INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Philosophy   Academic Year: 2012-2013
Faculty Contact: David Danielson / Jeremy Ball   Program Review Submission Date: 3/25/13

I. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

The department offers four courses which are primarily taken by students who are transferring and /or seeking an AA/AS degree. All four classes count as meeting GE requirements for an Associates degree and for CSU GE transfer. Three of them count as IGETC transfer courses. There is no major, and no certificate. There are no sequential course offering. These courses promote student excellence by their rigorous standards. We also maintain a themed learning community program with Psychology as a means to enhance institutional dialog.

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

We performed a complete assessment of all SLOs for all courses in the Fall of 2011 and determined we were successfully communicating the information. We plan to reassess in the Fall of 2014.

B. *Student Success Indicators*

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

There is essentially no difference between male and female regarding success and retention. As the students age, they succeed at higher rates and are retained at higher rates. Two ethnic groups, Black and Pacific Islanders stand out as succeeding at lower than average rates 36 and 38% respectively compared to the average which is 59. Because those two groups are also the 2nd and third smallest in terms of the number of students, it makes each individual student weigh more as reflected in the percentages.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

While we do offer an online section of Phil. 100, there is no current data to make this comparison and will do so in subsequent program reviews.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

The load has dropped in 11-12 to 610 from 652 in 10-11. Success has stayed about the same at 60%. Retention has stayed around 80%. The college LOAD for the same years dropped from 576 to 532, and College wide retention was 84%. Thus the Philosophy department numbers, relative to the College average, are good.

D. Course Outline Updates

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
Phil. 244	Jeremy Ball	2/14
Phil. 300	Dave Danielson	2/14
		Tab to add rows

E. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
David Danielson	8/13
	Tab to add rows

F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's Gainful Employment Disclosure Data, External Community, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

Click here to enter Gainful Employment Disclosure Data narrative

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

Click here to update the Advisory Committee information

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

   No Change

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

   N/A

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

   N/A

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

Since the students seem to be showing up with weaker reading and writing skills we are spending more time on basic skills in the classes. We may need to consider adding in prerequisites for the classes to ensure a minimum level of academic preparation in order for the students to be successful in the classes. As the local population ages, we may need to address issues which are relevant to this population by offering philosophy classes which address aging and the end of life: for example a class "World Philosophers on Death, Death, Dying and Religion" offered as a regular class or through Community Education. Also, with the recent opening of the Learning Center, we are hopeful that the resources there, specifically the presence of peer tutors with help with student retention and success. We do have the need for additional tutors since different faculty in the department teach different content.

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The results of the first full round of SLO assessments demonstrates that the department is successfully teaching the students in our classes.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

Our plan to increase use of the learning center beyond having philosopher tutors connects with the 5 in 5 plan to "coordinate all learning support services offered in the Learning center." Our classes offer a level of rigor which challenges students to develop an intellectual skill which improves students' success as they transfer (as we have found anecdotally from former students who have matriculated) and which promotes academic excellence. The content of philosophy classes prepares students to become informed citizens in a world which is becoming more integrated.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

   At its current size, the set of courses offered by the department are taught by experienced faculty members who have been very active in participating in a host of professional enrichment activities during the past decade. One of the most effective activities has been participation in the college's Study Abroad Program. Continued participation in this program would be very beneficial to departmental faculty in helping to reinvigorate our experiences faculty members and in helping faculty reconnect to the student population they serve here at the college.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

   The department will work to include the student resource center. We hope to have more activities available in the center. Specifically, we would like to have a critical thinking/ logic program that would assist students in better learning the tools for this course. We would also like to utilize the center (we don't yet know how this would look) to help students who place below college level reading and writing but who choose to sign up for our classes. We may even need the equivalent of study hall—were we can assign a certain number of hours per week where students have to be in the center but do not have access to any technology other than their book and class notes. Lastly, since the two full time faculty in the department used different content in their courses, having "Faculty" specific tutors might be more effective than simply having a departmental tutor.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

   Faculty: **It's highly likely that one of the faculty members, Dave Danielson, will retire by the end of 6 years.**

   Equipment and Technology: Nothing out of the ordinary.

   Instructional Materials: 4T

   Classified Staff: none

   Facilities: None.

C. *Plans and Actions to Improve Student Success*

   Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes.

Plan 1

Title:

World Religions

Description

We plan to offer a second section of Phil. 300 instead of, historically, just one section.

Action(s)	Completion Date	Measurable Outcome(s)
Offer a second section of Phil. 300	Fall 2013 / Spring 2014	Success at filling a new section.
4T		4T
4T		4T

Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
None at this time	Tab to add rows

Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans
Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	