

Basic Program Information

Department Name:

Philosophy

Division Name:

Business and social Sciences

Program Mission(s):

The mission of the Philosophy Department is to provide students with a disciplined introduction to the history of philosophy, as well as a clear understanding of the fundamental categories of philosophic discourse. Since philosophy is the origin and

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Brian Tapia	Philosophy	Full-time instructor

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	4

Please list all existing Classified positions:

Example: Administrative Assistant I

N/A

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Philosophy		X	

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Philosophy AA				

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	1267	1284	1255	-2.3
Productivity (College Goal 2013-14: 535)	571	581	449	-22.7
Success	71%	66%	70%	+4
Full-time FTEF	1	1	1	
Part-time FTEF	2.3	2.3	3.3	43.9

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to CCCC
<input checked="" type="checkbox"/>	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

The degree has been submitted to the articulation officer and approved. Cori Nunez is in process of reviewing the degree for submission to CCC.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Data shows that enrollment is down from 1284 last year to 1255 this year. The year before enrollment was at 1267. While slightly down from the last two years, this decrease is not too extreme and less than the college wide enrollment decrease of 5.8 %. In the coming year, our AA-T degree will be submitted and we will be putting a few more of our courses online to help with enrollment numbers.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Statistics seem comparable to the college average. The success rates are a bit lower by 5% among African Americans and 13% lower among Latinos. One possible limitation could be limitations in language. Philosophy by nature can make for difficult reading and writing. It is often the case that students who are still in the process of building English skills will struggle with the reading.

f. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Our productivity trend has been steady over the last few years. We were at 581 last year and 571 the year before. However, there were a few unprecedented circumstances that have brought it down for this year to 449. I do not believe this will indicate a trend. During year 2012-2013 we had an instructor who proved ineffective and even a bit unstable. This drove down enrollment for the effected classes. It was also the case that this instructor resigned abruptly mid-quarter. During the instructors last quarter at foothill, two courses needed to be filled in with replacement instructors. Unfortunately due contractual obligations, the instructor was also paid for the quarter. Thus, during this time two instructors were being paid for each of the two teaching assignments in question. While unfortunate and detrimental to productivity, this was deemed by all involved as a necessary measure. In future, we do not anticipate such problematic circumstances and will return to a more respectable productivity number that is comparable to the college average.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

The completion rate is 70% which is above the college standard. We are also comparable to the college numbers in completion rates among specific groups.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Philosophy had 2 graduates this year, compared to 4 the year before, and 2 the year before that. This is normal for philosophy. Our best students are more focused on transfer than on achieving AA degrees. The transition to the AA-T should increase degree completion.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

N/A

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Philosophy only runs courses that are at least CSU transferable. In fact all courses but one are IGETC transferable. This provides students with maximum value for transferability. We also provide a curriculum that is designed to model 4-year university philosophy curriculum. This, not only helps our students prepare for university study, but also makes them attractive candidates. Transferability is a priority in all departmental curriculum work.

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

Basic skills is very important to us, in that our courses require intensive reading and writing. We offer two courses that cover college writing and critical thinking skills. However, it is difficult to offer instruction in basic skills without sacrificing academic rigor

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

As stated above, we are in the closing stages of the AA-T process, which we are confident will contribute to increased transfer numbers. We also only offer courses that we know will be transferable. On a personal note, I have always taken a hand in counseling my own students regarding transfer both to philosophy as well as other programs.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

We do not directly relate to workforce as a mission. However, it is our hope that our courses provide all students with critical thinking and reasoning skills that are to their benefit in their lives in the workforce.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

The most significant changes have been to the detail with which key concepts are presented. The biggest challenge for students seems to be the reasoning behind theories. The students have an easier time recognizing positions taken than how such positions are supported. While this is not new, we make every effort to focus discussions and assignments to strengthen these concepts.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

The objectives and outcomes of the courses relate to the program outcomes of having a clear sense of philosophic history and its development, as well as introducing major historical movements and theories. Each course deals with some isolated aspect of that overall plan.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

The program structure has been validated by the outcomes. Changes to the program have been focused more on the AA-T curriculum standards.

d. If your program has other outcomes assessments at the program level, comment on the findings.

N/A

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

There is only one full-time faculty member. However, regular discussions with adjunct instructors have been instrumental in developing SLOs.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. clarify offerings		Y	Currently reviewing courses and how they will fit into the future of the department.
2. Expand offerings		Y	Full time instructor is currently expanding and augmenting courses in conjunction with his PDL.
Increase interest		Y	The new AA-T degree is a key part of this, as well as offering new courses.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Complete AA-T process	Short term	This will make the program more attractive and also assist with the transfer goals of the college.	State approval.
2. Raise profile of philosophy department through on campus club or activities.	Long term	It will increase interest and thus enrollment.	Increase in enrollment for Philosophy courses.

Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full time faculty	variable	A full time faculty member would be invaluable in collaborating upon new material and the direction of the department. Another full-time instructor would increase the presence of philosophy on campus and would contribute to departmental enrollment and productivity.	It was approved at the division level.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	N/A

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this	Previously funded in last 3 years?

		resource request supports this goal.	(y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1.	

a. After reviewing the data, what would you like to highlight about your program?

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Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The Foothill College Philosophy Program is an outstanding academic department and is actively engaged in improving student learning, in improving course offerings and in serving its populations of students. The program recently submitted its ADT application and expects to have it approved within the year, which will allow students greater opportunities to capture a degree while studying philosophy. The program enrollment is steady but would be improved with the addition of a second full-time faculty member. There is unmet need in online class demand that the program is addressing by adding additional online sections in 2014 and by hiring new part-time faculty. A new full-time position could address this online demand and teach courses face to face, in a significant way. Philosophy is a critical discipline for students seeking careers in law, medicine, political science, the sciences and many other careers and the program can grow to serve more students.

b. Areas of concern, if any:

Productivity is down in the past year due to a variety of reasons, including a focus on keeping growth, and other factors such as the department's one full-time faculty member going on sabbatical in the Fall. This concern is being addressed by the hiring of a new part-time faculty and with the introduction of new online courses in spring and summer/fall.

c. Recommendations for improvement:

With only one full-time faculty member this department can only grow so much and serve so many students. The department will be putting forward a resource request in this program review to add a second full time faculty member and I think it is a very meritorious request that can lead to enrollment and productivity increases for the college. The ADT approval will further strengthen the program and its ability to serve the transfer student population.

d. Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.