



## 2018-19 Annual Program Update

### **Program Overview**

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The primary goals and objectives of the Humanities-Philosophy department is 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 modes of *reflection* and *expression*. The former encompasses such areas as philosophy, religion, sociology, politics, psychology 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 mission 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.

Also, the program offers an AA Degree in Humanities and an AA-T degree in Philosophy. In addition the full-time instructor is in the process of developing a local AA degree in Religious Studies.

List your Faculty and/or Staff

Currently, there is one full time and five part time faculty members in the Humanities-Philosophy department. It is hoped that as the department grows in the next few years, an additional full as well as part time as well faculty will be hired.

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

### New course curriculum

The full and part-time instructors are collaborating to develop the following new course curricula in the 2019-2020 academic year:

- 1) Philosophy 7: Introduction to Philosophy through Film
- 2) Philosophy 8: Introduction Philosophy of Love
- 3) Philosophy 11: Introduction to the Philosophy of Education

- 4) Philosophy 15: Introduction Philosophy of Women in Western Cultures
- 5) Philosophy 30: Contemporary Philosophy
- 6) Humanities 10: Introduction to the History of God and Satan
- 7) Humanities 11: Introduction to the Study of Religion
- 8) Humanities 12: Introduction to Sufism

It is hoped that the department will grow as it continues to offer new and interesting courses in the semesters to come.

Currently the program offers an AA degree in Humanities and an AA degree in Philosophy. The full-time instructor has developed an AA degree in Religious Studies which will soon go before the Curriculum Committee.

#### Canvas transition

The department has requested all the data that were inputted into TaskStream so that they could now be inputted in curriqunet.

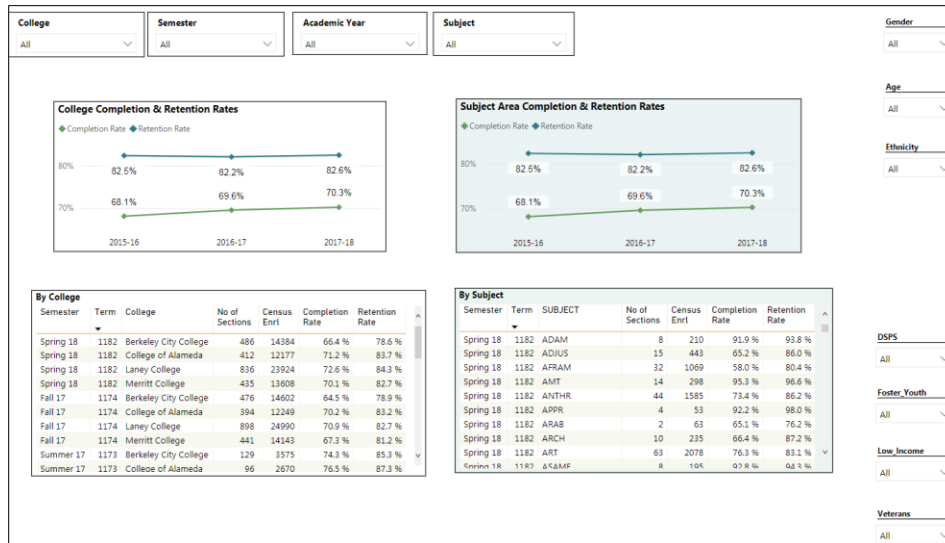
The issues facing the Laney Humanities-Philosophy department are as follow:

- 1) The department lost many sections due to budget constraints last year: almost twenty. The new dean, Mark Fields has made every effort to help revitalize the Humanities-Philosophy programs by bringing back some of those lost sections.
- 2) As the department grows it will have a better chance competing with neighboring colleges that have a stronger Humanities-Philosophy program.
- 3) The department chair has had many difficulties with the Curriculum Committee for the past four years regarding updating courses and proposing new courses. Despite the many complaints raised by the department chair to the Curriculum Committee, its chairs, and various administrators, there is no improvement to the manner in which the Curriculum Committee has approached the department chair and or reviewing Humanities-Philosophy courses, and degree program updates in a timely manner.

Describe your current utilization of facilities, including labs and other space

All of the department's faculty have office spaces, access to technology and smart classroom.

### **Program Update**



### Program Update Power BI dashboard

Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The department remains consistently strong with enrollment, retention, course completion and productivity. It is hoped that as the department will show even better numbers as it grows in course offering as well as hiring additional instructors, both full time and part time.

The data shows that the completion and retention rate for the Philosophy program in the 2017-18 is 66.3% and 79.2% respectively.

The data shows that the productivity for the Philosophy program in the 2017-18 is 18.67 with enrollment being at 480.

The data shows that the completion and retention rate for the Humanities program in the 2017-18 is 70.8% and 81.3% respectively.

The data also shows that the productivity for the Humanities program in the 2017-18 is 17.2 with enrollment being at 928.

It is also noteworthy to mention that in 2017-18 approximately 32 students obtained degrees and certificates in Humanities.

The department remains consistently strong with enrollment, retention, course completion and productivity. It is hoped that as the department will show even better numbers as it grows in course offering as well as hiring additional instructors, both full time and part time.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Active Course Offerings

Currently, the Philosophy curriculum includes: Philosophy 1 (Introduction to Philosophy), Philosophy 2 (Social and Political Philosophy), Philosophy 4 (Philosophy of Religion), Philosophy 6 (Introduction to the Philosophy of Self and Emotions), Philosophy 10 (Logic), Philosophy 14 (Introduction to the Philosophy of Death), 20 A-B (History of Philosophy), and Philosophy 37 (Asian Philosophy), all of which meet the Social Science requirements.

The Humanities curriculum includes: Humanities 6 (Introduction to New Testament), Humanities 7 (Introduction to Old Testament), Humanities 16 (Islam), Humanities 30 A (Human Values: Ethics), Humanities 30 B (Human Values: Aesthetics), Humanities 31 A (Arts and Ideas of Western Culture), Humanities 40 (World Religions), all of which meet Social Science requirements.

The following are the philosophy courses that have been offered for the past two years on a regular and consistent basis: Introduction to Philosophy (Phil.1), Social and Political Philosophy (Phil. 2), Philosophy 4 (Philosophy of Religion), Philosophy 14 (Introduction to the Philosophy of Death), and, Philosophy 20 B (History of Modern European Philosophy).

The following are the Humanities courses that have been offered for the past two years on a regular and consistent basis: Humanities 30A (Ethics), Humanities 30B (Aesthetics), Humanities 31A (Arts and Ideas of Western Culture), and Humanities 40 (Religions of the world).

The fulltime instructor created two new course curricula that have been were approved by the curriculum committee: Philosophy 14- Introduction to the Philosophy of Death; and, Philosophy 6- Introduction to the Philosophy of Self and Emotions. Both these courses are now being offered.

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 and the following course outlines were updated 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 6: Introduction to the Philosophy of Self and Emotions
- 5) Philosophy 10: Logic
- 6) Philosophy 14 (Introduction to the Philosophy of Death
- 7) Philosophy 20 B: History of Philosophy
- 8) Philosophy 37: Asian 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 31A/B: Arts and Ideas of Western Culture
- 15) Humanities 40: Religions of the World

SLO's and Assessments

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 6: Introduction to the Philosophy of Self and Emotions
- 5) Philosophy 10: Logic
- 6) Philosophy 14: Introduction to the Philosophy of Death
- 7) Philosophy 20 B: History of Philosophy
- 8) Philosophy 37: Asian 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 31B: Arts and Ideas of Western Culture
- 15) Humanities 40: Religions of the World

The full-time instructor has assessed the Student Learning Outcomes for the following courses through descriptive and expository writing assignments and essay exams. The student success rate is approximately 75%.

- 1) Philosophy 1: Introduction to Philosophy
- 2) Philosophy 2: Social and Political Philosophy
- 3) Philosophy 10: Logic
- 4) Philosophy 37: Asian Philosophy
- 5) Humanities 16: Introduction to Islam
- 6) Humanities 30A: Human Values- Ethics
- 7) Humanities 40: Religions of the World

It is hoped that the student learning outcomes at the program level will be 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.

New course curriculum

The full-time instructor has developed the following new course curricula in the Spring semester of the 2018 academic year. The following courses are currently pending review and approval by the Curriculum Committee.

- 9) Philosophy 7: Introduction to Philosophy through Film
- 10) Philosophy 8: Introduction Philosophy of Love
- 11) Philosophy 11: Introduction to the Philosophy of Education
- 12) Philosophy 15: Introduction Philosophy of Women in Western Cultures

- 13) Philosophy 30: Contemporary Philosophy
- 14) Humanities 10: Introduction to the History of God and Satan
- 15) Humanities 11: Introduction to the Study of Religion
- 16) Humanities 12: Introduction to Sufism

It is hoped that the department will grow as it continues to offer new and interesting courses in the semesters to come.

Currently the program offers an AA degree in Humanities and an AA degree in Philosophy. The full-time instructor has developed an AA degree in Religious Studies which will soon go before the Curriculum Committee.

Currently there are three separate and distinct Program Learning Outcomes for both Humanities and Philosophy. The PLO's for programs have been going through rigorous and continuous assessment. These assessments have been through persuasive, descriptive and expository writing assignments, essay exams and multiple choice quizzes. Currently, the full and part time instructors are collaborating to find ways to make the programs more interesting and accessible to students.

It must, however, be noted that assessing student learning is a difficult task, since learning resembles seeds that are planted and require time to sprout and grow into maturity. Therefore, one cannot predict when and how it takes place. One of the difficulties pertaining to the fields of humanities and philosophy classes is their existential and multidimensional aspects that can make assessment of any kind enormously challenging.

Education, after all, like any other material good, if not packaged according to desires, capacities and needs of the consumer- the student- will ultimately be indigestible and hence rejected. This, however, does not suggest that the imparted knowledge cannot be parroted back by the pupil. The suggestion here is: Regurgitation of information cannot be an adequate means and measure of assessing success or failure. It is the digestibility of information and its practical utility and not regurgitating that defines success. The goal of the Humanities-Philosophy department at both the course and program level regarding the assessment of student learning is twofold: First, to create an environment where collaborative learning takes place. Once this environment is created, it is hoped that it will bring forth the element of 'presence' which carries within it the qualities of listening, observing, thinking, critiquing, learning, and teaching. These are invaluable tools that will provide enormous assistance to students who decide to further their education.

Aside from attendance, which could demonstrate students interest in the course, they are also evaluated on their engagement in the course and their completion of course work.

Attendance is not only an important part of the evaluation process, but is also crucial to the student's understanding of the course materials, which are needed in doing the course work. Without a firm understanding of the course materials it would be impossible to become properly involved in the course work which could result in a poor course-work performance. Also, without attendance, there can be no participation, and thus, no contribution.

Although every instructor assesses student learning according to his/her own teaching pedagogy, the goal is to have modes of assignments (presentation, papers, quizzes, etc.) where students can demonstrate the areas in which they are most comfortable, qualified and confident. In this way, students are evaluated not only on their knowledge of the course materials, but also their creativity in the way of presenting them.

In addition, learning and understanding is a gradual process and students naturally reveal their understanding and knowledge of the course materials throughout the semester. And, of course to what degree they have matured will be revealed by the ideas they share in the classroom and through their written works.

Finally, as previously mentioned, the enormous challenge facing the instructors in the Humanities-Philosophy department is the constant cancellations of humanities and philosophy classes. This has been a common exercise by the administrators who have abruptly interrupted student's continued interest in the program as well as the department chairs desire and ability to help grow the department in course offering and developing new courses. In the past two years, administrators have cancelled thirteen sections from the department, leaving it with only nine sections altogether. The department chair has repeatedly asked for clarification about the process of cutting classes. The answers have repeatedly been vague, leading the department chair to believe that these decisions are being made arbitrary.

This behavior, of course, is rooted in the social and cultural expressions, especially in the last few decades. The general perception, it seems, is that Humanities and Philosophy have little to contribute to society and the maturation of the human intellect and life in general. Thus, anytime, a budget crisis hits the academic world, it has become a common practice for administrators to cut sections from the Humanities and Philosophy departments. As long as the educational definitions of success and productivity remain a borrowing from the corporate-like hand-book, and as long as administrators remain true believers of that hand book, the Humanities will continue to suffer.

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Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment
NA			
NA			
NA			



**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Estimated Annual Salary Costs</b>	<b>Estimated Annual Benefits Costs</b>	<b>Total Estimated Cost</b>
<b>Personnel: Classified Staff</b>	NA			
<b>Personnel: Student Worker</b>	NA			
<b>Personnel: Part Time Faculty</b>	NA			
<b>Personnel: Full Time Faculty</b>	NA			

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Professional Development: Department wide PD needed</b>	NA	
<b>Professional Development: Personal/Individual PD needed</b>		

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**Prioritized Resource Requests Summary - Continued**

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Supplies: Software</b>	NA	
<b>Supplies: Books, Magazines, and/or Periodicals</b>	NA	
<b>Supplies: Instructional Supplies</b>	NA	
<b>Supplies: Non-Instructional Supplies</b>	NA	
<b>Supplies: Library Collections</b>	NA	

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Technology &amp; Equipment: New</b>	NA	
<b>Technology &amp; Equipment: Replacement</b>	NA	

**Prioritized Resource Requests Summary - Continued**

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Facilities: Classrooms</b>	NA	
<b>Facilities: Offices</b>	NA	
<b>Facilities: Labs</b>		
<b>Facilities: Other</b>	NA	

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated</b>
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		<b>Cost</b>
<b>Library: Library materials</b>	NA	
<b>Library: Library collections</b>	NA	

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>OTHER</b>	NA	