

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

DEPARTMENT OR PROGRAM:

DIVISION:

I. DESCRIPTION OF PROGRAM

The department offers three courses which are primarily taken by students who are transferring and / or seeking an AA/AS degree. There is no major, and no certificate. There are no sequential course offering.

II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Please list the courses, if any, for which SLOs have not been assessed. What assessment is planned for these courses? What assistance or resources would help to complete assessment?

We have assessed all the courses.

- b. Please list any degrees offered. Have SLOs been identified for each degree? Briefly describe the department's plan for assessment.

N/A

- c. Please list any certificates offered. Have SLOs been identified for each certificate? Briefly describe the department's plan for assessment.

N/A

- d. Based on assessment results, 1) what changes will the department consider or implement to improve student learning; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

Based on the assessments, we will not be making any changes.

- e. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Phil 100	X		X	X	X
Phil 103	X	X	X		
Phil 244	X		X	X	X
Phil 300	X		X	X	X

III. DATA EVALUATION

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, to-be-arranged hours (TBA), lab components. etc.) require significant adjustments to the Enrollment and WSCH projections?

The enrollment and WSCH numbers from the 2008-09 to 2010 -11 look good. There is a drop in headcount and WSCH because taught 4 fewer sections in 2010 - 11 than in 2008-09. The projections entail more headcount in 2012-14. This is unreasonable since we have already, as a department, been taking more students than our maximum in order to help the college maintain higher enrollment. If the college goes to Basic Aid, we will take no more than our maximum in order to devote more time with the students we have. The department is considering adding an hour by arrangement to all sections of all classes; this will tie in with a new learning center that has a logic lab for practice on critical thinking skills.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTEF affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

At this time, there appear to be no changes. One full time faculty member who was teaching in the humanities department will increase his load in Philosophy.

- c. Referring to the Productivity (LOAD) data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

LOAD went up slightly from 2008-9 to 2010-11. In 2008-9 the LOAD was 643 and in 2010-11 the LOAD was 653. We are being very productive in our work. The projected LOAD numbers for 2011 – 12 through 2013 – 14 are slightly higher. This is unreasonable since the department, as a policy, is already taking more students than we are required. The Prie projections seem reasonable as long as you have the following assumptions. In order to teach philosophy classes well, and by "well" we mean having rigorous writing standards, it means that a class over 35 students is too many. (Philosophy classes are writing intensive. The writing load in a philosophy classes is comparable to the amount in ENGL 100. Our classes are capped at 45 and we frequently take more than that. To increase the LOAD from 653, means that we will have to be taking more students. This is unreasonable since the ENGL 100 classes are capped at 26. We would be willing to cap at 35. We are willing to discuss this further.)

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

Our Retention our rate has fluxuated between 77 and 86%. It's in line with the Social Science Division's rate of 85%. Our Success rate is between 59 and 66%. This is consistent with previous numbers. It is a little lower than the Division rate of 69%. Perhaps this is due to the rigor we demand for writing in our classes as well as the lack of preparation on the part of the students.

Discuss distance education (online and hybrid modes) success and retention data and, where possible, compare with data for on campus sections.

Philosophy has offered only one on-line section per semester starting in Fall 2009. The success rate for the class is 10% higher than the college wide average for on-line classes as well as 10% higher than the success rate for traditional Philosophy classes. The retention rate is comparable to both the school average as well as for Philosophy's traditional offerings.

If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)

N/A

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The success rate of specific ethnic groups still varies widely. Pacific Islanders do the poorest at 26% while Black students are next lowest at 43%. The gender differences are more negligible with Females more successful than males 62% to 56%. The older the students are, the better they succeed. This conforms to the idea that greater maturity matters when discussing philosophical issues.

The lower rate of success for the two ethnic groups indicates that further investigation is warranted. The headcount numbers of these students is very low however making small changes more noticeable.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT analysis). See page 10 for definition of SWOT). Consider both external and internal factors. For example, if applicable, you might consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other college and District programs and services offered; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	The program provides the students will skills needed in pursuing their academic goals. They learn to read and write for meaning. They learn analytical skills and good reasoning. Popular and excellent professors; learning community – film night, proven track record of student success after transfer, strong -3 college interaction (Philosophy Club), commitment to excellence, very active in various innovative college programs i.e. CASTL, WAC, Learning Communities, Faculty Senate.	A lot of transfer institutions in proximity all of which have Philosophy departments for CSM students.
Weaknesses	We only offer a small number of different classes.	Decrease in the number of students who come explicitly with transfer

	Increased administrative tasks pull time away from working with students. An ever decreasing of college readiness of incoming students.	goals.
Opportunities	<p>We have the desire to offer a wider range of courses to engage our faculty with fresh ideas.</p> <p>We are still looking at offering classes which could meet the ENGL 100 requirement. We could take the lead on how critical thinking is taught on campus. Utilizing the learning center to support philosophy students in our courses. We have a pool of students who want more diversity in courses who might be a source for elective credit – experimental classes or rotating topic. We are also considering turning our Philosophy 100 into a series of classes on specific topics. Phil 100 could have a Political Philosophy, Philosophy of Mind, or Metaphysics emphasis, for example, while still meeting the same general course content.</p>	<p>If the college goes to Basic Aid we see the chance to offer more specialized classes which may not have large enrollments, but would provide content which is not currently available to students.</p> <p>Aging population means there may be courses to teach a new population e.g. World Philosophers on Death, Death, Dying and Religion. An emeritus institute.</p>
Threats	<p>A decaying budget picture. A lot of top down LOAD pressure to increase numbers of students with less concern for pedagogical impact. (The loss of the WAC program is an example.) Decrease in student readiness means that what we can accomplish in class has been further diminished. “Easier” classes may draw potential students away from demonstrably more rigorous classes such as Philosophy.</p>	<p>Cost of housing limits the number and quality of the applicant pool for part time and full time replacements. There is a lot of competition from other community colleges, as well as from private schools. It is hard to differentiate our school from the others. Decreasing number of graduating high school students in the district. The population is aging.</p>

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions, equipment, or other resources have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

N/A

VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Educational Master Plan, 2008 (EMP)*; *Data Updates to EMP, 2011-12*; *College Index, 2008/9-2011/12*; *Institutional Priorities, 2008-2011*; *5 & 5 College Strategies*; *GE-SLOs*; *SLOs*.)

The main goal is to continue to provide high quality courses for students to learn to think and write critically. We also want to continue to provide courses which are transferable and which can be used to meet requirements for AA/AS degrees.

- b. Identify the action steps your program will undertake to meet the goals you have identified.

We will continue to assess our SLOs and measure whether we are successfully meeting these outcomes. When we find areas that are not successful we will make modifications to the courses so that we are helping students achieve the outcomes.

- c. Briefly explain, specifically, how the program's goals and their actions steps relate to CSM's *Educational Master Plan, 2008 (EMP)*; *Data Updates to EMP, 2011-12*; *College Index, 2008/9-2011/12*; *Institutional Priorities, 2008-2011*; and *5 & 5 College Strategies*.

One of the goals of the Master Plan is to provide education which meets the needs of the students who are primarily transfer students. Philosophy courses teach the skills needed for success as transfer students. One of the "5 & 5" strategies is to 'Establish "themed" experiences/integrated learning communities.' The Philosophy / Psychology Film series is an ongoing activity which links disciplines and shows integration. The purpose is to analyze films in modern culture and show how the tools of the courses enable a greater understanding of the students' lives. This is a valuable and popular series which increases retention and encourages success for students.

- d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

One of these is staying in contact with former students who can tell us whether our classes are successfully preparing them to undertake and pass upper division classes at our transfer institutions.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

* *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
N/A	Input text here.	Input text here.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
N/A	Input text here.	Input text here.

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.	Input text here.	Input text here.

*Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
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Phil. 100	10/09	10/15
Phil. 103	10/08	10/14
Phil. 244	10/07	10/13
Phil. 300	10/07	10/13

IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.

Lee Miller

Attach or paste ACT report here.

ACT REPORT
2012 PHILOSOPHY COMPREHENSIVE PROGRAM REVIEW

Lee R. Miller, Ph.D.
Dept. of Political Science, College of San Mateo

I. Nice concise description of program.

II. Department should be commended for assessing all SLOs. However, the program review might benefit from a brief summary of student progress on SLOs.

III. In general, insightful analysis of the data available. However, sec. (c) could be improved by specifying the productivity target. Clearly the program has exceeded it. But by how much?

IV. (a) Discussion of success and retention was insightful. The section on Distance Education could benefit from analysis of distance education data available from the Program Review web page. (There is one document for the whole college, but within the document, there are separate sections for each discipline.)

(b) Insightful discussion of statistics concerning gender and ethnicity.

V. Insightful discussion of the program's strengths, weaknesses, opportunities and threats.

VI. Provided concise answers to very broad questions.

VII. No resources requested.

VIII. All course outlines are up to date.

b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

The department found the Distance Education information and included it above in section IV.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation: 3/26/12

Please list the department's *Program Review and Planning* report team:

Primary program contact person: **David Danielson**

Phone and email address: **574 – 6376, Danielson@smccd.edu**

Full-time faculty: **David Danielson, Jeremy Ball**

Part-time faculty:

Administrators

Classified staff:

Students:

_____ <i>Primary Program Contact Person's Signature</i>	_____ <i>Date</i>
_____ <i>Full-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Part-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Classified Staff Person's Signature</i>	_____ <i>Date</i>
_____ <i>Student's Signature</i>	_____ <i>Date</i>
_____ <i>Dean's Signature</i>	_____ <i>Date</i>