completion of the Assessment cycle for SLOs and PLOs. **#4 Resources:** Increase, develop and manage the College's resource capacity in the areas of facilities, technology, personnel, finances and public and private partnerships, in order to advance the quality of education provided.
3. Curriculum: To be completed by curriculum committee representative.	☐ In Progress Meets College Goals	
4. Assessment To be completed by assessment coordinators.	☐ In Progress Meets College Goals	
5. Instruction	☐ In Progress X Meets College Goals	
6. Student Success	☐ In Progress X Meets College Goals	
7. Resources	☐ In Progress X Meets College Goals	
8. Community, Institutional, and Professional Engagement and Partnerships	☐ In Progress X Meets College Goals	

9. Professional Development	☐ In Progress X Meets College Goals	
10. Discipline, Department or Program Goals and Activities	☐ In Progress X Meets College Goals	

Part II. Overall Assessment of the Program Review Report (to be completed by deans).

Review Criteria	**Comments:**
1. The narrative information is clear and all elements of the program review are addressed.	
2. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
3. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
4. The resource requests are connected to the discipline, department or program planning goals and are aligned with the college goals.	

III. Program Review Rating (to be completed by division dean).

Rating	Comments (Required if Improvement Needed)
1. Accepted. Complete the signatures below and submit to the Vice President of Instruction.	
3. Improvement Needed Provide improvement plan that indicates areas in the report that require major revision. Discuss report along with a reasonable timeline for re-submission. Notify the Vice President of Instruction of the need to re-submit. Please note that program reviews that are late run the risk of not being included in the various resource prioritization processes of the college and the district.	

Commented [S1]: Include bullet points to isolate the major changes and signature lines for both dean and department chair.

Improvement Needed Signatures

Discipline, Department or Program Chair (Acknowledgement of Improvement Needed)

_____   _____
_____
Print Name   Signature
        Date

Division Dean

_____   _____
_____
Print Name   Signature
        Date

Part IV. Signatures

Validation Team Lead Signatures

1. Curriculum: Validated by Curriculum Committee Representative(s)

_____   _____
_____
Print Name   Signature
          Date

2. Assessment: Validated by Assessment Coordinator(s)

_____   _____
_____
Print Name   Signature
          Date

3. Division Dean

_____   _____
_____
Print Name   Signature
          Date

4. Received by Vice President of Instruction

_____   _____
_____
Print Name   Signature
          Date

5. Discipline, Department or Program Chair (Acknowledgement of Program Review Rating)

_____ _____
_____
Print Name   Signature
        Date