

DEPARTMENT OR PROGRAM: Philosophy Department

DIVISION: Creative Arts / Social Science

1. BRIEF DESCRIPTION OF PROGRAM:

The department offers a variety of 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 offerings. Philosophy currently offers 10 – 11 sections per semester.

2. Based on the elements in your Core Program and Student Success Indicators (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

From the academic years 2008 -09 to 2009 – 10 we have increased the levels of success and retention: Retention 77% - 86%, and Success 61% - 66%. We see this as a success since the quality of the students entering the classes is getting weaker. Philosophy classes require a great deal of critical thinking and critical writing that have high standards. The students entering the classes are not often proficient as critical thinkers and writers; that students stay in the classes, and that they are successful, is a testament to the work of the instructors.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

Yes. We will continue to provide our students the kind of support in learning to read and write at a proficient academic level for college philosophy.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

There is nothing new. We aim to continue our work which includes the Learning Community - Movie Night - which brings students who are enrolled in Philosophy 100 sections together with students from Prof. Clifford's Psychology 100 sections. In the Fall of 2011 the department will offer an online version of Philosophy 100 for the first time. Since we lost a tele-course we are making Philosophy 100 available for the distance student. This helps the "distance education" student complete Area E5c for an Associates

degree, Area C2 for Cal. State University transfer, and Area 3B of IGETC general education.

5. **Are there any critical issues you expect to face in the coming year? How will you address those challenges?**

The budget is obviously a problem. It means we will offer one fewer section in the fall and spring semesters of 2010 / 11. This means that our WSCH will drop, but so will our FTE. The loss of adjunct professor Robert Schwartz has reduced the options of instructors for our students. This has been a noticeable loss. Robert was also a big part of our movie night events, and his absence is also felt there. In order to address the loss of sections, we have decided to accept a few more students in the remaining sections, if there are desks.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

- a. **Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.**

In last year's program review we claimed "We will assess one SLO from Philosophy 100 this year. "To be able to identify, explicate, and evaluate complex arguments." We will read student exams and papers which require them to do argument analysis. We will use the rubric we already created which reflects gradated levels of proficiency to record the students' success. With that data we will then assess what areas seem to be sufficient and those which are in need of attention."

We assessed this SLO from Phil 100. The data we developed show that we are successful in meeting this outcome. Through several means we determined that 75% of the students successfully met this outcome. As stated above we evaluated student success using student writing samples and our rubric as well as developing a questionnaire on which students reported an assessment of their own learning. We have kept copies of student writing and the questionnaires for documentation.

Next year we will assess SLOs in every course and get ourselves in a pattern so that we are able to regularly assess all of our SLOs. We will also look to reduce the number of SLOs in Philosophy 244 and Philosophy 103. Upon reflection we think we have too many.

- b. Student services areas: TBD

7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, 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.
None	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.
None	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: None Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.	N/A	N/A

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

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person: David G. Danielson
Phone and email address: 574 – 6376 Danielson@smccd.edu
Full-time faculty:
Part-time faculty:
Administrators:
Classified staff:
Students:

David G. Danielson	3/25/11
<i>Primary Program Contact Person's Signature</i>	<i>Date</i>
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<i>Full-time Faculty's Signature</i>	<i>Date</i>
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<i>Part-time Faculty's Signature</i>	<i>Date</i>
	(as appropriate)
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<i>Administrator's Signature</i>	<i>Date</i>
	(as appropriate)
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<i>Classified Staff Person's Signature</i>	<i>Date</i>
	(as appropriate)
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<i>Student's Signature</i>	<i>Date</i>
	(as appropriate)
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<i>Dean's Signature</i>	<i>Date</i>