



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



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Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

Department/Program Title: **Communication Studies**

Date submitted: March 31, 2014

0. Key Findings:

1. Planning Group (include PT& FT faculty, staff, stakeholders)

List of names and positions: Frank Young

2. Writing Team and Contact Person: Frank Young (x3260 or youngf@smccd.edu)

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty Frank Young

PT Faculty Jason Chang

FTE FT 1.2

Classified none

PT Classified (hrs/wk) none

Volunteers none

Student Workers none

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

To expand the conventional definition of philosophy, "the love of wisdom" from a limited Western perspective, we take the position to view philosophy as an ongoing intellectual process of curiosity of examination and evaluation of all ideas, concepts, and values in and from multicultural perspectives with a serious, wide academic and educational range of interests and concerns.

C. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment



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tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

The Philosophy Department is one of nine departments in the Social Sciences (anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology). Our program level SLOs are as follows:

1. Analyze social science concepts and theories.
2. Produce evidence based arguments.
3. Evaluate diverse viewpoints related to the human experience.

The program level SLOs are embedded in the assessment tools used to measure course-level SLOs (see chart below). As a group, we developed a general analytic rubric used to assess student writing assignments and implemented it during fall 2013. The results of this assessment will be reported in next year's program review.

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes	Example Assessment Options
See specific Social Science courses.	(P1) Analyze Social Science concepts and theories	(I1) Select, evaluate, and use information to engage in creative problem solving, investigate a point of view, support a conclusion, or engage in creative expression.	Multiple choice exams, including pre- and post- test survey or test (P1, P2, P3, I1, I3, & I4) Oral Presentations (P1, P2, P3, I1, I2, & I3) Essays or Research papers (P1, P2, P3, I1, I2, I3, & I4) Reflections/Critical Self-Analysis – could include essays with reflections and/or oral presentation videos or a portfolio (P2, P3, I1, & I2)
	(P2) Evaluate diverse viewpoints related to the human experience	(I2) Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.	
	(P3) Produce evidence based arguments	(I3) Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.	
		(I4) Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.	



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4. Response to Previous Annual Program Plan & Review

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

My response to the previous comprehensive program plan and review is as follows:

- I4. My visit to Tienhua College of China was to specifically recruit students for the district whole and correct misunderstandings of community colleges with potential students from China.
- II6. At present there is no plan for any curricular developments for we are the only philosophy department in the district operating our curriculum from a multicultural perspective.
- IV1-2. We will continue to strengthen our multicultural approach in our philosophy department.
- VB. With regard to professional development needs, we will keep abreast on the latest philosophical concepts through journals and conferences. Discipline related conversations occur with faculty across the district, which directly supports effective curriculum development within the departments. These conversations need to continue.
- Comments. Currently there is only one adjunct in the department in addition to one full-time faculty member. The current adjunct is an outstanding teacher and I hope he will be able to take my position when I retire.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC**

sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Curriculum Committee <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)).

See report attached.

To be successful in each course SLOs, students must be able to evaluate the fundamental theories and apply their critical thinking skills on the concepts of different philosophers from selected different major cultural traditions. See below for a list of SLOs by course.



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Course: Philosophy 100

1. Students will be able to evaluate philosophical issues on topics such as axiology, epistemology and metaphysics.
2. Students will be able to analyze the philosophical presuppositions of these issues.
3. Students will be able to develop critical thinking skills.

Course: Philosophy 103

1. Students will be able to identify premises and conclusions in arguments, and recognize the role of language in presenting premises and conclusions.
2. Students will be able to identify and evaluate the types of arguments and argumentative reasoning, including inductive, analogical, and causal reasoning.
3. Students will be able to evaluate and analyze informal fallacies and perform simple deduction in propositional logic.

Course: Philosophy 160

1. Students will be able to explain the basic philosophical ideas of the various pre-Socratic philosophers.
2. Evaluate the fundamental tenets of the philosophical theories of Socrates, Plato, and Aristotle and their respective epistemological, ethical, and metaphysical positions.
3. Evaluate the fundamental tenets of the philosophical theories and the epistemological, ethical, and metaphysical positions of the Roman world and the Renaissance.

Course: Philosophy 190

1. Students will be able to demonstrate a critical understanding and appreciation of the traditions of Existentialism, Marxism, Utilitarianism, Pragmatism and Analytic philosophy.
2. Students will be able to define, explain, analyze and evaluate philosophers' core concepts and theories.
3. Students will be able to demonstrate through essay and discussion an understanding of selected literatures by thinkers such as Sartre, Mill, Wittgenstein, and Peirce.

Course: Philosophy 200

1. Identify, explain, and use valid forms of deductive and inductive arguments.
2. Discriminate between and accurately apply syllogistic, propositional, and predicate logic.
3. Identify and examine types of arguments and fallacies.

Course: Philosophy 240

1. Students will be able to appraise and evaluate multicultural ethical traditions.
2. Students will be able to compare and contrast contemporary ethical issues of diverse ethical traditions.
3. Students will be able to participate in discussion on ethical issues which have opposing views.



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Course: Philosophy 300

1. Students will be able to identify and distinguish basic terms, beliefs, and concepts of different major religious traditions.
2. Students will be able to compare and contrast the basic religious principles of each major religion and how they influence their respective world views, meaning of existence, and afterlife.
3. Students will be able to evaluate the contributions of different religious beliefs and demonstrate how they may enhance their own intellectual and religious growth within our culturally diverse society.

Course: Philosophy 320

1. Demonstrate knowledge of the major philosophical traditions of the major Asian countries: India, China, and Japan.
2. Analyze and explore Asian philosophies to enhance the development of students' broader philosophical perspectives and interests.
3. Compare and contrast the different philosophical systems and their contemporary cultural impact within their respective countries.
4. Evaluate the philosophical development in India, China, and Japan.

- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#))

None are out of date.

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

Year 1	Year 2
Fall Semester: <ul style="list-style-type: none"> • PHIL 100 • PHIL 100 (online) • PHIL 103 • PHIL 190 • PHIL 240 • PHIL 300 	Fall Semester: <ul style="list-style-type: none"> • PHIL 100 • PHIL 100 (online) • PHIL 103 • PHIL 190 • PHIL 240 • PHIL 300
Spring Semester: <ul style="list-style-type: none"> • PHIL 100 • PHIL 100 (online) • PHIL 160 • PHIL 200 • PHIL 300 	Spring Semester: <ul style="list-style-type: none"> • PHIL 100 • PHIL 100 (online) • PHIL 160 • PHIL 200 • PHIL 300



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<ul style="list-style-type: none"> • PHIL 320 (dual-CRN Honors) • PHIL 680 (dual-CRN Honors) 	<ul style="list-style-type: none"> • PHIL 320 (dual-CRN Honors) • PHIL 680 (dual-CRN Honors)
Summer: <ul style="list-style-type: none"> • PHIL 100 (online) • PHIL 103 • PHIL 300 	Summer: <ul style="list-style-type: none"> • PHIL 100 • PHIL 200

The core philosophy classes for the AA-T (PHIL 100, 200 or 240) are offered every semester and the other electives every other semester. The students who major in philosophy will have ample chance to take all of the transfer classes for the major within a one year span. As of Spring 2013, PHIL 100 will be offered fully online every fall and spring semester, with an occasional summer offering.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

It appears the enrollment patterns are normal without any drastic change. Enrollment per section is 10% above the college average. Additionally, the number of section offerings per semester is quite high, allowing for a diverse selection of course offerings for students.

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
PHIL	Student Headcount	107	160	164	176	162
	Total Course Enrollments	113	167	183	182	170
	# of Course Offerings	3	5	6	5	5
	# of Section Offerings	3	5	6	7	6
	Ave Enrollment per Section*	37.7	33.4	30.5	26.0	28.3

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

The load seems to be low compared to the 675 preferred load. However, there are other variables that need to be considered for the department efficiency – such as economics, immigration issues and other social and political problems.



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Table 2. Department Efficiency

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
PHIL	WSCH	342	510	547	561	510
	FTES	11.4	17.0	18.2	18.7	17.0
	FTE	0.6	1	1.07	1.2	1.2
	Load*	570	510	513	468	425

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Success and retention rates are slightly below the college average.

Table 3. Student Performance Profile

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
PHIL	Success Rate*	60.2%	62.3%	60.1%	61.5%	59.4%
	Retention Rate*	85.0%	86.8%	86.3%	80.2%	77.6%
	Ave Units Attempted this Term	12.2	10.8	11	10.8	11.1
	Ave Units Earned this Term	8.6	7.2	7.6	7.6	7.2
	Ave Term GPA	2.27	2.25	2.32	2.42	2.17
	Ave Cumulative GPA	2.74	2.53	2.53	2.69	2.5

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

The philosophy department seems to serve a high percentage of continuing students compared to the college average (69%).

Table 4. Student Enrollment Status Profile

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
PHIL	First-Time Student	17	17	20	6	9
	Continuing Student	77	125	120	138	123
	Returning Student	6	11	21	18	22
	Concurrent Enrollment	7	7	3	14	8
	Percent First Time	16%	11%	12%	3%	6%
	Percent Continuing	72%	78%	73%	78%	76%
	Percent Returning	6%	7%	13%	10%	14%
	Percent Concurrent	7%	4%	2%	8%	5%

Transfer with or without degree is higher than the college average.



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Table 5. Student Goal Orientation

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
PHIL	Transfer (w/ or w/o Degree)	64	107	124	121	117
	Career Dev (Degree, Certificate, License)	6	9	9	15	15
	Educational Development	9	7	6	10	6
	4 Yr College Student attending Cañada	19	19	15	16	12
	Undecided on Goal	7	14	9	14	12
	% Transfer (w/ or w/o Degree)	60%	67%	76%	69%	72%
	% Career Dev (Degree, Certificate, License)	6%	6%	5%	9%	9%
	% Educational Development	8%	4%	4%	6%	4%
	% 4 Yr College Student attending Cañada	18%	12%	9%	9%	7%
	% Undecided on Goal	7%	9%	5%	8%	7%

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC**

sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

1. Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program. Summarize assessment results of Program Student Learning Outcomes.

All Philosophy courses are assessed every semester (this includes courses taught by full-time and adjunct faculty).

The Social Sciences departments worked to link all course-level assessment data with the three PLOs. As a group, we wanted to demonstrate how what we are requiring in the classroom is directly related to the PLOs. We did not want to solely rely on linking our course-level assessments as a way to assess our Social Science program as a whole, so we worked to develop a general analytic rubric (note: an analytic rubric is a



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rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). This academic year we worked to develop the rubric and applied it during the Fall 2013 semester.

2. Describe and summarize other data that reveals Program performance. Explain how changes in community needs, technology, and transfer requirements could affect the Program.

No community trends to note. No new data.

Regarding transfer requirements, the newly approved AA-T was designed to help with the articulation of courses and transferability of students taking courses in the Philosophy department.

C. Other Considerations

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
 - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - > Describe what you expect to learn from the assessment efforts.

1. Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.

All course offerings are assessed each and every semester. All SLOs listed per course have been assessed within 2 years, with the exception of four courses (PHIL 190, 200, 240 & 340). This is partially due to courses being cancelled due to low enrollment and or the limited times the courses are offered throughout the academic year. For example PHIL 190 hasn't been offered since Fall 2011.

2. Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.

No other evidence presented itself.



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3. Identify questions that will serve as a focus of inquiry for next year. Determine the assessments; set the timeline for tabulating the data and analyzing results. Describe what you expect to learn from the assessment efforts.

None.

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

Looking ahead, a second full-time hire will be necessary given the number of course offerings, sections, and online components. Currently, the FTE of the department is 1.2, and with continued emphasis on online instruction, hiring of a new full-time faculty member in the future is needed.

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Professional development needs for the Philosophy Department is then continuation and support of the Philosophy Club. Currently, we have the only Philosophy club in the district; therefore, we support philosophy students across the three campuses. The club could be better supported financially to include guest speaker costs, printing of promotional materials, and room assignments.

C. Classroom & Instructional Equipment requests

Guidelines:

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.



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None at this time. Keep VCR equipment.

D. Office of Planning, Research & Student Success requests

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

The department is happy with the data given.

E. Facilities requests

Guidelines:

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

None needed.