

Instructional Program Review Report

Sierra College, 2017-18

Department/Program Name: Humanities and Philosophy Program

Date Submitted: January 30, 2018

Submitted By: Vernon Martin (chair), Johnnie Terry, Jason File

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your ePAR Report when sending in your Program Review.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

The Humanities and Philosophy programs function by serving two basic types of student community populations. These programs build a knowledge and skill foundation appropriate for students who are: (1) majors interested in transferring to Philosophy and Humanities programs at four-year institutions and, (2) students who are seeking to satisfy the core, lower division requirements at our local and state-wide transfer institutions. Except for Independent Study courses and Internships, all Humanities and Philosophy courses satisfy General Education requirements in several categories for non-majors at the CSUs and UCs in one of several categories.

Courses in the Humanities provide majors and non-majors alike with learning opportunities to develop knowledge, skills, and perspectives that give students a sense of the wholeness of human experience through integrated instruction on art, literature, history, music and philosophy. Some Humanities courses, such as Introduction to Asian Humanities, Introduction to Women, Gender and Religion and Introduction to World Religions use this same approach to focus on the contributions of a specific population or experience.

Courses in Philosophy provide majors and non-majors alike with learning opportunities to explore philosophical concepts and problems to develop knowledge, skills, and perspectives associated with a deeper understanding of the self as an individual and citizen of the world.

1b) How does your program support the district mission, as quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college’s programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate’s and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.”

Humanities and Philosophy Program Support of District Mission

The Humanities and Philosophy programs' degrees and curriculum supports and aligns with the college’s Mission Statement by providing *an academic environment that is challenging and supportive for students with diverse backgrounds, needs, abilities, and goals with a focus on access, equity, and student-centered learning*. The Humanities and Philosophy programs both strongly align with the college’s mission, but in unique and noteworthy ways.

The Humanities program aligns to the above section of the college’s mission statement primarily by offering courses that satisfy GE requirements (CSUS through its three AA degrees, Humanities—General, Humanities—Asian Studies, and Humanities—Diverse Perspectives). These three degrees entail a *diverse and inclusive* curriculum through such courses as Introduction to Women, Gender and Religion, Introduction to Atheism, Introduction to Asian Humanities, and Introduction to World Religions. Introduction to Women, Gender and Religion is cross listed with Women Studies.

Similarly, the Philosophy program’s course offerings entail a *diverse and inclusive* curriculum through courses such as Introduction to Ethics, Philosophy of Religion, Introduction to Philosophy of Women in Western Culture, Philosophy of Science, Introduction to Asian Philosophy, Social and Political Philosophy. These courses allow students to explore various areas of interest while meeting their general education and transfer requirements.

Both programs align with the section of the last section of the mission statement by preparing students with *foundational skills as well as lifelong learning and enrichment*. The Humanities and

Philosophy programs offer core courses through the online modality of Distance Learning.

Approximately 21% of total enrollment in Humanities courses (F14-S17) were delivered through Distance Education (DSR, table 1.b.1), and 24% of the F14–S17 enrollment in Philosophy courses (DSR, table 1.b.2) were delivered through Distance Education. These offerings provide additional means of accessing *foundational skills and lifelong learning* goals for our community members who may not otherwise be able to travel to the Rocklin main campus or the Nevada County Campus and Tahoe Truckee centers.

Table 1.b.1

Enrollment by Location	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Department Total	452	419	427	448	453	403	434
Roseville Gateway							#DIV/0!
Rocklin Campus	253	296	284	274	291	265	277
Tahoe Truckee	27	38	20	42	14	24	28
Nevada County Campus	38	37	36	49	32	30	37
Distance Learning	134	48	87	83	116	84	92

3 Year Enrollment Trend by Location

Table 1.b.2

Enrollment by Location	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Department Total	761	698	656	728	572	626	674
Roseville Gateway							#DIV/0!
Rocklin Campus	604	528	501	492	375	453	492
Tahoe Truckee		11		15	13		13
Nevada County Campus	20	14	18	12			16
Distance Learning	137	145	137	209	184	173	164

3 Year Enrollment Trend by Location

In addition, both Philosophy and Humanities programs align with the college’s mission by *preparing students by offering students the following Associates and Associates for Transfer degrees*: the **Humanities** program offers three AA degrees, (1) Humanities—General, (2) Humanities—Asian Studies, and (3) The AA degree in Humanities—Diverse Perspectives. Each degree provides preparation for upper division course work in Humanities at a four-year university. The **Philosophy** program offers two degrees, (1) Philosophy AA-T degree, and (2) Philosophy AA degree. Both degrees prepare students for upper-division work in Philosophy at a university, but the Associate in Arts in Philosophy for Transfer degree (AA-T) prepares students to transfer into the CSU system to complete a bachelor’s degree in Philosophy or a major deemed similar by a CSU campus.

We find the evidence above consistent with the 2013-2014 Program Review evaluation that concluded the Philosophy and Humanities programs are a “vital, progressive, creative, and invaluable

transfer and GE program that offers a variety of courses to many majors,” thereby serving the districts’ educational goals particularly well, especially in the areas of diversity, critical thinking, and community involvement. We believe the current review reaffirms these findings.

Analysis of Humanities and Philosophy Program Alignment with ISLOs

Department: PHILOSOPHY

Philosophy courses both historically and topically organized and emphasize (1) the analysis of primary sources, (2) the importance of critical thinking, (3) the relationship between conclusions, justifications and logic. By developing reasoning skills, students will strengthen clarity of language usage, fortify argumentation skills and master the language and topics of the discipline of philosophy. The following descriptions detail how the Philosophy program’s courses align with the college’s ISLOs and the ISLO subdivisions. The following alignment descriptions are a result from a fall 2016 department project that invited participation by all department faculty members within the discipline. Contributing members were full-time faculty members, Vernon Martin and Johnnie Terry, and part-time faculty, Mathias Warnes and Heather Roenspie.

PHILOSOPHY 2 – Intro to Ethics

Ethical reasoning squarely fits the “Citizenship: Ethics” ISLO and provides students a rich opportunity to develop verbally and in formal writing and apply ethical reasoning and decision-making skills. Students will explore morality and values and develop skills of empathy, interpersonal competence, and social responsibility as it applies to their own moral decision making related to personal, workplace, and global social justice issues.

Strongly Aligned ISLOs: Communication: Read, Write, Dialogue – 1A, 1B, 1D; Citizenship: Ethics, Diversity, Sustainability/Global Awareness - 4A, 4B, 4C.

Aligned ISLOs: Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D; Critical and Creative Thinking: Inquire, Analyze, Problem Solve – 3A, 3B, 3C.

PHILOSOPHY 4 – Intro to Critical Thinking

Intro to Critical Thinking fits squarely in the “Critical and Creative Thinking” ISLO and provides students a robust opportunity to verbally and in formal writing learn the primary types of inductive and deductive reasoning and their practical applications in everyday situations such as analyzing, criticizing, and advocating ideas, evaluation of arguments, and problem solving.

Strongly Aligned ISLOs: Communication: Read, Write – 1A, 1B; Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D; Critical and Creative Thinking: Inquire, Analyze, Problem Solve – 3A, 3B, 3C; Satisfies IGETC 1B – Critical Thinking and English Composition.

PHILOSOPHY 6 – Intro to Philosophy: Knowledge & Reality

Philosophy 6 provides students a rich opportunity to explore verbally and in formal writing two of the main branches of philosophy: epistemology and metaphysics. Students will explore the method and primary problems of philosophy including argumentation, conceptual analysis, analysis and evaluation of fundamental assumptions and principles of various philosophical systems and philosophical interpretation of primary philosophical texts.

Aligned ISLOs: Communication: Read, Write – 1A, 1B; Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D; Critical and Creative Thinking: Inquire, Analyze, Problem Solve – 3A, 3B, 3C.

PHILOSOPHY 10 – Philosophy of Religion

Philosophy of Religion offers college students a supportive and challenging learning environment to analyze verbally and in formal writing the major philosophical issues associated with religious beliefs. Topics include arguments for God's existence, immortality, the problem of evil, miracles, the distinctions between faith and rationality.

Aligned ISLOs: Communication: Read, Write – 1A, 1B; Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D; Critical and Creative Thinking: Inquire, Analyze, Problem Solve – 3A, 3B, 3C; Citizenship: Diversity, Sustainability/Global Awareness – 4B, 4C.

PHILOSOPHY 12 – Intro to Symbolic Logic

Intro to Symbolic Logic fits squarely in the “Critical and Creative Thinking” ISLO and provides students a robust opportunity to learn the principles of deductive reasoning including formal techniques of sentential and predicate logic.

Strongly Aligned ISLOs: Communication: Read, Write – 1A, 1B; Critical and Creative Thinking: Inquire, Analyze, Problem Solve – 3A, 3B, 3C.

Aligned ISLOs:

Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D

PHILOSOPHY 13– Intro to Asian Philosophy

Philosophy 13 provides students a rich opportunity to explore verbally and in formal writing major philosophies of Asia including Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Topics include immortality, the nature of reality, god, the self, society, transcendence and morality.

Aligned ISLOs: Communication: Read, Write – 1A, 1B; Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D; Critical and Creative Thinking: Inquire, Analyze – 3A, 3B; Citizenship: Ethics, Diversity– 4A, 4B.

PHILOSOPHY 60 – Intro Environmental Ethics

Ethics fits the “Citizenship: Ethics” ISLO and provides students a rich opportunity to explore verbally and in formal writing ethical questions about the relationship between human beings and the environment. Topics include the moral standing of animals, land use and preservation policy, growth and sustainability, and environmental justice.

Strongly Aligned ISLOs: Communication: Read, Write, Dialogue – 1A, 1B, 1D; Critical and Creative Thinking: Inquire, Analyze, Problem Solve – 3A, 3B, 3C; Citizenship: Ethics, Diversity, Sustainability/Global Awareness – 4A, 4B, 4C;

Aligned ISLOs: Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D.

PHILOSOPHY 20– History of Ancient Greek Philosophy

Philosophy 20 provides students a rich opportunity to verbally and in formal writing explore the beginnings of western philosophy and thought. Studies emphasize the Presocratic philosophers, Socrates, Plato, and Aristotle.

Aligned ISLOs: Communication: Read, Write – 1A, 1B; Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D; Critical and Creative Thinking: Inquire, Analyze – 3A, 3B; Citizenship: Ethics– 4A.

Course: PHILOSOPHY 21– Intro to History of Modern Philosophy

Philosophy 21 provides students a rich opportunity to explore verbally and in formal writing the 16th through 18th centuries of western philosophy and thought. Studies emphasize the broad epistemological and metaphysical developments of empiricism and rationalism from Descartes to Kant.

Aligned ISLOs: Communication: Read, Write – 1A, 1B; Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D; Critical and Creative Thinking: Inquire, Analyze – 3A, 3B; Citizenship: Ethics– 4A.

PHILOSOPHY 27 – Intro to Philosophy of Women in Western Cultures

Philosophy 27 provides students a rich opportunity to explore verbally and in formal writing concepts of womanhood and feminism in mythic, classic, medieval and major philosophical traditions. Studies emphasize conceptual images, roles and beliefs about women found in the humanities and philosophy and their impact on equity and justice. This course adopts a global perspective and incorporates issues of race/ethnicity.

Strongly Aligned ISLOs: Communication: Read, Write, Dialogue – 1A, 1B, 1D; Critical and Creative Thinking: Inquire, Analyze, Problem Solve – 3A, 3B, 3C; Citizenship: Ethics, Diversity, Sustainability/Global Awareness – 4A, 4B, 4C;

Aligned ISLOs: Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D.

PHILOSOPHY 30– Intro to Social & Political Philosophy

Philosophy 30 provides students a rich opportunity to explore verbally and in formal writing nature of society and justifications for the authority of the state. Philosophy 30 focuses on how the concepts of the common good, individual rights, liberty, equality, and democracy relate to notions of justice, private property and the legitimate use of state power.

Strongly Aligned ISLOs: Communication: Read, Write, Dialogue – 1A, 1B, 1D; Citizenship: Ethics, Diversity, Sustainability/Global Awareness – 4A, 4B, 4C;

Aligned ISLOs: Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D; Critical and Creative Thinking: Inquire, Analyze – 3A, 3B.

Course: PHILOSOPHY 65 – Introduction to Philosophy of Science

Philosophy of Science provides students a rich opportunity to explore verbally and in formal writing the philosophical foundations for distinguishing science and pseudo-science, questions concerning scientific progress, justification of scientific hypothesis, the nature of scientific revolutions, the possibility of objectivity and the challenges of relativism, feminism and marginalization.

Strongly Aligned ISLOs: Communication: Read, Write – 1A, 1B; Critical and Creative Thinking: Inquire, Analyze, Problem Solve – 3A, 3B, 3C;

Aligned ISLOs: Technological & Information Competency: Access Information, Evaluate & Examine Information – 2C, 2D.

Department: Humanities

Humanities courses acquaint students with the relevant eras, ideas, ideals, values and terminology endemic to the field as expressed in art, music, drama, literature, philosophy and religion. Courses provide opportunities for self-discovery and the construction of a coherent outlook and critical reason. The following descriptions detail how the Philosophy program's courses align with the college's ISLOs and the ISLO subdivisions. The following alignment descriptions are a result from a fall 2016 department project that invited participation by all department faculty members within the discipline. Contributing members were full-time faculty members, Jason File and Vernon Martin, and part-time faculty, Steven Karnes and Mathias Warnes.

Humanities 1 - Classical Humanities

Humanities curricula explore human culture from interdisciplinary perspectives (including history, literature, art, religious studies, philosophy, anthropology, sociology, political science and economics), and so are ideal general education survey courses. Classical Humanities emphasizes reading and writing skills, access and evaluation of sources of information, cultural literacy and points of intercultural contact.

Strongly Aligned ISLOs: Communication: Read, Write - 1A, 1B; Citizenship: Diversity, Sustainability/Global Awareness - 4B, 4C;

Aligned ISLOs: Technological & Information Competency: Access Information, Evaluate & Examine Information - 2C, 2D; Critical and Creative Thinking: Inquire, Analyze - 3A, 3B

Humanities 2 - Modern Humanities

Modern humanities traces the rise of the modern world through the eyes of its greatest writers, painters, scientists, philosophers, economists, theologians, and musicians. It is a fantastic complement to any general education program. Topics include cross-cultural contacts and the development of the scientific method, biological evolution from a liberal arts perspective, and the rise of economic systems such as capitalism and communism.

Strongly Aligned ISLOs: Communication: Read, Write - 1A, 1B; Citizenship: Diversity, Sustainability/Global Awareness 4B, 4C;

Aligned ISLOs: Technological & Information Competency: Access Information, Evaluate & Examine Information - 2C, 2D; Critical and Creative Thinking: Inquire, Analyze - 3A, 3B

Humanities 3 - Asian Humanities

Study of the history and culture of Asia with a emphasis on India, China and Japan. Compare and contrast the culture, history, religion, art, philosophy, and economic systems of various Asian cultures with those of the West; includes a focus on relevant contemporary issues. This is a very important curriculum given our increasingly globalized and multicultural world.

Strongly Aligned ISLOs: Communication: Read, Write, Listen, Dialogue - 1A, 1B, 1C, 1D; Citizenship: Ethics, Diversity, Sustainability/Global Awareness - 4A, 4B, 4C

Aligned ISLOs: Technological & Information Competency: Access Information, Evaluate & Examine Information - 2C, 2D; Critical Thinking: Inquire, Analyze, Express - 3A, 3B, 3D.

Humanities 5 - Classical Roots of the Contemporary Western World

An examination of the Classical World's influence on the Contemporary Western World with special emphasis on theology, body image, love and sex, gender roles, democracy, conceptions of the good life, and entertainment.

Strongly Aligned ISLOs: Communication: Read, Write - 1A, 1B; Citizenship: Ethics, Diversity, Sustainability/Global Awareness - 4A, 4B, 4C;

Aligned ISLOs: Technology and Information Competency - Access Information, Evaluate & Examine Information - 2C, 2D; Critical Thinking: Inquire, Analyze, Express – 3A, 3B, 3D

Humanities 9 - Introduction to Women, Gender and Religion

Religion from a feminist perspective through a cross-cultural examination of major religious traditions of the East and West, as well as tribal faith practices. Emphasis on the historical role of women and gender in relation to contemporary issues of faith, politics and identity.

Strongly Aligned ISLOs: Communication: Read, Write, Listen, Dialogue - 1A, 1B, 1C, 1D; Citizenship: Ethics, Diversity, Sustainability/Global Awareness - 4A, 4B, 4C;

Aligned ISLOs: Technology and Information Competency - Access Information, Evaluate and Examine Information 2C, 2D; Critical Thinking: Inquire, Analyze - 3A, 3B.

Humanities 10 - World Religions

World Religion provides students a unique opportunity for a cross-cultural exploration of the major religious traditions. A sampling of relevant contemporary issues includes Creationism/Evolution, Buddhist meditation, Islamic radicalism and Islamophobia, and sociological shifts away from institutional religion amongst millennials.

Strongly Aligned ISLOs: Communication: Read, Write - 1A, 1B; Diversity, Sustainability/Global Awareness - 4B, 4C;

Aligned ISLOs: Communication: Listen, Dialogue - 1C, 1D; Technology and Information Competency - Access Information, Evaluate and Examine Information - 2C, 2D; Critical Thinking: Inquire, Analyze – 3A, 3B.

Humanities 15 - Introduction to Mythology

Examines the historical and cultural background of major myth systems, considers what these mythologies tell us about universal human experience, and explores their impact on contemporary politics, ethics, and worldviews.

Strongly Aligned ISLOs: Communication: Read, Write - 1A, 1B; Ethics, Diversity, Sustainability/Global Awareness - 4A, 4B, 4C;

Aligned ISLOs: Communication: Listen, Dialogue - 1C, 1D; Technology and Information Competency - Access Information, Evaluate and Examine Information - 2C, 2D; Critical Thinking: Inquire, Analyze – 3A, 3B

Humanities 17 - Introduction to Atheism

An introduction to the philosophy of atheism, its historical roots, major thinkers, and expressions in art, literature and philosophy. Includes a history of free inquiry and thought, secular humanism, humanistic ethics and scientific naturalism. Emphasizes current relevant issues, including the relationship between church and state.

Strongly Aligned ISLOs: Communication: Read, Write, Listen, Dialogue - 1A, 1B, 1C, 1D; Ethics, Diversity, Sustainability/Global Awareness - 4A, 4B, 4C

Aligned ISLOs: Technology and Information Competency - Access Information, Evaluate and Examine Information - 2C, 2D; Critical Thinking: Inquire, Analyze, Problem Solve - 3A, 3B, 3C.

1c) Program offerings align with which of the following mission categories (check all that apply):

XX Transfer Career Technical Education
 Basic Skills **XX Personal Development/Enrichment** **XX Lifelong Learning**

1d) Please analyze your department’s success in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. If any of the following apply to your program, please address them in your analysis.

- **Degrees, certificates, and/or licenses your department has generated:**
 - The number of **Humanities degrees awarded** is quite small for F14-S17 despite an average of 47 declared majors per term. The trend of AA degrees awarded in Humanities is incrementally upward (see DSR, table 1.d.1).
 - This leads us to conclude (unsurprisingly):
 - the majority of students enrolled in Humanities courses do so to satisfy General Education requirements, requirements for transfer, enroll for Personal Development/Enrichment, and/or serve our community of Lifelong Learners.
 - Students who declare Humanities as a major and seek to transfer to a university, do so without obtaining one of the three Humanities AA degrees

Table 1.d.1

Majors	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Humanities	4	1					2.50
Humanities-Asian Studies	6	9	15	7	4	4	7.50
Humanities-Diverse Perspec	4	3	2	1	1	1	2.00
Humanities-General	53	48	46	51	47	35	46.67
							#DIV/0!
							#DIV/0!

Awards	2014-15	2015-16	2016-17	3 Yr Avg
AA	1	2	3	2.00
AS				#DIV/0!
AA-T				#DIV/0!
AS-T				#DIV/0!
Certificate				#DIV/0!
Total	1	2	3	2.00

- Degrees, certificates, and/or licenses your department has generated:
 - The number of **Philosophy degrees awarded** is quite small for F14-S17 despite an average of 39 declared majors per term. The trend of AA-T degrees awarded in Philosophy is slightly upward whereas the trend in AA degrees awarded is in decline - perhaps offsetting one another (see DSR, table, 1.d.2).
 - Similar to the Humanities program, this leads us to conclude (again, unsurprisingly):

- the majority of students enrolled in Philosophy courses do so to satisfy General Education requirements, requirements for transfer, enroll for Personal Development/Enrichment, and/or serve our community of Lifelong Learners.
- Students who declare Philosophy as a major and seek to transfer to a university, do so but only occasionally obtain an AA or AA-T degree.

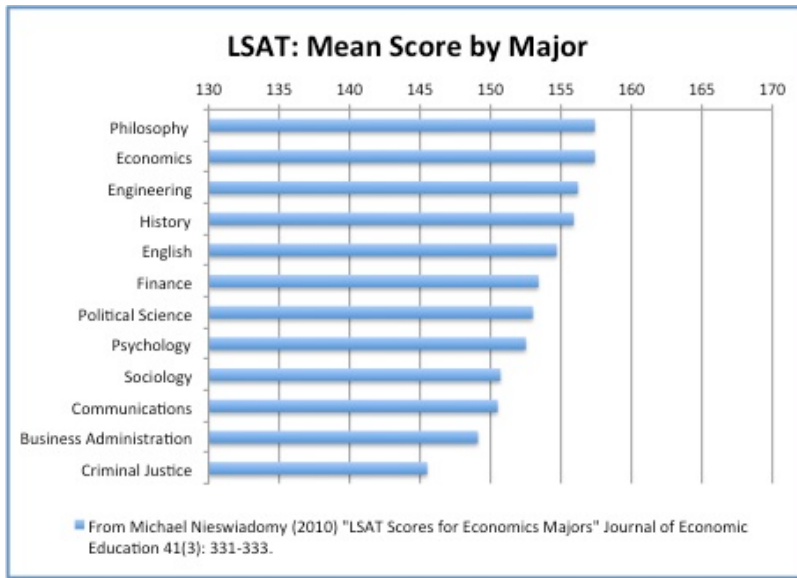
Table 1.d.2

Majors	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Philosophy	41	31	30	29	21	12	27.33
Philosophy for Transfer	24	29	38	49	47	46	38.83
							#DIV/0!
							#DIV/0!
							#DIV/0!
							#DIV/0!

Awards	2014-15	2015-16	2016-17	3 Yr Avg
AA	0	1		0.50
AS				#DIV/0!
AA-T	3	9	5	5.67
AS-T				#DIV/0!
Certificate				#DIV/0!
Total	3	10	5	6.00

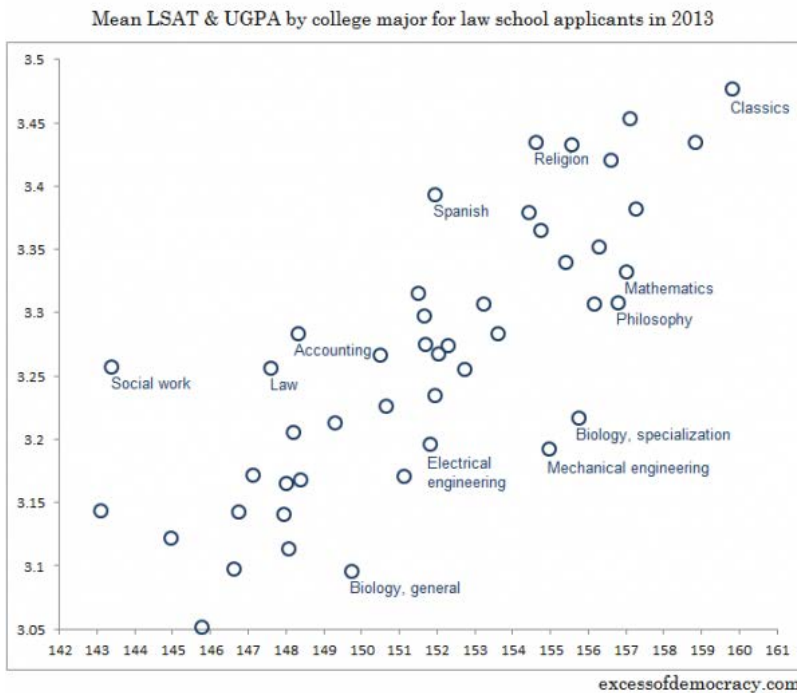
- **Job placement or labor market information for your program's awards and licenses.**
 - Humanities and Philosophy two-year programs do not have an obvious or direct career connection. However, the following information is important to consider when evaluating a two-year educational program in terms of career and workplace preparation.
 - Humanities majors, however, according to Inside Higher Ed, January 2014, "Liberal Arts Grads Win Long-Term," in a joint study by the Association of American Colleges and Universities (AAC&U), and the National Center for Higher Education Management Systems, Humanities majors exemplify many of the traits employers say they want in the ideal employee: someone who has a broad knowledge base, who can collaborate to solve problems, debate, communicate and think critically. Those are all outcomes that align with the humanities program and courses.
 - Philosophy students learn to analyze and evaluate arguments and express themselves cogently. These analytical skills are assets to students in numerous areas of study, but philosophy students are particularly well prepared for law school entrance examinations (LSAT).
 - Philosophy is a foundational element of legal practice. The Socratic method -- a standard teaching approach in American legal education -- is derived from philosophy. The study of logic, one component of the discipline of philosophy, helps develop analytical reasoning skills. Because philosophy is one of the few undergraduate programs to devote part of its curriculum to the study of logic, students who major in philosophy score very high on the LSAT than most other majors (table 1.d.3). It should be noted that the same 2013 study showed students majoring in Classics scored highest on the LSAT (table 1.d.4).

Table 1.d.3



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Table 1.d.4



- According to Inside Higher Ed, January 2014, "Liberal Arts Grads Win Long-Term," a joint project by the Association of American Colleges and Universities (AAC&U), and the National Center for Higher Education Management Systems identified Humanities majors as exemplifying many of traits employers say they want in the ideal employee: someone who has a broad knowledge base, who can collaborate to solve problems, debate, communicate and think critically. Those are all student learning outcomes that the Humanities program expects students to achieve at the course and program level.

- In a 2014, Hart Research Associates surveyed 400 employers whose organizations have at least 25 employees and report that 25% or more of new hires hold either an associate degree from a two-year college or a bachelor's degree from a four-year college and found the following:
 - Nearly all those surveyed (93 percent) say that “a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major.”
 - More than 9 in 10 of those surveyed say it is important that those they hire demonstrate ethical judgment and integrity; intercultural skills; and the capacity for continued new learning.
 - More than 75% of employers say they want *more emphasis* on 5 key areas including: critical thinking, complex problem-solving, written and oral communication, and applied knowledge in real-world settings.
 - Employers endorse several educational practices as potentially helpful in preparing college students for workplace success. These include practices that require students to a) conduct research and use evidence-based analysis; b) gain in-depth knowledge in the major and analytic, problem solving and communication skills; and c) apply their learning in real-world settings.

- **The contribution your program makes to student transfer.**
 - The Humanities and Philosophy department is primarily geared towards transfer students. The Humanities program offers 10 courses and Philosophy 12 – all 22 meet the General Education Breadth Requirements for transfer to CSUs and UCs in at least one category.
 - For F14-S17, the 3-year average of total course sections offered by the Humanities and Philosophy program was 36 sections per fall and spring terms.
 - Data from the campus-wide R4S program mapping project reveals that Philosophy courses show up 33 times in other program maps as recommended GE electives. That is, Philosophy courses showed up on other program's 2-year maps 33 times.
 - Data from the campus-wide R4S program mapping project reveals that Humanities courses showed up 22 times in other program maps as recommended GE electives. That is, Humanities courses showed up on other program's 2-year maps 22 times.
 - While most (11 of 12) Philosophy courses meet General Education Breadth requirements in Area C. Humanities: Literature and Language, Philosophy 4 and 12 transfer in Area D. Language and Rationality, 2. Communication and Analytical Thinking, Philosophy 13 and 27 transfer in Area F (Multicultural Studies).
 - Humanities 1, 2, and 3 meet General Education Breadth requirements in Area C. Humanities: Literature and Language
 - Humanities 3, 9, and 10 meet Area F. Multicultural Studies; and Humanities 3 meets Area B. Social and Behavioral Sciences, Behavioral Science; and Humanities 9 meets Area B. Social and Behavioral Sciences, Social Sciences requirements.
 - Humanities 5, 9, 10, 15, 17, 20, and 21 meet General Education Breadth requirements in Area C. Humanities: Literature and Language

- The department also offers several AA degree possibilities:
 - AA in Philosophy, AA-T in Philosophy
 - Required core course for the Philosophy AA degree are: Philosophy 12, 20, and 21;

- for the Philosophy AA-T degree they are: Philosophy 2 or 6, and 12.
- AA in Humanities: General, AA in Humanities: Diverse Perspectives and AA in Humanities: Asian Studies.
 - Each of these degree patterns provides majors with the required lower division classes for each major at CSUS.
 - The core courses for all of the AAs in Humanities are: Humanities 1, 2, and 3.

1e) Optional Additional Data: Comment on any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program’s curricula, including discussion of any recent or projected changes. Please describe your process for evaluating and revising curriculum, including the use of SLOs.

- All courses in the Humanities program went through curriculum review during 2015-16
 - All areas of curriculum COR were reviewed and updated where needed.
 - All courses offered through distance education were updated to reflect the federal financial aid requirements describing course plans ensuring “regular and substantive interaction.”
 - All course outcomes were reviewed and updated where needed.
- All courses in the Philosophy program went through curriculum review during 2015-17
 - A noteworthy change was made to Philosophy 4 – Introduction to Critical Thinking which now satisfies the IGETC 1B, Critical Thinking and Composition requirement adding to the only two other courses satisfying that requirement, ENGL 1B, 1C.
 - All areas of curriculum COR were reviewed and updated where needed.
 - All courses offered through distance education were updated to reflect the federal financial aid requirements describing course plans ensuring “regular and substantive interaction.”
 - All course outcomes were reviewed and updated where needed.

Please describe and analyze any effects of R4S and other developments in curriculum and program planning.

- During Fall 2016 full-time and part-time faculty member of the Humanities and Philosophy departments develop a two-year map for all five of its degree programs. Humanities full-time faculty, Jason File, Vernon Martin, and part-time faculty Steven Karnes were assisted in developing 2-year academic maps for (1) Humanities AA-Humanities General, (2) AA-Diverse Perspectives, (3) AA-Asian Studies by faculty counselor, Susie Le. Philosophy full-time faculty, Vernon Martin and part-time faculty, Alistair Moles was assisted by faculty counselors Blake Rood in developing 2-year academic maps for (4) Philosophy AA-T, and (5) Philosophy AA.
- There are many reasons why Sierra College attendees enroll in Humanities and Philosophy course. Our courses offer unique learning opportunities in our contemporary culture to engage in self exploration while studying the history of ideas. That said, the fact remains that the majority of students enrolled in Humanities and Philosophy courses are motivated to do so, at least in part, in order to satisfy GE transfer requirements. In other words, most of the students in our classrooms are not Philosophy and Humanities majors. We recognize this as an opportunity to explore inter-department discussions about our curriculum and how we can integrate interdisciplinary approaches in creating learning environments that are relevant to non-philosophy and non-humanities majors.
- For instance, Philosophy 2 – Introduction to Ethics shows up on a number of other program maps, most notably on Business major maps. Given the number of business majors enrolled at the college (Spring 2017 = ~3,000 majors), it makes sense to integrate examples and ethical problems that arise in the areas of business where economic imperatives appear at odds with moral sensibilities.
- Another example is where Philosophy 65 – Philosophy of Science and Philosophy 60 – Introduction to Environmental Ethics shows up on several science discipline's 2-year maps. It makes sense, then, to work collaboratively with the Chemistry and Environmental Studies and Sustainability departments to determine how they hope their science students to be transformed by taking these philosophy courses and then to integrate those ideas into the classroom delivery of those learning goals.
- The sentiment on part of the Humanities and Philosophy department faculty is marked by openness and enthusiasm in modifying teaching methods to make our course curriculum relevant and valuable to our community of learners.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

- For Fall 2014 – Spring 2017 Student Learning Outcome assessment has become a regular and systematic part of our department's work every term. Faculty are typically assigned at least one SLO assessment each term. During Planning & Assessment Day each term our part-time and full-time faculty members review anonymized assessment results - between 6 and 10 per term. Assessment results are discussed and interpreted to identify areas of noteworthy outcome achievement and to record when outcome performance falls below expectations.

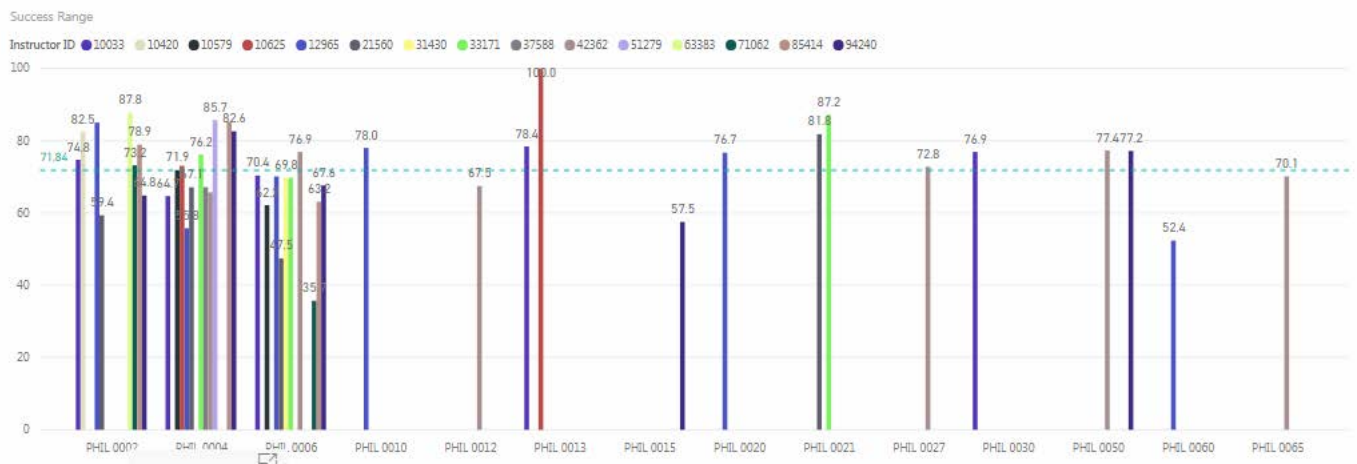
- Most often, planning and improvement based on evidence of student learning happens in the form of changes in the way an instructor prepares and assesses student learning. For example, past improvement plans from 2014 – 2017 have included: (1) adopting more effective course materials – Philosophy 2; (2) developing practice exercises for students to access prior to deploying an exam – Philosophy 4, 6, Humanities 1, 2;
- Assessment results from Philosophy 12 – Introduction to Symbolic Logic prompted the department to integrate a PASS peer tutor to provide in-class and out-of-class tutoring for students seeking additional academic support.
- While tangentially related to outcome achievement, during the Spring 2018 Department Collaborative Inquiry session we began looking at course success rates across the Humanities and Philosophy programs.
- Table 2.b.1 shows a variation of course success rates across all Humanities courses ranging from 35% to 88%

Table 2.b.1



- Table 2.b.2 shows a variation of course success rates across all Philosophy courses ranging from 35% to 100%

Table 2.b.2



- During the Spring 2018 Department Collaborative Inquiry session and during the Post-Conference department meeting March 16, 2018, the Philosophy and Humanities departments each picked one course (shown below) that had significant variations in success rates and then collaborated to develop the following action plans:

Table 2.b.3 Phil 4

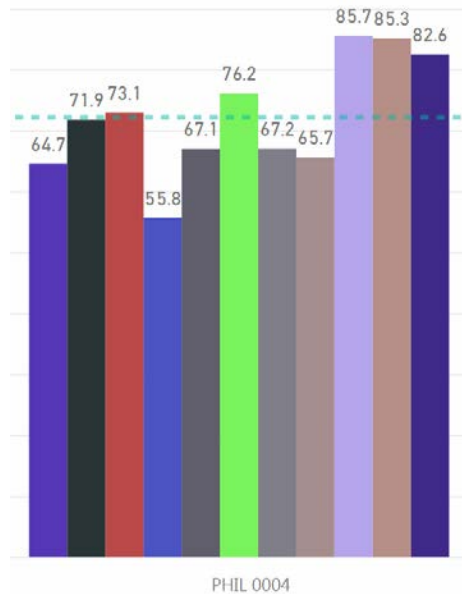
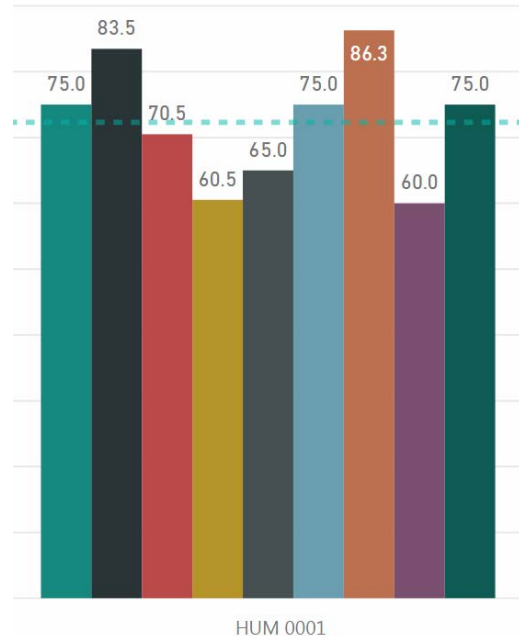


Table 2.b.4 Hum 1



- Philosophy 4 – Introduction to Critical Thinking instructors wanted to gain a common expectation of outcome achievement for the deductive logic portion of the curriculum. During Spring 2018, Philosophy faculty will select 10 common logic problems which will be used by each individual instructor to assess outcome achievement. Faculty will identify and adopt a common scoring system and begin using these common problems in their outcome assessments starting Fall 2018.
- Philosophy 4 instructors wanted to identify a common set of expectations and outcome performance levels for CSLO 3, “Construct a clear, coherent, and cogently reasoned argumentative essay.” We identified six criteria that would serve as the beginning of a common assessment rubric to be used to evaluate outcome achievement. During Spring 2018 Philosophy faculty will identify four descriptive performance ratings for each of the six criteria. Faculty will begin using this common rubric to assess outcome achievement starting Fall 2018.
- Humanities 1 – Introduction to Humanities instructors began collaborating on assessment tool strategies for how to evaluate student outcome achievement in CSLO 2, “Analyze themes, styles, and techniques of art reflective of the Ancient through Medieval worlds.” Faculty lead, Jason File determined that more faculty voice needed to be included, so he will plan a Flex workshop late in the Spring 2018 semester in hopes of reaching a more common understanding of what course outcome achievement looks like in practice, and develop some common methods of assessment measurement for the same outcomes. Faculty will begin using this more common understanding and assessment practice to assess outcome achievement starting Fall 2018.

- Due to the variation among individual faculty about (1) what course outcome achievement looks like in practice, and because faculty use (2) different methods of assessment for the same outcome (e.g. in-class multiple-choice exams, take-home essays, and because (3) faculty use different tools used to evaluate outcome achievement (e.g., no rubric, descriptive analytic rubric, holistic rubric) it has often been difficult to reach a consensus on what the different individual course assessment results mean in terms of actionable improvement plans that could be employed for the sake of improving SLO outcome achievement.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

- For both the Humanities and Philosophy program our goal is to complete assessments for all course outcomes within a 3-year cycle. However, we are occasionally forced to modify this goal due to changes in the schedule or when sticking to the goal creates an undue burden for an individual faculty member. As shown below in table 2.b.5, the actual number of outcome assessments is close to our ideal target.

Table 2.b.5

Calendar Year	2013	2014	2015	2016	2017	Grand Total
Humanities Total	10	8	8	2	6	34
HUM 0001	2	3	2		3	11
HUM 0002	1		2		1	4
HUM 0003	2			1		3
HUM 0005	1		1			2
HUM 0009	2	2	1			5
HUM 0010		2		1	1	4
HUM 0015	1		2			3
HUM 0017	1	1			1	3
HUM 0020			Not Offered			0
HUM 0021			Not Offered			0
Calendar Year	2013	2014	2015	2016	2017	Grand Total
Philosophy Total	17	13	8	10	8	56
PHIL 0002	5	3	1	1		10
PHIL 0004	6	3			3	12
PHIL 0006	4		2	1	1	8
PHIL 0010			1	2		3
PHIL 0012	1	3		2		6
PHIL 0013		1		1		2
PHIL 0020		1	1	1	2	5
PHIL 0021			1	1	1	3
PHIL 0027	1			1		2
PHIL 0030			1			1
PHIL 0060		2	Not Offered			2
PHIL 0065			1		1	2

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

- Both part-time and full-time Humanities and Philosophy faculty participate as often as possible in college-wide flex week workshops, department meeting, and Planning & Assessment Day meetings. As noted above, each term during Planning & Assessment Day our part-time and full-time faculty members meet together to review anonymized assessment results – usually 6-10 Student Learning Assessment Summary forms per term. Assessment results are discussed and interpreted to identify areas of noteworthy outcome achievement and to record when outcome performance falls below expectations to establish prioritized improvement plans for short and long-term goals.

2d) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program’s effectiveness and explain why.

3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Identify and explain the three-year trends in your program’s data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Address separately the data for on ground and on-line course. Evaluate the significance of the trends, including any challenges experienced by the program and any relevant data/analysis from your course and program outcomes assessments. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program’s performance, please describe how you plan to achieve this goal. Please include the results of your outcomes assessments, as appropriate.

Humanities Program: Retention

DSR data for F14-S17 shows the **overall** (on ground and online) Humanities program’s three-year **retention** rates of 86% is slightly higher than the District’s average of 85%. In addition, the program’s current three-year average is a slight improvement from the previous two three-year averages of 85% during F10-S13 and 85% from F07-S10.

The F14-S17 **online** retention average of 84% is a slight improvement from 81% during F10-S13. Additionally, other than a slight dip in F14 and a slight peak in S17 there are no signs of significant variation among the overall retention rates for F14-S17 semesters. If there is a trend, it is slight upward trend toward improvement. See the Table 3.a.1 below.

Table 3.a.1

HUM Retention	F14	S15	F15	S16	F16	S17	3 Yr Avg
District	85%	85%	85%	85%	86%	86%	85%
Humanities Overall	82%	87%	86%	85%	86%	91%	86%
Humanities Online	87%	77%	85%	77%	85%	89%	84%

Humanities Program: Success

DSR data for F14-S17 shows the **overall** (on ground and online) Humanities three-year **success** rates of 73% match the District’s averages. In addition, the program’s three-year average of 73% is a 3% improvement from F10-S13 (70%), which itself was an improvement from F07-S13 (68%). Additionally, online success averages of 74% for F14-S17 is a 4% improvement from F10-S13 (70%). See Table 3.a.2.

Table 3.a.2

HUM Success	F14	S15	F15	S16	F16	S17	3-Yr Avg
District	72%	73%	72%	72%	73%	73%	73%
Humanities Overall	66%	76%	71%	75%	75%	77%	73%
Humanities Online	75%	71%	77%	70%	78%	75%	74%

Humanities Program: Success by Ethnicity and Equity Populations:

During the fall 2017 flex meeting, faculty members examined the DSR data for success by ethnicity and equity populations for F14-S17. We observed that some ethnic populations were regularly succeeding at substantially lower success rates than the average. In particular, African American, Pacific Islander, and Other/Multi-Ethnic success rates were highlighted showing disparate impact on these student populations. See Table 3.a.3 below.

Humanities

Liberal Arts

Retention/Success by Ethnicity	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17		3 Yr Avg
	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	
African American Ret.	10	60%	6	67%	12	83%	7	86%	12	83%	9	89%	79%
African American Succ.		30%		67%		33%		71%		50%		78%	52%
Amer Indian/Alaskan Nat Ret.	3	100%	8	75%	5	80%	7	100%	10	90%	7	100%	90%
Amer Indian/Alaskan Nat Succ.		33%		75%		80%		100%		80%		86%	80%
Asian Ret.	17	94%	20	95%	18	94%	24	96%	34	79%	38	95%	91%
Asian Succ.		88%		80%		72%		79%		74%		82%	79%
Filipino Ret.	8	88%	11	82%	6	83%	6	100%	9	89%	11	91%	88%
Filipino Succ.		75%		64%		67%		100%		56%		63%	69%
Hispanic/Latino Ret.	58	88%	70	90%	78	83%	66	82%	81	85%	68	91%	86%
Hispanic/Latino Succ.		74%		76%		76%		65%		69%		75%	72%
Pacific Islander Ret.	1	100%	4	50%	4	75%	2	50%	2	100%	3	100%	75%
Pacific Islander Succ.		0%		25%		75%		50%		100%		100%	63%
Other/Multi-Ethnic Ret.	8	100%	5	100%	4	100%	2	50%	1	100%	1	100%	95%
Other/Multi-Ethnic Succ.		38%		40%		75%		50%		100%		100%	52%
Unknown/Declined Ret.	6	67%	4	50%	2	0%	5	80%	2	67%	1	100%	62%
Unknown/Declined Succ.		67%		50%		0%		80%		67%		100%	62%
White Ret.	341	81%	291	87%	298	87%	329	85%	301	87%	265	91%	86%
White Succ.		66%		78%		72%		75%		78%		77%	74%
Disparate Threshold (Succ.)		53%		62%		58%		60%		63%		62%	60%

A closer look at some of these disparately impacted student groups reveals that these populations are relatively small (ranging from 2 to 12 students). Rather than our department conceptualizing these small numbers as insignificant, we looked at it from the other direction; namely, that equity gaps could be significantly narrowed simply by affecting the success of one, two, or three students per term. For example, in Fall 2016, 6 of 12 African-American students successfully completed their Humanities courses. Affecting success for two additional students that term would change the success percentage from 50% to 67%. The department dedicated

itself to improving equity through the following actions:

- Faculty will begin Starfish Early Alert training to catch those students who begin to show problematic attendance and performance patterns.
- Encourage faculty to enroll in the @ONE faculty training course on Creating a Culturally Responsive Classroom.
- Encourage faculty to enroll in CORA – Teaching Men of Color in the Community Colleges.
- Encourage faculty to announce the presence of student support programs such as Umoja, Puente, TRIO, Guardian Scholars.
- Advertise the Student Engagement Centers in classroom announcements.

Humanities Program: Outcomes and Assessment

Student Learning Outcome assessment has become a regular and systematic part of our Humanities department's work every term. During each term's Planning & Assessment Day anonymized assessment results are reviewed, discussed, and interpreted to identify areas of success and when outcome performance falls below expectations. Faculty are typically assigned at least one SLO assessment each term. When improvement plans are an appropriate response to evidence of student learning, the response is typically focused on changing the way an instructor prepares and assesses student learning. For example, past improvement plans from 2014 – 2017 have included developing practice exercises for analyzing works of sculpture and paintings to prepare students to be able to perform such tasks on exams.

Since Fall 2017, however, the Humanities faculty have come to realize that the SLOs themselves are not working well as a common tool to gather evidence of student learning. That is, the outcome description is not an effective tool due to: (1) the variation among individual faculty about what the outcome means, and (2) what counts as outcome achievement in terms of performance levels and expectations. The Humanities department dedicated itself to improving the meaningfulness of outcome assessment through the following actions:

- Faculty lead, Jason File will plan a Flex workshop late in the Spring 2018 semester in hopes of reaching a more common understanding of what course outcome achievement looks like in practice, and develop some common methods of assessment measurement for the same outcomes. Faculty will begin using this more common understanding and assessment practice to assess outcome achievement starting Fall 2018.

Conclusions: Humanities program overall has been performing well in terms of overall retention and success rates, and the general trend across the 3-yr period is positive improvement. Our faculty attempt to strike an appropriate balance between increasing retention/success rates, and maintaining outcome achievement in academically rich and rigorous courses. Student equity gaps in success are a clear concern, and the full-time and part time faculty are committed to improving student success across the board, and engaging in specific action plans to close success gaps for student populations where they exist. The following are noteworthy trends and observations on retention and success rates:

- Program 3-yr retention average is slightly higher than District averages, and the 3-yr retention average is the program’s highest average to date.
- Program 3-yr success averages mirror the District averages at 73%. This too is an all-time high with a notable high water-mark of 77% for S17.
- Online Humanities courses show a positive trend in student retention and success rates with a 3-yr average of 84% and 74% respectively. These 3-yr averages are an all-time high for the program’s distance learning modality.
- The Humanities department regularly assesses all of its active courses and is dedicated to improving the meaningfulness of outcome assessment as a tool to improve student learning by establishing common meanings and expectations for outcome achievement.
- Student equity is an important professional and moral issue to the Humanities faculty, and we look forward to implementing those five action items noted above so that no student populations encounter inequitable success gaps.

Philosophy Program: Retention

The overall (on ground and online) **Philosophy** program’s three-year **retention** is slightly below the District average. DSR data for F14-S17 shows the Philosophy program’s 3-yr average at **83%** whereas the District’s average for the same time period is **85%**. The Philosophy program’s 3-yr retention average of 83% is a slight decrease from the previous 3-yr average for F10-S13 (84%), but matches the F07-S10 3-yr average of 83%. And the F14-S17 online retention average of 84% is a slight improvement from 81% during F10-S13. The online retention dip during F14 and F16 may account for the slight slip in the overall 3-yr average. See Table 3.a.4 below.

Table 3.a.4

PHIL Retention	F14	S15	F15	S16	F16	S17	3 Yr Avg
District	85%	85%	85%	85%	86%	86%	85%
Philosophy Overall	80%	85%	86%	84%	82%	93%	83%
Philosophy Online	66%	79%	78%	80%	71%	78%	75%

Philosophy Program: Success

DSR 3-yr success rates are close, but somewhat lower than the District’s averages. DSR data for F14-S17 shows the Philosophy program’s 3-yr average at **69%** and the District’s average for the same time period, **73%**. The program’s 3-yr overall success average of 69% for F14-S17 is, however, a 1% improvement from F10-S13 (68%), and a 4% improvement from F07-S13 (65%). Additionally, online 3-yr success averages of 62% for F14-S17 is a 3% improvement from F10-S13 (59%). See Table 3.a.5 below

PHIL Success	F14	S15	F15	S16	F16	S17	3 Yr Avg
District	72%	73%	72%	72%	73%	73%	73%

Philosophy Overall	67%	71%	72%	69%	69%	69%	69%
Philosophy Online	53%	66%	64%	65%	63%	60%	62%

Philosophy Program: Success by Ethnicity and Equity Populations:

During the fall 2017 flex meeting, faculty members examined the DSR data for success by ethnicity and equity populations for F14-S17. We observed that some ethnic populations were regularly succeeding at substantially lower success rates than the average. In particular, African American, Pacific Islander, and Other/Multi-Ethnic success rates were highlighted showing disparate impact on these student populations. See Table 3.a.6 below

Philosophy

Liberal Arts

Retention/Success by Ethnicity	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17		3 Yr Avg
	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	Enr.	%	
African American Ret.	35	80%	14	64%	23	91%	25	72%	29	83%	26	69%	78%
African American Succ.		46%		36%		74%		48%		52%		31%	48%
Amer Indian/Alaskan Nat Ret.	6	83%	3	100%	5	100%	5	100%	13	77%	8	100%	90%
Amer Indian/Alaskan Nat Succ.		17%		100%		80%		100%		62%		75%	67%
Asian Ret.	42	86%	29	90%	31	90%	43	77%	51	77%	43	93%	85%
Asian Succ.		81%		83%		84%		65%		63%		81%	75%
Filipino Ret.	16	81%	8	100%	7	71%	12	92%	16	88%	29	79%	84%
Filipino Succ.		69%		75%		71%		83%		81%		69%	74%
Hispanic/Latino Ret.	118	78%	112	79%	107	85%	116	86%	97	88%	101	81%	83%
Hispanic/Latino Succ.		65%		65%		69%		58%		70%		62%	65%
Pacific Islander Ret.	1	100%	6	50%	4	75%	10	90%	3	33%	2	100%	73%
Pacific Islander Succ.		100%		17%		50%		90%		33%		100%	62%
Other/Multi-Ethnic Ret.	6	67%	3	33%	7	86%	6	100%			1	100%	78%
Other/Multi-Ethnic Succ.		50%		0%		57%		67%				100%	52%
Uknown/Declined Ret.	5	100%	4	75%	3	67%	3	100%	4	75%	4	75%	83%
Uknown/Declined Succ.		100%		75%		67%		100%		75%		75%	83%
White Ret.	532	80%	519	86%	469	85%	508	84%	359	81%	412	84%	83%
White Succ.		68%		73%		72%		71%		72%		71%	71%
Disparate Threshold (Succ.)		54%		59%		58%		57%		57%		57%	57%

While some of these disparately impacted student groups, such as Pacific Islanders have relatively small populations, the African American student populations are much more substantial. Around 20-30 African American students are in our philosophy courses and success at such rates of 46%, 36%, 48%, 52%, and 31%. These equity gaps in success could be significantly narrowed by affecting the success of one, two, or three students per term. For example, in Spring 2016, 12 of 25 African-American students successfully completed their Philosophy courses. Affecting success for four additional students that term would change the success percentage from 48% to 64%. The department dedicated itself to improving equity through the following actions:

- Faculty will begin Starfish Early Alert training to catch those students who begin to show problematic attendance and performance patters.
- Encourage faculty to enroll in the @ONE faculty training course on Creating a Culturally Responsive Classroom.
- Encourage faculty to enroll in CORA – Teaching Men of Color in the Community Colleges.

- Encourage faculty to announce the presence of student support programs such as Umoja, Puente, TRIO, Guardian Scholars.
- Advertise the Student Engagement Centers in classroom announcements.

Philosophy Program: Outcomes and Assessment

Student Learning Outcome assessment has become a regular and systematic part of the philosophy department's work every term. During each term's Planning & Assessment Day anonymized assessment results are reviewed, discussed, and interpreted to identify areas of success and when outcome performance falls below expectations. Faculty are typically assigned at least one SLO assessment each term. When improvement plans are an appropriate response to evidence of student learning, the response is typically focused on changing in the way an instructor prepares and assesses student learning. For example, past improvement plans from 2014 – 2017 have included: (1) adopting more effective course materials for Philosophy 2 due to low performing outcome assessments when comparing and contrasting other ethical theories with feminist Ethics of Care.

Since Fall 2017, however, the Philosophy faculty has started to examine outcome achievement for Philosophy 4 – Introduction to Critical Thinking. Philosophy 4 is a rigorous course on critical thinking, logic, and composition. Through collaborative inquiry the faculty came to realize that there was significant variation among individual faculty about (1) what the outcome means, and (2) what counts as outcome achievement in terms of performance levels and expectations. The Philosophy department faculty teaching Philosophy 4 decided to take on the following action plans for improvement:

- To establish a common expectation of outcome achievement for the deductive logic portion of the curriculum faculty will contribute examples, then agree upon a select 10 common logic problems which will be used by all instructors to assess outcome achievement. Faculty will identify and adopt a common scoring system and begin using these common problems in their outcome assessments starting Fall 2018.
- To establish a common set of expectations and outcome performance levels for Philosophy 4, CSLO 3, "Construct a clear, coherent, and cogently reasoned argumentative essay," faculty identified six criteria that would serve as the beginning of a common assessment rubric to be used to evaluate outcome achievement. During Spring 2018 Philosophy faculty will identify four descriptive performance ratings for each of the six criteria. Faculty will begin using this common rubric to assess outcome achievement starting Fall 2018.

Conclusions: Philosophy program overall has been performing adequately in terms showing slight improvement from the past two 3-yr program review cycles. Overall retention 3-yr averages have dipped slightly, but success rates for the current 3-yr period are positive and marked by slight improvement. Our faculty attempt to strike an appropriate balance between increasing retention/success rates, and maintaining outcome achievement in academically rich and rigorous courses. Philosophy courses can present unique challenges for community college

students because of the discipline’s dense reading material and abstract conceptual reasoning. The following are noteworthy observations on retention and success rates:

- Program 3-yr retention average is 2% lower than District averages, and a 1% backslide from the F10-S13 retention average.
- Program 3-yr overall success averages 69%, which is lower than the District averages at 73%, but is also an all-time high for the program improving from the two previous PR cycles of 68% and 65%.
- While online Philosophy courses showed a slight decline in 3-yr averages for retention (77% to 75%), online student success 3-yr averages increased from 59% to 62%.
- The Philosophy department regularly assesses all of its active courses and is dedicated to improving the meaningfulness of outcome assessment as a tool to improve student learning by establishing common meanings and expectations for outcome achievement.
- Student equity is an important professional and moral issue to the Philosophy faculty, and we look forward to implementing five action items noted above so that no student populations encounter inequitable success gaps.

3b) Enrollment Trends: Identify and explain the three-year enrollment trends in your program’s DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Address separately the data for on ground and on-line, as well as the data at the various centers in which your program may operate. Evaluate the significance of the trends including any challenges experienced by the program. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

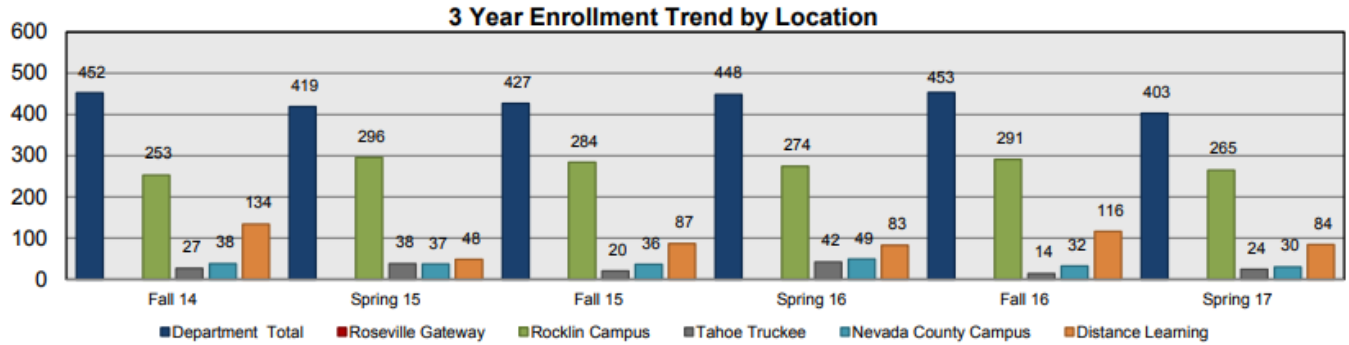
- **Overall enrollment trends for the Humanities** program appears steady even as it fluctuates between 400 and 450 (approximately) for fall and spring terms respectively (see DSR, Table 3.b.1).
- On-ground enrollment trends at the Rocklin campus show enrollments fluctuate between 250-300 (approximately) (see DSR, Table 3.b.2).
- There is a slow but marked decline in enrollment at the NCC and Tahoe-Truckee Center.
- NCC/Tahoe Truckee Center enrollment decline has occasionally been offset by increased enrollment in Distance Learning courses.
- There appears to be some consistency in enrollment in Distance Learning courses when one removes the high/low enrollment numbers. Average Humanities Distance Learning enrollment is nearing the mid-80s.
- Humanities is tracking enrollment changes due to the dual enrollment agreement with Placer Union High School and their interest in offering Humanities 1 starting Fall 2017.

Table 3.b.1 Humanities Enrollment

Enrollment by Location	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Department Total	452	419	427	448	453	403	434
Roseville Gateway							#DIV/0!
Rocklin Campus	253	296	284	274	291	265	277
Tahoe Truckee	27	38	20	42	14	24	28
Nevada County Campus	38	37	36	49	32	30	37
Distance Learning	134	48	87	83	116	84	92

3 Year Enrollment Trend by Location

Table 3.b.2 Humanities Enrollment – Bar Graph



- Full-time equivalent students (FTEF) each term hovers around 45.
- The demand for Full-time equivalent faculty resides between 2.7-3.1 (DSR, Table 3.b.3).
- These enrollment numbers provide plenty of enrollment demand for our (1) full-time faculty member, Jason File, as well as requiring a handful of part-time faculty to absorb the extra demand.

Table 3.b.3 Humanities FTES/FTEF

HUM	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
FTES	46	43	44	46	47	41	45
FTEF Total	3.0	2.7	2.7	2.7	3.1	2.7	2.8

- **Overall enrollment trends for the Philosophy program** appear to be slightly declining from fall-to-fall and spring-to-spring.
- Each Fall enrollment has declined 761 – 656 – 572, and spring enrollment fluctuates but has an overall decline as it goes from 698 – 728 – 626 (see DSR, Table 3.b.4).
- On-ground enrollment trends at the Rocklin campus shows both fluctuation and decline. When taking out the high/low enrollment numbers, enrollment appears to be settling at an average of 450 per term (see DSR, Table 3.b.5).
- There is a steady and serious decline in enrollment at the Nevada County Campus especially at the Tahoe-Truckee Center. Enrollments for a single section have been in the teens at best.
- NCC/Tahoe Truckee Center enrollment decline has been somewhat offset by increased enrollment in Distance Learning courses.
- There appears to be a slow but somewhat steady increase in Distance Learning enrollment as it seems to be seeking some stability at approximately 175 per term which is an improvement from 145.

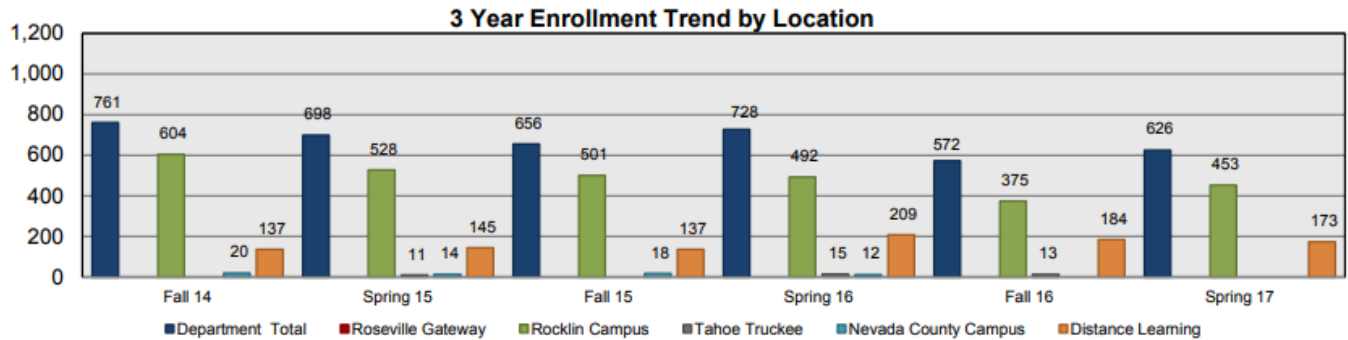
Table 3.b.4 Philosophy Enrollment

Enrollment by Location	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Department Total	761	698	656	728	572	626	674
Roseville Gateway							#DIV/0!
Rocklin Campus	604	528	501	492	375	453	492
Tahoe Truckee		11		15	13		13
Nevada County Campus	20	14	18	12			16
Distance Learning	137	145	137	209	184	173	164

1 200

3 Year Enrollment Trend by Location

Table 3.b.5 Philosophy Enrollment - Bar Graph



- Full-time equivalent students each term hovers between 60-70, but seems to be settling near 60.
- And the demand for Full-time equivalent faculty resides between 3.6-4.6, but seems to be trending toward 3.6 if F16/S17 continue to hold (DSR, Table 3.b.6).
- These enrollment numbers provide plenty of enrollment demand for our full-time faculty members, Vernon Martin, and .6 full-time faculty member, Johnnie Terry (assigned .4 LGBT Studies), as well as requiring a handful of part-time faculty to absorb the extra demand.

Table 3.b.6 Philosophy FTES/FTEF

PHIL	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
FTES	78	71	67	74	58	64	69
FTEF Total	4.4	4.6	4.0	4.6	3.6	3.6	4.1

3c) Productivity: Comment on how the program contributes to overall district productivity. Evaluate the significance of the trends including any challenges experienced by the program. If you believe the statistical trends need improvement, and can be affected by your actions, If you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

Humanities Program:

Productivity/Efficiency rates for the Humanities department during F14-S17 are very strong. DSR data shows that at each semester data point that Humanities efficiency rates are consistently higher than the District’s efficiency rates (see Table 3.c.1 below).

Table 3.c.1

Productivity	F14	S15	F15	S16	F16	S17	3 Yr Avg
District	466	447	459	443	440	441	449
Humanities	476	495	502	526	463	473	489

Philosophy Program

Productivity/Efficiency rates for the Philosophy program during F14-S17 are very strong. DSR data shows that at each semester data point that Philosophy efficiency rates are consistently higher than the District’s efficiency rates (see table 3.c.2 below).

Table 3.c.2

Productivity	F14	S15	F15	S16	F16	S17	3 Yr Avg
District	466	447	459	443	440	441	449
Philosophy	547	476	517	498	497	546	513

3d) Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and outcomes assessment cycle and relevant assessments/evaluations, please describe your program’s plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. Please describe and analyze the impact of any R4S initiatives on your program and incorporate any relevant information in the data dashboard related to student success, equity, and other measures of success including any relevant information addressed in sections 2 and 3.

Our college is going through rapid and important changes with the adoption of a Guided Pathways framework, and the Humanities and Philosophy department feel a sense of ownership of student success and achievement in partnership with the college. Going forward our department plans on utilizing the 4-pillar concepts of Guided Pathways to improve student success and achievement rates.

- Humanities/Philosophy department will continue to review and refine the 2-year maps to ensure adequate outcome and course sequencing.
- With course success and equity data available to faculty from any computer, we see this as a positive trend as each instructor can now see themselves in the data – as opposed to just seeing overall course or program retention and success rates. With this, there is a palpable new interest in sharing pedagogical practices as well as finding new strategies to identify and address gaps in learning that contribute to low success rates.
- Seeing the variation in student success rates by instructor, the Humanities and Philosophy department is dedicated to improving the meaningfulness of outcome assessments as a tool to improve student learning by establishing common meanings and expectations for course-level outcome achievement.
- The Humanities and Philosophy department is dedicated to student equity. We want all students to succeed, but we take special note of the fact that in our own classes there are significant achievement gaps when disaggregating data by ethnicity. We enthusiastically look forward to a professional development program that assists our faculty in closing student success and achievement gaps.

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program’s effectiveness and explain why.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by

relating program needs to the assessments above. (Refer to the bottom row of your DSR in your response to this category. You may include budget information if you have it.)

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency; include any analysis of R4S initiatives in the development of these goals and plans. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

- The enrollment data has no clear signal for the Humanities and Philosophy program. We do anticipate expanding our online offerings due to student demand, and that will require additional training for part-time faculty as our full-time faculty are at or near the 60% online load limit per term.
- It's not quite clear what the impact of the 2-year maps will have on the Humanities and Philosophy programs. There may be enrollment demand as some of the core Philosophy and Humanities courses were added to the maps of large programs such as Business. We will continue to monitor fill rates and waitlists and modify course offerings based on student demands.

4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding level for the District as well as for specific sites, including a projection of equipment and technology needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

- Equipment and technology needs for the programs are basic but there are persistent challenges. Philosophy and Humanities courses are taught in two rooms: MT-7 and W-100. Both are smart classrooms and the computer/projector technology works well and is adequately maintained and upgraded based on the normal technology improvement schedule. However, the lighting and shading infrastructure for these two rooms have been a consistent challenge. For example, through ePar, in spring 2017 new window blinds were installed in MT-7 to establish projected media visibility, but one of the mounting brackets broke making the blinds unusable for one year. The problem has since been rectified.
- Through ePar, new desk-chairs were purchased for W-100 for the fall 2016. These are on a wheel-base and work well in being able to allow students to quickly move into group-work activity. But due to their size, large enrollment caps, and a relatively small classroom, the room feel overrun with desks. Occasional check-ins with students and faculty reveals a fairly-even like/dislike split. Some students complain how they feel unstable due to their mobility. An economic solution might be to install a low-pile carpet over the linoleum. This will still allow the desks to move but might eliminate the slickness of roll.
- Separate from the maintenance issues noted above, the department does not anticipate any substantial or unique equipment or technology requests for the next three years.

4c) Staffing: Comment on the adequacy of your program’s faculty, classified, and student help staffing levels for the overall District as well as specific sites, including a projection of staffing needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

- Filling a previous ePar request, the district hired its first full-time faculty member (Jason File) for fall 2015. This addition not only helped the department absorb the retirement of Jane Haproff, it was sorely needed because prior to this hire there was no full-time faculty with subject matter expertise able to instruct a variety of courses and guide the program to meet student and community needs. With Professor Johnnie Terry assigned 40% to LGBT Studies program, the Humanities and Philosophy department has 2.6 full-time faculty members.
- The department has a steady pool of part-time faculty to cover instructional needs at the Rocklin campus. The Humanities department’s presence at the NCC campus was impacted with the retirement of John-Michael Keating. Finding interested and available part-time faculty for the NCC and Tahoe-Truckee centers is an ongoing challenge. This staffing challenge is further complicated by the low enrollment in the courses offered at NCC and Tahoe-Truckee – course cancellation correlates to an unreliable source of income and part-time faculty tend to prioritize offers at other districts that have more reliable enrollments.

4d) Facilities: Comment on the program’s fill rate and the adequacy of the facilities for the District as well as specific sites, including a projection of facility needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

- The fill-rate for Philosophy has slightly improved, whereas Humanities has slightly declined (see DSR, Table 4.d.1). Where there are waitlists, these are predominately for online courses. The department does not anticipate additional on-ground facility needs for the next three years, but will monitor enrollment trends and make classroom assignment adjustments to ensure that instructional classrooms are used efficiently.

Table 4.d.1

Fill Rate	F14	S15	F15	S16	F16	S17	3 Yr Avg
District	94%	91%	92%	89%	89%	88%	90.6%
Humanities Overall	81%	79%	81%	85%	75%	76%	79.4%
Philosophy Overall	88%	78%	84%	81%	86%	93%	85%

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
	xx					Carpet in W100	

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program’s strengths, weaknesses, opportunities, and challenges.

Strengths

- Humanities and Philosophy offer a wide array of course offerings - all of which meet GE breadth requirements.
- Humanities and Philosophy programs have very high productivity rates and serve many students with relatively few resource needs.
- Robust full-time faculty involvement in participatory governance
 - The three Full-time faculty are active members of the following committees: Honors Committee, Spectrum Committee, Educational Effectiveness Committee, and the Accreditation Steering Committee. In addition, Johnny Terry is SCFA President, and Vernon Martin is on Academic Senate, and was a member of R4S.
- Anecdotally, students are increasingly being accepted at prestigious University programs such as Berkeley, Davis, and UCLA, as well as thriving at local transfer universities such as CSU Sacramento State.
- Collegial and collaborative department who find common ground with the college mission, goals and initiatives for student success (e.g., Student Equity, and Guided Pathways).
- Success rates for Humanities and Philosophy are strong and look to improve through professional development opportunities in:
 - outcome assessment as a meaningful method of evaluating outcome achievement in order to improve student learning.
 - online pedagogy to ensure equitable success rates for online students.
 - strategies to close equity gaps that ensure that all students are learning.
- Dual enrollment Humanities 1 course at Placer High School introduces the humanities to high school students and introduces program curriculum.

Challenges

- Utilizing the process of student learning outcome assessment as an authentic method of gathering evidence of student learning in order to improve it. Staff development helping train department faculty develop and use assessment practices that result in meaningful data of student learning for the purposes of targeted course, curriculum, and program improvement.

- Articulation agreements with nearby UCs (Berkeley and Davis) for some lower division courses (PHIL 20 Ancient Greek Philosophy, and PHIL 21 History of Modern Philosophy).
- Creating resourced opportunities to involve part-time faculty in professional development, and program development.

Opportunity

- Mapping creates a clear path for students to meet their intended educational goals without losing focus and momentum. This may be an opportunity for increasing enrollment.
- The fact that humanities and philosophy courses show up on many Academic Program maps creates an opportunity to increase enrolment in those select course that meet interdisciplinary student demand.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

- The information and analysis in this report is a result from three department meetings held during Spring 2017, Fall 2017, and Spring 2018 department meetings. At those meetings, both full-time and part-time faculty examined the data contained in the DSR and participated in collaborative conversations concerning the programs' trends, strengths, weaknesses, and improvement plans.