

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

Strengths

The Philosophy department is specially equipped to further the college's mission of promoting critical thinking and communication skills, as well as increasing understanding of diverse cultures. The Philosophy department plays a leading role in building a stronger learning community, hosting multiple speakers each semester, often with more than fifty students attending each speaker event. Other strengths of the department include:

Offer flexible course scheduling that covers day, evening, face-to-face, DE, and CWA.

Collaboration among the nine social science disciplines, providing students with increased scholarship opportunities, study support, and transfer workshops.

Collaboration with GE Pathways to connect department course offerings to a larger student community.

Community engagement: the Philosophy department has been a regular contributor to the CWA program, helping to strengthen community ties by tailoring course for working adults.

The productivity data show that the philosophy department has increased its students since the Fall 2016 semester and has an above-average college faculty load rates.

Challenges

The biggest challenge for the Philosophy department is the college-wide decline in enrollment. This college enrollment trend has limited the variety of daytime philosophy courses offered. Another challenge for the Philosophy department is closing various student equity gaps. The most significant gap in terms of total number of students impacted concerns Hispanic students, who were 9% less likely to complete a philosophy course compared to all other students.

Action Plan

The Philosophy department plans to continue its collaboration with the other Social Science disciplines, with a continued focus on promoting our courses, degrees, and the unique opportunities for our students. With regard to the specific challenges facing the Philosophy department:

The department will continue to closely monitor student enrollments in order to best meet course scheduling needs. One long-term goal of the department is to improve AA-T course offerings for philosophy majors, while maintaining the department's high productivity.

The department will explore different options for tutoring and other forms of student support with the hopes of increasing the overall success rate for students, including closing equity gaps.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

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Narrative

The undergraduate major in Philosophy is designed to provide a deep understanding of important philosophical issues and a broad knowledge of philosophy's history. The program emphasizes the critical evaluation of classic texts, from ancient times to the present. Students can expect to develop the following skills: to read and think critically, write and speak clearly and persuasively, and conduct research effectively. More broadly, students can expect to be better equipped for civic life, including possessing greater sensitivity to human values in their own and other cultural traditions, establishing more informed personal values, as well as better understanding scientific and technological developments and their impact on humankind. The Philosophy major provides excellent preparation for careers that require clear, careful thinking, rigorous analytical skills, and effective written and oral communication.

The Philosophy department is one of nine disciplines in Cañada's Social Sciences program. The collective mission of the college's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Suggested Follow Ups

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No Suggested Follow Ups to Display

2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

No known changes.

Suggested Follow Ups

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No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

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Narrative

There are multiple rapid social and technological changes across society that are creating new and urgent ethical issues. Especially urgent issues include biomedical enhancements, driverless cars, and the online dissemination of political misinformation. The department's core offerings engage urgent issues such as these in order to ensure that the students are better equipped to understand these issues in their civic life in addition to preparing students who enter careers directly impacted by these and other related ethical issues.

Suggested Follow Ups

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No Suggested Follow Ups to Display

3	Looking Back
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4	Curricular Changes
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List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

The program has in the last year updated its AA and AA-T degree requirements and current course offerings to better match the AA-T's Transfer Model Curriculum. This will make it easier for philosophy majors to understand and fulfill the degree requirements. Two new courses were added to the active Philosophy curriculum: PHIL 175 Modern Philosophy and PHIL 312 Introduction to Philosophy of Religion. Both courses count toward the AA-T requirements.

With regard to all other active courses, the process has begun of updating course outlines of record for all of the active philosophy courses. These general updates focus on improving the distance education addendum and lecture content portions of the course outlines. The course outline for PHIL 100 Introduction to Philosophy was updated in Fall 2017.

The department offered PHIL 200 Introduction to Logic as an online course for the first time in Fall 2017. This has increased access to a core AA-T requirement for majors, while continuing to offer general education critical thinking requirement for non-majors.

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5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

During the last program review cycle (2015-2016), there was no full-time philosophy faculty. As a result, there were significant omissions in the 2015-2016 program review. Below is a direct response to IPC feedback:
Regarding feedback on item 1: as requested in the IPC feedback, this program review provides a summary of strengths, challenges, and action plans.
Regarding feedback on item 3: more information has been provided on how the philosophy department's offerings are meeting community needs.
Regarding feedback on item 4: the philosophy curriculum has undergone significant updating, as noted above. This includes a both an update to degree requirements and active courses.
Regarding feedback on item 5B: there was no action plan provided in the 2015-2016 program review. But going back to the 2013-2014 program review, the philosophy department has continued with a multicultural approach in its curriculum.
Regarding feedback on 6B: results of hiring a full-time faculty member have been noted.
Regarding feedback on 7A: a greater description is provided concerning enrollment trends, including headcount, FTEs, LOAD, and Fill Rates.
Regarding feedback on 8A: data and discussion of equity gaps are covered, including an action plan for attempting to close the equity gaps.
Regarding feedback on 8B: comparison made between f2f and online courses.
Regarding feedback on 9A: an SLO assessment plan has been provided as well as details on the most recent SLO assessments.
Regarding feedback on 9B: success of SLO assessment results noted. There is also discussion of the one failed criterion from the latest round of SLO assessments.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

Due to the lack of full-time faculty during the 2015-2016 program review, there was no action plan provided in the program review.
Looking back to the 2013-2014 program review, the Philosophy department's plan was to emphasize a multicultural approach in its curriculum. The program has continued this mission, engaging issues of race, gender, and social identity in PHIL 100 and PHIL 240. Accordingly, philosophers of under-represented groups are included in the core curriculum offerings.

Suggested Follow Ups

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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

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Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable?".

Response Detail

No Response Information to Display

Narrative

Not applicable.

Suggested Follow Ups

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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

The Philosophy department gained a full-time faculty instructor, David Eck, in Fall 2016. It continues to staff one adjunct instructor, Jason Chang. The full-time position has enabled the department to meet greater student demand. Fall 2016's enrollments were down slightly (overall load for the department was 483). But it appears this was due to five of the department's courses being under-promoted and listed as being taught by "Staff" until just before the semester began. This was due to David Eck have just begun with SMCCCD. In subsequent semesters, the department has increased the number of sections it has offered to seven sections while maintaining its high productivity (e.g., Spring 2017's overall load was 560). More broadly, the department has contributed significantly to the Cañada learning community, playing a leading role in hosting Social Science Topics of Interest.

Suggested Follow Ups

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No Suggested Follow Ups to Display

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Narrative

The Philosophy department has seen a significant growth in enrollment in recent years. This positive trend began with the Fall 2015 semester. Prior to this semester, the department's load was generally around 370-450: Fall 2014 was 450, Spring 2015 was 371, and Summer 2015 was 378. Since the Fall 2015 semester, the department has seen positive trends in both headcount and faculty efficiency. Fall 2015 had a similar headcount as Spring 2015, with 131 end-of-term students, but much greater faculty efficiency (529). The Spring 2016 semester increased both end-of-term headcount and efficiency (195 students and 568 load). There was a slight dip in faculty efficiency for the department in Fall 2016 (483), but the positive trend continued in Spring 2017, with 223 end-of-term students and a 560 faculty efficiency. As shown in the Productivity by Year table (provided below), the Philosophy department's general productivity figures are trending in a positive direction, especially in headcount and fill rate.

Comparing the last two years of data: End-of-term headcount went up to 437 (from 348). FTEs went up to 53.37 (from 39.34). Faculty load held steady at 534 (compared to 536). Fill rate increased to 87.2% (from 81.6%). These positive trends are especially notable given that the 2015-2016 data saw significant improvements upon the prior year (2014-2015) in all of these categories. The positive enrollment trends are due in large part to greater flexibility of course offerings, with more online sections. The department will continue to monitor student demand in order to maintain its high productivity numbers.

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8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

There are some equity gaps in the success rate of students in Philosophy courses. The most significant gap in terms of total number of students impacted concerns Hispanic students, who were 9% less likely to complete a philosophy course compared to all other students. Fifteen more Hispanic students would need to have successfully completed courses in order to close the gap. Filipino's were 16% less likely to complete, though might be due in part to the significantly smaller sample size, as only seven additional completions were needed to close the gap. This is true to an even greater extent for Pacific Islanders, for whom there was a 26% completion gap, but only two additional completions were needed to complete.

One potential factor in all three of the above equity gaps is the difficulty of writing academic essays for ESL students. The Philosophy department is currently looking to expand tutoring services, especially for online courses, via the NetTutor service that has just become available in Spring 2018 for Cañada College. The department will monitor value and effectiveness of the tutoring service, including whether it helps to close the above equity gaps.

Suggested Follow Ups

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No Suggested Follow Ups to Display

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

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Response Detail

No Response Information to Display

Narrative

Since the new full-time philosophy instructor began in Fall 2016, there has not been a completion gap between online and non-online courses. Both types of courses had an 80% completion rate.

The full-time Philosophy instructor provides regular (usually every 2-3 weeks) synchronous web conferences for students in online sections. This likely has helped the completion rate for online sections. But since this is only one year of data, the department will continue to monitor whether a completion gap will arise in future semesters.

Suggested Follow Ups

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No Suggested Follow Ups to Display

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

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Response Detail

No Response Information to Display

Narrative

In Fall 2017, the Philosophy department submitted its new 3-Year SLO Assessment Plan. The current plan is to review three different courses after each Spring semester. This would cover each of the active courses in the Philosophy curriculum. Provided below is the assessment plan.

Below is a picture of the current assessment plan for the Philosophy department:

The last round of SLOs assessment, completed before the current plan, was performed at the end of the Spring 2017 semester. SLO assessments were performed for sections from all of the different Philosophy courses offered during the 2016-2017 academic year: PHIL 100, PHIL 103, PHIL 240, and PHIL 300.

Suggested Follow Ups

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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Since the Philosophy department consists of one full-time faculty member, there is not a dialogue regarding SLOs. For the 2016-2017 academic year, the Philosophy department did well in meeting SLO assessment goals. All but one of the criteria that were evaluated were met. The only criterion that was not met was in PHIL 240 Introduction to Ethics. The criterion was Multicultural Traditions and the assessment method was essay question on exam. In Fall 2016, only 60% of students earned a C or higher on the second exam. The criterion called for 70% of students earning a C or higher. The failure of meeting the standard was probably due to the very small sample size (there were only sixteen students who completed the exam). The Philosophy department will continue to assess its SLO success rate to ensure that this result from the Fall 2016 ethics class is an outlier.

Suggested Follow Ups

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No Suggested Follow Ups to Display

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

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Response Detail

No Response Information to Display

Narrative

Assessment Plan

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a 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). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

Assessment Impact

During the last 2 assessment periods (2016-2017) 90 papers and exams were assessed. 84% (76/90) of the papers/exams received at least a 1 "acceptable" score. The average score across PLOs was 1.45 which is similar to the previous program review assessment period. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated an improvement in random sampling, however continued difficulty was demonstrated in identifying social science theories that the writing assignments were targeting. Specifically, concern was noted that there was some difficulty in assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. Continued improvement in identifying papers/exams which will allow for adequate assessment of PLO, while using random a selection from those papers/exams during the next assessment period was discussed. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

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5 Looking Ahead

11 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

Philosophy is one of nine disciplines within the Social Sciences program at Cañada. Most of the disciplines only have one full-time faculty. While there are no specific purchase requests needed by the Philosophy department at this time, there are more general funding needs for the Social Sciences, which would benefit the Philosophy department.

Planning Objectives Social Sciences

Space for Social Science students to congregate and study. Currently we have a Social Sciences Hub in the library—we should maintain that space.

Increased coordination time for the social sciences. Currently, the Social Sciences coordination receives some release time but not enough to provide for the full range of duties required.

Both items 1 and 2 are important for developing stronger academic support for philosophy students, as discussed in the action plan within the executive summary and in section 8A.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

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No Suggested Follow Ups to Display