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 foundation of most academic subjects, a strong background in philosophy is useful, not just for philosophy majors, but for students in all disciplines. The Philosophy department endeavors to provide these foundations, particularly in the areas of logic and critical reasoning. In addition to providing students with a philosophic education, the department is dedicated to providing transfer students with the logical analytical and critical reasoning necessary for success in university study.

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

Name	Department	Position
Brian Tapia	Philosophy	Instructor

Total number of Full Time Faculty:	*1*
Total number of Part Time Faculty:	5

Please list all existing Classified positions:
Example: Administrative Assistant I

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 Department		Philosophy AA	

* 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	2011-2012	2012-2013	2013-2014	% Change
AA Philosophy	4	2	1	-50%
ADT				

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	2011-2012	2012-2013	2013-2014	% Change
Example: Career Certificate				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b.   Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	1459	1255	1289	0.2
Productivity (College Goal 2013-14: 535)	581	449	507	12.9
Success	66%	70%	72%	.2
Full-time FTEF	1.2	1.2	1	-1.7
Part-time FTEF	2.3	3.3	3.1	-7.4

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 discipline/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
x	**State Approved**
	Submitted to State Chancellor's Office
	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.

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.

Enrolment in face-to-face courses seems to be holding steady with a .2 percent increase over last year. There is a 33.1 percent increase in online enrollment due to increasing our online offerings.

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.

Most of the philosophy numbers are not significantly different than the college overall. Our age demographic seems to be a bit higher than the college among 20-24 year olds. I imagine this is due to the fact that all of our courses are transferable and students at that age have that goal in mind.

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.

Productivity is up face to face by 12.9 % and we hope to continue that trend by working to offer courses that will attract high enrollment to offset some of our more specialized courses. At 508 we are below target, but steadily increasing. Online productivity continues to increase and was at 653, an increase of 4.9 percent.

g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how

Courses in the 20 series tend to have lower enrollment due to being a more specialized interest. In future we will explore renaming these courses and altering descriptions, as well as advertise them more vigorously. Philosophy 30 is a class that we may need to phase out due to redundancy and lack of interest compared to Philosophy 1.

your program is addressing this issue.

h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All courses are reviewed and updated according to title V. All are either IGETC approved or, at least CSU transferable. Most recently our curriculum was approved for CID.

i. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

We often use contemporary material to illustrate a variety of issues. However, the bulk of introductory philosophy courses deal with material that is decidedly not current. Philosophy at this level is comparable to intellectual history. Thus, much of what we are dealing with, Plato, Descartes, Hume, Kant etc., are very old literature and theory. Current philosophy assumes understanding of these historical foundations. This is our function as a community college philosophy program.

Program: 4   Updated:

j. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

> In our online courses, I have been experimenting with a podcast style of delivery. Each week students download a set of lectures ranging, in total, from 1 to 2 ½ hours. The hope is that this will help them engage the material more effectively than written comments.

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.

> We are at or above the institutional standard for most demographics. Asian students seem to be a bit higher. The only demographic below the institutional standard is Pacific Islander students at 53%. This has gone up from 43% in 2011-2012. Philosophy does seem to be a bit lower than the institutional average in most demographics, though higher among Asian students. One explanation for this may be that philosophy, particularly the reading, can be very difficult. We have considered the idea of not using primary literature in order to make the readings more accessible. However, the IGETC transfer pattern and the AAT program make acceptance contingent upon the use of primary literature. Another solution could be to add prerequisites to all courses. However, this has often met with reluctance due to the inevitable effect upon enrollment rates. I make myself available for tutorial during office hours, which helps students who take advantage of this. However, finding qualified tutors to install at the tutorial center is difficult. Students who not only succeed, but also excel at the level required for tutoring, are rare and tend to transfer soon after. We will renew attempts to find tutors to help address the disparity.

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.

> The number of students pursuing a philosophy degree has consistently been low. However, anecdotally, I know that there are several of our students who transfer to 4 year institutions. This may be an excess of honesty, but I have advised students in the past to forgo an AA in philosophy when I know they would be better served by transferring. This is why I have been so diligent in pursuing an AAT in philosophy so that students will not have to make that choice.

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.

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.

> Nearly all of our courses meet IGETC requirements. All courses are CSU or UC transferable. We don't offer any courses until they meet transferability criterion. Thus, the philosophy department provides many courses to meet the transfer needs of students at Foothill College

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (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

  a. **Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

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Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

c. **Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

As always our focus continues to be on making our courses transferable. It is of fundamental importance that we meet relevant transfer criteria.

d. **Please analyze and discuss Articulation data regarding this program.**

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

e. **Discuss how this program continues to meet a documented labor market demand?**

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f. **Analyze your program in relation to other programs in our region**, defined as San Mateo and Santa Clara counties.

g. **Discuss any job placement and/or salary data available for your students after graduation.**

h. **Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

i. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

k. Outcomes assessments: If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

l. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 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 2013-2014 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?**

For ethics courses, more emphasis has been made upon clarifying aspects of ethical theory, as this seems to be the most difficult. However, students seem to have the most interest in issues of applied ethics, so this continues to be the emphasis in ethics courses. Also, the plan of a dedicated medical ethics course stems from the interest in this subject as it arises in the standard course. SLOs seem to reflect that the current pedagogical approaches at the course level seem to be working well.

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

The outcomes at the course level are very similar to the program outcomes. We strive in the courses to convey both the historical figures and central concepts for each subject. This is in line with the program goals overall. These two concerns are central to the study of philosophy. When students transfer from Foothill College we want to be sure that they can perform in upper division philosophy courses.

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 findings have confirmed that the program is providing a sound philosophic education for our students. However, we are considering phasing out our traditional AA in favor of the AAT. The two degrees are nearly identical, and yet the AAT has a much greater potential benefit.

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

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?**

As the sole full time faculty member, I make an effort to stay in dialogue with part-time faculty members to make use of their insights as to the program SLO's, and how they may be improved. We have added some new SLO goals pursuant to these exchanges.

f. **Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

Students appear to be performing well in relation to our SLOs.

g. **What summative findings can be gathered from the Program Level Assessments?**

> Our program level SLOs reflect that our continued focus on both historical development and major topics within philosophy is successful. In light of this, we plan to add new courses to broaden this focus.

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 expand course offerings	N/A	Transfer	This will provide a broader range of topics for study. A medical ethics course will serve career specific needs for EMT students and students in related fields.
2			
3			

	Section 6: Program Goals and Rationale	

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

List Previous Program Goals/Outcomes 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. Expand course offerings	N	Y	This project is currently underway

			and progressing as planned. We have added new courses to the plan, as mentioned above.
2. Transfer degree	Y	Y	We currently have the approved AA-T in place thanks in part to the support of Bernie Day and Cori Nunez.

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. Increase productivity for the department.	Long term	Productivity helps the college meet the needs of students more efficiently.	Working with the dean, we will analyze how we can be more effective in meeting this goal. One strategy that we will explore is the increase of online courses which draw from a larger population than just those students that are on campus.

Section 7: Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> 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)
1 Full-time faculty position		Another full time professor would go a long way toward meeting all of the goals of the department. Primarily through sharing the workload, collaborating on strategies for increasing equity and having a sustained presence on campus.	N

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)	

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 resource request supports this goal.	Previously funded in last 3 years? (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)

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

N/A

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. Continue with expanding course offering	In progress.
Continue to pursue full time position	Pending approval.

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

The Philosophy Program at Foothill College is an outstanding transfer-focused academic program serving the needs of students seeking AA degrees, ADT degrees and transfer to four-year universities. The program enrollment and productivity is stable and has the potential to grow if a new full-time faculty member can be hired in the future and program curriculum can be updated in certain areas to capture student demand. As documented in this program review, there are some classes that could be updated to provide more clarity regarding the course relevancy and content, and would hence attract more students. Demand for online course offerings has grown in Philosophy, and the department has responded by creating more quality online offerings. Summer demand is particularly strong for Ethics, for instance. The addition of the ADT degree has the potential to attract more students seeking university transfer.

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 program is very excited about our new AAT degree. It is our hope that this degree will attract students who will want to complete the undergrad portion of their philosophy degree at Foothill College. We are slowly improving our productivity. It is our hope that offering more online courses will further this effort. Such classes fill reliably and will thus provide some room to offer the more specialized courses that have impacted upon productivity.

b. Areas of concern, if any:

No major areas of concern. It is recognized that a department with one full-time faculty member has limitations in terms of growth potential and therefore it is important for the college to consider funding a philosophy position in the near future. This position was prioritized by PaRC in 2014 but due to the District budget constraints and higher priority positions, it was not funded in Fall 2014.

c. Recommendations for improvement:

The program should move forward with curriculum updates as discussed in this program review and review courses that are offered infrequently to see where they fit in to the ADT and overall department curriculum. Philosophy should hold at least annual department meetings with the part-time faculty to discuss curriculum and SLO reflections etc.

This section is for the Vice President/President to provide feedback.

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

As evidenced by this program review, the Philosophy program serves an important transfer and general education function, and has strong enrollment and productivity. The ADT is an excellent addition, and will serve students well. The emphasis on curricular review and updating, and more targeted scheduling and advertising of courses is a healthy direction for the department.

e. Areas of concern, if any:

The analysis and discussion of the student equity and transfer and articulation data could be expanded, as this is a comprehensive program review. It is difficult for the reader to identify any areas of concern in these sections without the more in depth data and analysis.

f. Recommendations for improvement:

It would be helpful to more fully address the student equity data.

g. Recommended Next steps:
__X_ 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.

Foothill College
Department - Philosophy (PHIL)

Mission Statement: 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 foundation of most academic subjects, a strong background in philosophy is useful, not just for philosophy majors, but for students in all disciplines. The philosophy department endeavors to provide these foundations particularly in the areas of logic and critical reasoning. In addition to providing students with a philosophic education, the department is dedicated to providing transfer students with the logical, analytical and critical reasoning skills necessary for success in university study.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Philosophy (PHIL) - PHIL 1 - CRITICAL THINKING & WRITING - SLO 1 - Identification of premises and conclusions - Identify and distinguish the constituent parts of an argument (premises and conclusion) within a persuasive text or speech. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Short media analysis essays to augment critical writing skills. Students will start reading newspapers and journals more actively and cite examples of informal fallacies and ambiguous statements found in these publications. **Assessment Method Type:** Essay/Journal	10/07/2014 - The average score on the first exam was 82 percent. Students showed that they could consistently determine the constituent parts of an argument in an effort to diagram the argument. The accuracy rate for identifying the conclusion was well over 85 percent. Student performance remained strong even with the longer and more complex passages. These results were consistent with what was observed in the classroom. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 1 - CRITICAL THINKING & WRITING - SLO 2 - Identification of common logical fallacies - Evaluate persuasive text or speech through the identification of common logical fallacies. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Discussion forum in a more active manner, by rewarding students who pose good questions/issues that are relevant to this course. **Assessment Method Type:** Discussion/Participation **Target for Success:** Identification of fallacies in newspapers and journals.	10/07/2014 - The average score on the final exam was 75 percent. Taking out the two lowest scores (which were significantly lower than the rest of the batch), however, the average was an 82 percent. Students were strong in identifying fallacies of relevance, including ad hominem, appeal to pity, appeal to fear, appeal ignorance, and appeal to tradition. The fallacies that students had the most difficulty identifying were begging the question, straw man, as well as some fallacies of ambiguity (amphiboly and equivocation). In addition, students demonstrated the ability identify these logical fallacies in a longer argument	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		(argument for CA Proposition 37). All of the students identified over half of the fallacies present in the argument. Students also, showed competence in challenging the acceptability of premises and hidden assumptions. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 2 - INTRODUCTION TO SOCIAL & POLITICAL PHILOSOPHY - SLO 1 - Political theories of major philosophers - Identify significant political theories held by major philosophers (ex. Plato, Aristotle, Hobbes, Hegel etc.) and/or philosophic schools of thought. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Discussion, comparing and contrasting philosophers. **Assessment Method Type:** Discussion/Participation	10/06/2014 - 60% of students were able to discuss major political theories and their application competently enough to participate productively. 30% showed an exceptional ability to synthesize major concepts and theories into their own views and even call ideas into critical analysis. Only 10% seemed to consistently not be able to identify or understand major theories presented. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 2 - INTRODUCTION TO SOCIAL & POLITICAL PHILOSOPHY - SLO 2 - evaluation of historically important philosophical arguments - Explain and evaluate historically important philosophical arguments regarding aspects of political theory. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** A series of short reflective essays, evaluation of contemporary perspectives using political theory upon which they are based. **Assessment Method Type:** Essay/Journal	10/06/2014 - The majority of these were excellent. However, many had a hard time distinguishing the finer points of social contract theory. This was especially a concern where ideas where similar,but in disagreement (Hobbes, Locke, Rousseau, etc). I was prompted to review the distinctions based on the essay responses. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	10/06/2014 - Spend more time contrasting contract theory philosophers. _____
Department - Philosophy (PHIL) - PHIL 20A - HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES THROUGH ST.	**Assessment Method:** Periodic quizzes		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
THOMAS - SLO 1 - identification of significant theories - Identify significant theories held by major philosophers and/or philosophic schools of thought from the ancient through medieval periods. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz		
Department - Philosophy (PHIL) - PHIL 20A - HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES THROUGH ST. THOMAS - SLO 2 - evaluation of historically important philosophical arguments - Explain and evaluate historically important philosophical arguments from ancient through medieval period. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Discussions of the different intellectual concerns during this period **Assessment Method Type:** Discussion/Participation		
Department - Philosophy (PHIL) - PHIL 20B - HISTORY OF WESTERN PHILOSOPHY FROM THE RENAISSANCE THROUGH KANT - SLO 1 - identification of significant theories - Identify significant theories held by major philosophers and/or philosophic schools of thought from the 17th and 18th century European tradition. (Created By Department - Philosophy (PHIL)) **Assessment Cycles:** End of Academic Year **Start Date:** 10/06/2014 **End Date:** 10/25/2028 **Course-Level SLO Status:** Active	**Assessment Method:** Reading questions. **Assessment Method Type:** Exam - Course Test/Quiz	10/23/2014 - Students were introduced to the major works of the most prominent philosophers and schools of philosophy from the ancient to the medieval periods in the history of western philosophy. Students were asked to critically evaluate every philosopher's work and students were asked to write critical reviews about the theories under discussion. Every student was asked to also participate in a classroom debate regarding some controversial issues in the field of political theories and ethical theories. Students learnt to not only reflect on their personal ideas on a particular theory under discussion but also learnt to appreciate and analyze the thoughts of fellow thinkers. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		10/06/2014 - The lowest scores on this quiz was 85%. Nearly all students achieved perfect scores identifying major theoretical points and indicating the appropriate philosopher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 20B - HISTORY OF WESTERN PHILOSOPHY FROM THE RENAISSANCE THROUGH KANT - SLO 2 - evaluation of historically important philosophical arguments - Explain and evaluate historically important philosophical arguments from ancient through medieval period. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate arguments. **Assessment Method Type:** Essay/Journal	10/23/2014 - Student scores from evaluation of arguments made by the major academic philosophers suggest that they were well acquainted with the prominent arguments in the areas of Metaphysics, Epistemology and Ethics. Students showed high interest in the historical facts as well as theoretical richness of the philosophical arguments regarding various metaphysical issues the most. Students were encouraged to form groups and review fellow student's views about the Philosophical arguments as well. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/06/2014 - Students in this course performed exceptionally on this. Only one student gave a book report on the articles he chose. All others were very strong in providing a critical evaluation of the material. In one case, the student took on a philosopher towards whom I had expressed derision. I was forced to reevaluate based upon her argument. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Philosophy (PHIL) - PHIL 20C - CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY THOUGHT - SLO 1 - identification of significant theories - Identify significant theories held by major philosophers and/or philosophic schools of thought from the 19th century to the present. (Created By Department - Philosophy (PHIL)) **Start Date:** 09/20/2012 **End Date:** 09/25/2015 **Course-Level SLO Status:** Active	**Assessment Method:** Test/Quiz **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Philosophy (PHIL) - PHIL 20C - CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY THOUGHT - SLO 2 - evaluation of historically important philosophical arguments - Explain and evaluate historically important philosophical arguments from 19th and 20th centuries. (Created By Department - Philosophy (PHIL)) **Assessment Cycles:** End of Academic Year **Start Date:** 10/10/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Essay **Assessment Method Type:** Essay/Journal		
Department - Philosophy (PHIL) - PHIL 24 - COMPARATIVE WORLD RELIGIONS: EAST - SLO 1 - Eastern religion concept identification - Identify significant concepts, figures and religious thinkers from the eastern religions (Hinduism, Buddhism, Confucianism Taoism, Chan, Zen etc.) (Created By Department - Philosophy (PHIL))	**Assessment Method:** Final Exam **Assessment Method Type:** Exam - Course Test/Quiz	10/23/2014 - Student assignments, papers and test scores suggest a deep understanding into the major concepts of the Eastern Religions. Students seem to be highly enthusiastic about learning the history and philosophical thoughts in major religions. Every student was also required to visit a place of religious organization and write a narrative of what they experienced and learnt from the visit. Every student felt a sense of being well	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		equipped with greater understanding about the various faiths of the world for which they had wonder about. Students were encouraged to contact the instructor to gain further insights by either emailing their questions or comments or by classroom discussions. Student's insights and assignments suggest how their knowledge and understanding about the significant concepts and religious thinkers had grown with the introduction of such a huge variety of thinkers/theories from several religions across the East. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 24 - COMPARATIVE WORLD RELIGIONS: EAST - SLO 2 - identification of eastern religion concepts - Identify and explain historically important religious concepts from the eastern religions. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Essays **Assessment Method Type:** Essay/Journal	10/23/2014 - Student could identify their beliefs with several religious concepts due to their personal association with one of the religions. Certain concepts in the Eastern Religions that emphasized strong Philosophical orientation, were the most well received and accepted theories in the class. Students showed an increased amount of efficiency in writing papers and making rational discussions about the religious concepts. Since students are living in a global world today, where they interact with a great number of people who are diverse in their religious orientation, a course of this caliber makes them feel confident of their association and understanding towards the major concepts from these religions. Showing audiovisual contents in the classroom and depicting pictures from various religions have proved to be extremely beneficial in imbuing the religious content to a class. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2013-2014	
Department - Philosophy (PHIL) - PHIL 25 - COMPARATIVE WORLD RELIGIONS: WEST - SLO 1 - Identification of Western religion concepts - Identify significant concepts, figures and religious thinkers (ex. Moses, Zoroaster, Jesus, Muhammad etc.) from the Western religious traditions. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Quizzes **Assessment Method Type:** Exam - Course Test/Quiz	10/10/2014 - Student reflections and grades demonstrate that they are able to identify major concepts, names, and themes in the Western world religions. Students are finding this information helpful as they participate in work and school in our global world. Some students have expressed interest in interacting with me more and so I am now sending out more announcements to remind students that I am available and happy to speak with them on the phone. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 25 - COMPARATIVE WORLD RELIGIONS: WEST - SLO 2 - Western religious figures and theories - Explain and evaluate historically important Western religious figures and theories. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Essays **Assessment Method Type:** Essay/Journal	10/10/2014 - In order to increase student understanding I am now requiring that students write longer personal reflections on not simply summarizing what they are learning, but to reflect on how what they are learning impacts their life and values and interactions with others. I have also asked students to respond to two different students each week rather than just one. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 30 - INTRODUCTION TO CRITICAL THINKING - SLO 1 - Identification of premises and conclusions - Identify and distinguish the	**Assessment Method:** Paper focused on arguments and non-arguments **Assessment Method Type:**		

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constituent parts of an argument (premises and conclusion) within a persuasive text or speech. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	Essay/Journal		
Department - Philosophy (PHIL) - PHIL 30 - INTRODUCTION TO CRITICAL THINKING - SLO 2 - Identification of common logical fallacies - Evaluate persuasive text or speech through the identification of common logical fallacies. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Quiz **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Philosophy (PHIL) - PHIL 30 - INTRODUCTION TO CRITICAL THINKING - Identify argument - Determine if a given passage contains an argument (Created By Department - Philosophy (PHIL)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 01/01/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Students were given passages on the first exam and were required to determine whether the passage contained an argument. **Target for Success:** Class average should be above 75% and would be preferably higher.		
Department - Philosophy (PHIL) - PHIL 30 - INTRODUCTION TO CRITICAL THINKING - evaluate arguments for soundness or cogency. - Evaluate the soundness of a deductive argument and evaluate the cogency of an inductive argument. (Created By Department - Philosophy (PHIL)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012	**Assessment Method:** Students are given short passages and asked to determine whether the argument was sound (for deductive arguments) or cogent (for inductive arguments). Students are given a 2-page article and were asked to determine whether the argument was cogent. **Target for Success:** 75% or better of the class should be able to evaluate arguments as to cogency or		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 01/01/2016 **Course-Level SLO Status:** Active	soundness.		
Department - Philosophy (PHIL) - PHIL 30 - INTRODUCTION TO CRITICAL THINKING - Argumentative essay. - Write a composition presenting a well-reasoned argument defending a position on a controversial issue. The paper will include and overcome counter-arguments. (Created By Department - Philosophy (PHIL)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/01/2012 **End Date:** 01/01/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Students were required to submit a 5-6 page paper defending a position on the death penalty. Students were required to take a position on the issue, support their position using arguments, and address at least one counterargument. **Assessment Method Type:** Essay/Journal **Target for Success:** The class average should be above 75%.		
Department - Philosophy (PHIL) - PHIL 4 - INTRODUCTION TO PHILOSOPHY - SLO 1 - identification of significant theories - Identify significant theories held by major philosophers (ex. Plato, Descartes, Hume, Sartre etc.)and/or philosophic schools of thought (ex. ontological dualism, materialism idealism etc.) (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Discussion/Participation **Assessment Method Type:** Discussion/Participation	10/06/2014 - There is a significant improvement in the level of participation across the wider spectrum of students. I believe this is a reflection of the implementation of weekly quizzes. I will continue with this practice in the coming quarters. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 4 - INTRODUCTION TO PHILOSOPHY - SLO 2 - evaluation of historically important philosophical arguments - Explain and evaluate historically important philosophical arguments. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:**	**Assessment Method:** Discussion/Participation **Assessment Method Type:** Discussion/Participation	10/06/2014 - The majority of students do a very good job explaining the details of the major theories when prompted. 40% are able to critically evaluate these theories in a meaningful way. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Philosophy (PHIL) - PHIL 7 - INTRODUCTION TO SYMBOLIC LOGIC - SLO 1 - deductive arguments - Determine whether a deductive argument is valid or invalid. (Created By Department - Philosophy (PHIL)) **Start Date:** 09/20/2012 **End Date:** 09/22/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Analysis of deductive arguments using symbolic representation. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Ideally all students should be able to determine validity of symbolized arguments by the end of the quarter.		
Department - Philosophy (PHIL) - PHIL 7 - INTRODUCTION TO SYMBOLIC LOGIC - SLO-3: argument identification - Identify and distinguish the constituent parts of an argument (premises and conclusion) within a persuasive text or speech. (Created By Department - Philosophy (PHIL)) **Assessment Cycles:** End of Academic Year **Start Date:** 10/01/2013 **End Date:** 10/01/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Analyze text to identify and evaluate argument. **Assessment Method Type:** Case Study/Analysis	10/23/2014 - Students were asked to evaluate 25 arguments and identify the constituent parts of the argument. The success ratio was 95% since students could very efficiently identify the various parts of the argument as well as evaluate the argument to be sound or unsound. The arguments were syllogistic as well as immediate inferences and students mastered the technique of identification with a very high rate of success. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 7 - INTRODUCTION TO SYMBOLIC LOGIC - Fallacy Identification - Evaluate persuasive text or speech through the identification of common logical fallacies. (Created By Department - Philosophy (PHIL)) **Start Date:** 10/01/2012 **End Date:** 10/01/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate persuasive text or speech through the identification of common logical fallacies. **Assessment Method Type:** Case Study/Analysis	10/23/2014 - Having discussed the major logical fallacies in the classroom, students were provided with thirty arguments that had some form of fallacious reasoning and students had to identify the fallacies involved in the reasoning. In a class of 40 students, 32 students could identify the fallacies in at least 25 of the given 30 arguments correctly. The arguments were analyzed with 82% of accuracy and the task goal of familiarizing students with the common informal logical fallacies was met successfully.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 8 - ETHICS - SLO 1 - Ethical theories - Identify and explain major ethical theories. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Quizzes for each new ethical theory **Assessment Method Type:** Exam - Course Test/Quiz	10/06/2014 - Students did an exceptional job on these quizzes. I believe that the extensive discussions regarding application of these theories. In particular, there is significant improvement with Kantian deontological theory. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Philosophy (PHIL) - PHIL 8 - ETHICS - SLO 2 - Ethical arguments - Analyze and evaluate ethical arguments regarding contemporary social issues. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Quiz **Assessment Method Type:** Exam - Course Test/Quiz	10/06/2014 - Student do an excellent job of applying major theories to contemporary social and political concerns. They also do a good job of showing how the ethical theories on their own don't necessarily yield predictable results. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BSS-PHIL) - Philosophy AA - 2 - Students will be able to critically analyze and evaluate arguments regarding issues of ethics and political philosophy. **SLO Status:** Active	**Assessment Method:** Essays will be used as an assessment tool. Students who have taken 3 or more courses in the program will compared with students who are taking their first philosophy courses at foothill. **Assessment Method Type:** Essay/Journal **Target:** Students who have taken 3 or more courses should have a clear understanding of ethical and political concepts as well as a well developed ability to apply logical principles to analysis and evaluation of arguments.	10/10/2014 - Assessment was done in winter quarter 2014 in Philosophy 2: Political Philosophy. There were 36 students, 10 of whom had taken three or more philosophy courses. Students on average did well in this course, with over half the class receiving an A or B. However, there was a significant difference between students who received an A or B in the course with no prior courses taken in the department and those who had taken 3 or more. Students who did well having not taken 3 or more courses performed admirably on their essays, however they stuck very closely to the material presented in lecture and readings. This is understandable given the wide range of difficult philosophers presented. The students who had taken 3 or more classes were better able to draw upon other aspects of philosophy in order to develop a deeper understanding. The students in question had taken ethics, intro and the courses from the historical series. Thus, when philosophers in this course refered to issues like free will, Kantian ethical theory, Hegalian or Marxist historical determinism etc. They were familiar and even eager to demonstrate their broad understanding. One thing I am always happy to see is students teaching each other. Throughout the course of the quarter, I observed these students, before and after class, filling there classmates in on some of the things they had learned in other courses. Based upon this, and recent correspondence with former students who have transferred to university, and in a few cases to graduate study, I believe the philosophy department at Foothill college continues to provide students with the tools they need to enter university philosophy departments and be conversant in the finer points	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		of the subject. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Program (BSS-PHIL) - Philosophy AA - 1 - Students will be able to critically analyze and evaluate arguments regarding issues of metaphysics and epistemology. **SLO Status:** Active	**Assessment Method:** Essay (2-4 pages) and short answer questions (1/2 to 1 page) will be used as an assessment tool. Students who have taken 3 or more courses in the program will compared with students who are taking their first philosophy courses at foothill. This assesment will be done during Spring quarter in Philosophy 20c. Students will be polled as to how many philosophy courses they have taken at Foothill College to gauge their relative levels of experience. Answers will be compared in terms of accuracy of responses, level of comprehension and understanding displayed and ability to relate and apply concepts to contemporary issues and/or events. **Assessment Method Type:** Essay/Journal **Target:** Students who have taken 3 or more courses should have a clear understanding of metaphysical and epistemic concepts as well as a well developed ability to apply logical principles to analysis and evaluation of arguments.		