



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: Humanities / Philosophy / Political Science
Division: Creative Arts / Social Science

I. DESCRIPTION OF PROGRAM *(Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

These departments offer a variety of courses which are primarily taken by students who are transferring and / or seeking an AA/AS degree. There are no majors, and no certificates. There are no sequential course offerings.

Humanities 8 sections

Philosophy 12 sections

Political Science 18 sections

II. STUDENT LEARNING OUTCOMES *(Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)*

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

A. The Humanities department currently has SLOs for 114, 125, 131, 133 675, 676. They lack SLOs for 101, 102, 111, and 140. They have no assessment plan. (This department has no full time faculty; each class is taught by a different faculty member.) One member assessed two SLOs for one class. The SLOs were assessed using the midterm and final. The findings were that there is a need to increase attention to the concept of scientific method. Another member has assessed all the SLOs for both of her classes. The results in one class show the students at an 80% level are demonstrating competency. The plan is to continue to monitor the students' work. In the other class she found that students were not as successful. She will work to develop a better rubric for the students to have. (Her work was outstanding in its completeness.) One faculty member assessed one SLO from another course using a research paper and found that a large majority of students had mastered the material. Three of the courses were not assessed by the faculty members.

B. The Philosophy department has created SLOs for all courses and filled out an

assessment plan. The Philosophy department is at level 3 on the assessment cycle. We are working on scaffolding for the other departments for articulating and implementing their assessment plans. We are confident that we are on track to meet 2011 accreditation standards. We have assessed one SLO for the 100, 103 and 244 sections. We used final papers / exams to assess their ability to form arguments. They showed the students are able to form arguments.

C. Political Science has SLOs for 100, 110, 200, 210, 215, 250 and 310. They lack SLOs for 120, 130, 150, 212, and 260. They have not completed an assessment plan research. Political Science in the fall had one instructor who evaluated all of the SLOs for each of the courses taught. (There is no evidence from the rest of the department that SLOs were assessed. No other Political Scientist returned requests for information.) The first 4 SLOs were assessed by evaluating weekly homework assignments. Another was assessed by evaluating student projects. The majority of students did good to fair on the SLOs.

- b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; 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.)

1. Humanities: n/a

2. The Philosophy department has been assessing the past three semesters. We have assessed in Phil. 100, 103, and 244. We are indebted to the WAC program for providing an important opportunity to do this assessment. At least one SLO in one Humanities class has been assessed as well.

3. Political Science: the department may need to work with the SLO coordinator and division dean to develop an assessment plan.

n.b. We would like to see a critical thinking lab to foster the students' abilities to recognize arguments, evaluate arguments and construct arguments of their own. We recognize that there are multiple departments teaching these skills. We need to align our efforts to meet the GE SLO for Critical thinking. We also need to foster more writing based learning indicated by the 75% of incoming students testing at below college level reading/writing skills. These classes are all transfer classes which presuppose that the students are operating with college level skills. Therefore, it's reasonable to assume that a student's inability to meet an SLO for a course might be related to their low entry level skills. Thus we need to address this disparity if we are to successfully have them meet the SLOs for the classes. (Perhaps some resource center where students can gain the extra help they need to be able to pass the class. Without such a resource the class time needs to be spent on the skills needed to be able to do the course content work rather than time spent on the content.) {The critical thinking is more specific to Philosophy and Political Science but the reading and writing is clearly relevant to the Humanities and other social science departments.}

- c. Below please update the program's SLO Alignment Grid. The column headings identify the 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. The definitions of the GE-SLOs can be found on the CSM SLOAC website: http://www.smccd.net/accounts/csmsloac/sl_sloac.htm (click on the "Institutional" link under the "Student Learning Outcomes" heading.) 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 <input type="checkbox"/> Program Courses <input type="checkbox"/> | Effective Communication | Quantitative Skills | Critical Thinking | Social Awareness and Diversity | Ethical Responsibility |
|---|----------------------------|------------------------|----------------------|---|---------------------------|
| Phil 100 | X | | X | X | X |
| 103 | X | X | X | | |
| 244 | X | X | X | X | X |
| 300 | X | | X | X | X |
| Humanities 101 | | | X | X | |
| 102 | | | X | X | |
| 111 | | | | X | |
| 114 | X | | | X | |
| 125 | X | | X | X | X |
| 131 | | | | X | |
| 133 | | | | X | |
| 140 | | | | X | |
| 675 | X | | X | | |
| 676 | X | | X | | |
| Political Science | | | | | |
| 100 | X | | X | X | X |
| 110 | X | | X | X | X |
| 120 | X | | X | X | X |
| 130 | X | | X | X | X |
| 150 | X | | X | X | X |
| 200 | X | | X | X | X |
| 210 | X | | X | X | X |
| 212 | X | | X | X | X |
| 215 | X | | X | X | X |
| 250 | X | | X | X | X |
| 260 | X | | X | X | X |
| 310 | X | | X | X | X |

III. DATA EVALUATION *(Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness)*

- 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, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

The following applies to all three programs.

Three ways to increase WSCH, 1) more butts in the current seats, 2) more sections, or 3) adding hours by arrangement to existing classes. This last option provides the opportunity to enhance student learning by integrating creative, cross-disciplinary modalities. We could also look at the timing of offerings. For example, Fall 09 we have changed the time for Humanities 125 from 12pm to 11 am. This was done in hopes of generating more WSCH.

Specifically applying to the programs.

- 1. Humanities we foresee no real changes in the plan. It is a bit difficult since there is no center or core to this program. It is taught by a collection of individuals without a series of classes with skills that are dependent on each other -- stand alone classes.**
- 2. Philosophy is thinking of adding an hour by arrangement to all sections of all classes and have this tie in with a new learning center that has a logic lab for practice on critical thinking skills.**
- 3. Political Science is thinking of adding an hour by arrangement to all sections of all classes. This could 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 FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

- 1. Philosophy is currently okay in regard to FTEF.**
- 2. The Humanities program has no full time faculty. It is a cobbled together program. As a result, there is no coordinator who is responsible for maintaining and updating SLOs, etc.**
- 3. In the long run, Political Science is in need of another FTEF. (FTEF for 18 sections is less than 2.) Since it is a core academic program and needed for transfer and AA/AS degree, there is a need to have more than we have.**

- c. Referring to the Productivity 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. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

To meet needs identified by assessment we may need to add hours by arrangement for more lab work for critical thinking. And professional development to collaborate with new faculty to adjust to teaching “college” students who are coming to class unprepared to do college level work.

- 1. Philosophy:** The Prie projections seem reasonable as long as you have the following assumptions. In order to teach philosophy classes well, by well we mean having 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 have our LOAD increase from 535 and up 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.)
- 2. Humanities:** The department needs to look at when the sections are offered. Changes in times courses are offered may increase efficiency.
- 3. Political Science:** Prie projects a LOAD of 600 for 2010 / 2011. We feel that number is quixotic given the linear derivation model. A big jump in LOAD from 2006/07 to 2007/08 led to the problem. A more meaningful LOAD will be 535 for 2010 -2011.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS *(Data resources: Educational Master Plan; “Success Rates,” “Dimension” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

- a. Considering the overall “Success” and “Retention” data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students’ needs relative to current, past, and projected program and college student success rates. 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.)*

College Averages Success 70%, Retention 85%

- 1. Philosophy:** Success 60% and Retention 80% Compared to the college, retention is a little lower but close. The classes have a lower success rates. We think it’s due, in part, to students entering the class with below college level skills.
- 2. Humanities:** Success is 69% and Retention is 87.
- 3. Political Science:** Success is 68% and Retention is 83% the projections seem to be mistaken.

Before we can plan to address the question we need to know what the preparation level of the students are. If the majority of the students entering our classes have lower than college level reading and writing, they will not succeed or they may drop.

- 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.

1. **Philosophy:** The averages are all lower than the college averages by about 10%. It suggests that the classes are more difficult, which is to be expected. The only large discrepancy is that of success for Black students which is half that of the college average. We have contacted the office of research for more data to compare the past 5 years' data to determine whether this is continuing issue or a one year anomaly. We intend to contact DIAG to solicit possible avenues to address this inequity.
2. **Humanities:** The averages, almost universally, are higher than the college averages.
3. **Political Science:** The averages, almost universally, are higher than the college averages.

V. **REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** *(Data Resources: Educational Master Plan; "Dimension: Retention and Success" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)*

- 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). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

| | INTERNAL FACTORS | EXTERNAL FACTORS |
|-----------|---|--|
| Strengths | <p>Philosophy: 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.</p> <p>Humanities: Diverse faculty teaching in their specialties bringing a wider range of classes from which students can choose.</p> <p>Political Science: Recent full time hire bringing enthusiasm to the</p> | <p>Philosophy: A lot of transfer institutions in proximity all of which have Philosophy departments for CSM students.</p> <p>Humanities:</p> <p>Political Science: There is a great enthusiasm about politics due to a new federal administration. Also the economic crisis focuses on political considerations. The increase in enrollment resulting from the current economic crisis is likely to disproportionately benefit political science. Increased</p> |

| | | |
|-------------------|---|--|
| | <p>program. Strong pool of part time faculty members who are excellent teachers and invigorate the students. The establishment of Democratic and Republican clubs on campus, advised by political science faculty, provides the opportunity to enhance student enthusiasm for the courses offered by the program.</p> | <p>political activism, coupled with the expansion of government's role in the economy and society, are likely to increase interest in the study of politics and government.</p> |
| <p>Weaknesses</p> | <p>Philosophy: Increased administrative tasks pull time away from working with students. Combining two divisions has diverted time of the dean away from the needs of social science programs. An ever decreasing of college readiness of incoming students. Fewer auxiliary support services available to students e.g. tutoring. (This is true for each of the programs below.)</p> <p>Humanities: The program has no full time faculty and no formal coordination to support the classes. This means less innovation</p> <p>Political Science: The department has lost a great number of full time positions over the last few years. The work was done by more part time faculty. Now there is a second full time faculty member. Since the new position went to someone who had not been a part time faculty member, there is a lot of anger and frustration on the parts of those who were not chosen. As a consequence, there is little communication within the department. The biggest problem is the lack of coordination between faculty members in political science. Program is therefore balkanized, rather than benefiting from sharing of information and collaboration between faculty members.</p> | <p>Philosophy: Decrease in the number of students who come explicitly with transfer goals.</p> <p>Humanities: Decrease in the number of students who come explicitly with transfer goals.</p> <p>Political Science: Decrease in the number of students who come explicitly with transfer goals.</p> |

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|-----------------------------|--|--|
| <p>Opportunities</p> | <p>Philosophy: We are 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.</p> <p>Humanities: Hard to say.</p> <p>Political Science: With the new administration and the numbers of young people enthused by the last election, a new student club has been formed. There are other ways to capture some of this interest.</p> | <p>Philosophy: 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> <p>Humanities: Aging population means there may be courses to teach a new population e.g. rotating topics which could be taken several times.</p> <p>Political Science: Aging population means there may be courses to teach a new population e.g. rotating topics which could be taken several times.</p> |
| <p>Threats</p> | <p>Philosophy: 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 is diminished. “Easier” classes may draw potential students away from demonstrably more rigorous classes than Philosophy.</p> <p>Humanities: A decaying budget picture. A lot of top down LOAD pressure to increase numbers of students with less concern for pedagogical impact. Since there is no person in charge of Humanities, there is no one advocating for the positions. Former Dean Acena was instrumental in pushing for Humanities. Now that his advocacy is gone, the Humanities program suffers.</p> | <p>Philosophy: 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 both 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> <p>Humanities: 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 both 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> <p>Political Science: Cost of housing</p> |

| | | |
|--|--|--|
| | <p>Political Science: A decaying budget picture. A lot of top down LOAD pressure to increase numbers of students with less concern for pedagogical impact. The lack of cohesion in the department makes accomplishing joint tasks more difficult.</p> | <p>limits the number and quality of the applicant pool for part time and full time replacements. There is a lot of competition from both 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 (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

Philosophy: n/a

Humanities: n/a

Political Science: There is a new hire for the fall 2008. This has helped revitalize the program since there was no clear direction in the last few years.

VI. **Action Steps and Outcomes** (*Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan*)

- a. Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

Philosophy: none

Humanities: the program should work to update all out of date course outlines.

Political Science: the program should work to update all out of date course outlines.

- b. Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.

Philosophy: n/a

Humanities: having the updated course outline will mean that we are in compliance with our transfer institutions.

Political Science: having the updated course outline will mean that we are in compliance with our transfer institutions.

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

Philosophy: n/a

Humanities: the outlines will be accepted by COI

Political Science: the outlines will be accepted by COI

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS (Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

- 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. |
|---|--|---|
| Philosophy: n/a Humanities: n/a Political Science: n/a | n/a | n/a |

| 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. |
|---|--|---|
| Philosophy: n/a Humanities: n/a Political Science: n/a | n/a | n/a |

- 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. | Input text here. | 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. | | |
|--|--|--|

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

VIII. **Course Outlines** (Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)

- 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 Updated | Six-year Update Due |
|--------------------------|-------------------|---------------------|
| Philosophy | Philosophy | Philosophy |
| 100 | 2007 | 2013 |
| 103 | 2009 | 2015 |
| 244 | 2007 | 2013 |
| 300 | 2007 | 2013 |
| Humanities | Humanities | Humanities |
| 101 | None on File | |
| 101 | None on File | |
| 111 | None on File | |
| 114 | None on File | |
| 125 | 2009 | 2015 |
| 130 | None on File | |
| 131 | None on File | |
| 140 | None on File | |
| 675 | None on File | |
| 676 | None on File | |
| Political Science | Political Science | Political Science |
| 100 | not on File | |
| 110 | 2006 | 2012 |
| 120 | not on file | |
| 130 | 2006 | 2012 |
| 150 | not on file | |
| 200 | 2007 | 2013 |
| 210 | 2004 | 2010 |
| 212 | 2005 | 2011 |
| 215 | 2006 | 2012 |
| 250 | not on file | |
| 260 | not on file | |
| 310 | 2005 | 2011 |

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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.

Mark Still
James Robertson
Michael Svanevik

Attach or paste ACT report here.

See attached.

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

Input text here.

The ACT report has many valuable insights for us. For instance thinking about how to work with other departments to make CSM the premier transfer college in the district is a noble goal. We already lean that direction; it's a worthy avenue to explore.

Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation: Mqy 18th, 2009

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: Jeremy Ball, David Danielson, Lee Miller

Part-time faculty:

Administrators:

Classified staff:

Students:

Faculty's signatures

David M. Danner
J. M. Miller
K. D. [Signature]

Date 5/21/09

Dean's signature

5/22/09

Date

Advisory and Consultation Team for the Philosophy/Humanities/Political Science Program review document, Spring 2009.

This Program Review was submitted by David Danielson to Mark Still and James Robertson (both in the History Dept.) for review. Profs. Still and Robertson have invited Prof. Svanevik as the third full-time historian to contribute as well.

Clearly, the Program Review meets the standards required in that there are relevant responses to each of the questions/categories posed. We are impressed with the thoroughness of the responses and the record-keeping that was the basis for the Review. What is offered below is not a criticism of the Review but rather a set of reflections to provoke further thinking.

It is not surprising that the Philosophy Dept. is well on the path to assessment of SLOs; the department has a history of leadership in the entire area of SLO's and assessment. Its efforts are to be commended. It is also encouraging to see assessment of Humanities courses in view of the lack of leadership and direction in what is a program without a department, a difficult situation for all. Perhaps the Dean could serve as a point of coordination for SLO's and assessment. Political Science will need stronger leadership in the future as the newly hired full-time faculty member works through the first couple of years of the tenure review process.

Regarding FTEF, the Philosophy Dept. evaluation of itself seems on target. The language regarding Humanities may mislead the uninitiated; while there indeed are no faculty who are full time in the Humanities only, most of the Humanities courses are taught by faculty who are full time in other departments and therefore can be called upon to write and assess SLO's. The Political Science Dept. will indeed need another full timer in the future, but this will have to be balanced against perhaps even more urgent needs of the Division, such as a full time economist (esp. during these turbulent times). To address the fact, recognized by all, that CSM receives a large percentage of students unprepared for college work, Philosophy proposes special training of new faculty to teach students lacking in critical thinking skills through professional development. This may prove to be inadequate, given other demands on faculty, and what may be needed is a re-examination how CSM defines basic skills and to include critical thinking in a revised Basic Skills program that would also include the traditional areas of math and English. Also, the idea of capping Philosophy courses at 35 seems justified by the data.

A general theme running through the review is adding FTES through an hour-by-arrangement requirement in a critical thinking learning center. While this might be best achieved through a re-definition of basic skills acquisition at CSM, it must be recognized that, in view of the mid-term prospects for new financial resources to implement such a re-definition, any new learning centers would not be practical in any near- or mid-term time horizon. The question remains for ALL of us of what to do in the meantime with ever-decreasing resources.

Regarding Section IV, it would seem that the lower success rate of philosophy students compared with the college average, a more satisfying explanation might lie in the degree of abstraction and conceptualization in philosophy compared with more "content-oriented" courses (i.e., learn this specific material and you will succeed). If the lower success rate were simply a result of students unprepared for college work, then then success for most of the courses in the Division would also be lower. Whereas students in the K-12 system have already taken some courses in history, US government, social/cultural analysis, math, biology, and sometimes even economics (often one semester in high school), philosophy is not taught as a specific discipline, so students may have more difficulty dealing with new questions in a jargon and intellectual context with which they are not familiar. It is also conceivable that philosophy faculty have particularly high standards, which is to be lauded.

One point in Section V needs special attention, and should be expanded to apply to both Humanities and Political Science. That is the increase in administrative and shared governance tasks that take ALL of us away from both our students and currency in our disciplines, which we need to keep our teaching on the cutting edge of our disciplines. (The shared governance activity was not mentioned in the review, but has an impact on faculty across the college.) For the summers of 2008 and 2009, some faculty were and have been offered small stipends for work to meet accreditation standards, such as developing the very program review format under discussion. However, the additional work during the school year goes uncompensated. A couple of flex days each year are wholly inadequate, indeed laughable. This workload issue needs to be addressed not only in this program review but also by the union.

Also, an additional point in V needs comment. Page 7 refers to a second full time faculty member in Political. Actually, our understanding is that there is the one newly hired full timer and a former full timer who is phasing in her retirement and therefore not truly full time.

Under V/Opportunities, the departments might consider offering not only courses aimed at aging baby boomers but also work throughout the Division, and with the CSM and district administrations to re-make CSM as THE premier transfer college in the district. We have reason to believe the CSM administration might be amenable to this kind of shift, although of course it would require a decision at the district level. Thus, we could attract some younger students whose parents, in a future climate of increased financial prudence, would consider sending their children here

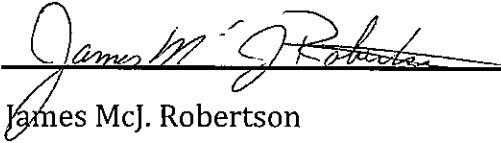
instead of the increasingly smaller CSU/UC systems. This, however, would not eliminate students who need basic skills training, including a critical thinking component discussed above.

Sections VI, VII, and VIII require no comment.

Submitted 18 May 2009.

A handwritten signature in cursive script, appearing to read "M. S. Still", with a long horizontal flourish extending to the right.

Mark S. Still

A handwritten signature in cursive script, appearing to read "James M. J. Robertson", with a long horizontal flourish extending to the right.

James McJ. Robertson

A handwritten signature in cursive script, appearing to read "Michael Svanevik", with a long horizontal flourish extending to the right.

Michael Svanevik