

College of Alameda



Philosophy Department Program Review

Fall 2016

The Comprehensive Instructional Program Review Report

1. College: College of Alameda

Discipline, Department or Program: Philosophy

Date: 10/13/16

Members of the Comprehensive Instructional Program Review Team: Jennifer Fowler

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

Philosophy is a discipline that examines fundamental questions about everyday life and the natural world.

Philosophy classes at College of Alameda will prepare students to:

- *Demonstrate knowledge of the major questions, central methods, issues, figures, and arguments in the cores areas of philosophy and its history.*
- *Use formal and informal logic to identify, construct, analyze, evaluate, and respond to arguments.*
- *Deal with value questions with clarity, fairness, and open-mindedness.*
- *Make connections with philosophical traditions and everyday life, including their professional, family, and social lives.*
- *Clearly articulate ideas and arguments in writing and speech.*

By studying philosophy, students will gain wisdom, clarity, and awareness about a wide variety of philosophical issues that arise within different cultural and historical contexts.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here. Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

Six out of eight courses have not been updated within the last three years:

- *PHIL 002: Social and Political Philosophy*
- *PHIL 005: Ethical Problems*
- *PHIL 010: Logic*
- *PHIL 020A: History of Ancient Greek Philosophy*
- *PHIL 020B: History of Modern European Philosophy*

○ PHIL 049: Independent Study in Philosophy

There are currently only two adjuncts that comprise the entire Philosophy Department. One of the two adjunct instructors teaches an online class remotely so we only have one face-to-face adjunct instructor that is on campus on a weekly basis. We cannot update or specify when the department will update each one without the expertise of a full-time instructor. Our adjunct instructors do as much as they can to help outside of their teaching requirement, but we need the leadership of a paid full-time faculty member to undertake a project as large as updating six course outline.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

We would love to get the course outlines updated and possibly even create a degree program at some point in the future. However without a full-time faculty member in the department for over 5+ years, this is a difficult task to accomplish.

- Please list your degrees and/or certificates.

We do not have any degrees and/or certificates.

- Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

N/A.

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

At-a-Glance - Status Report		COLLEGE OF ALAMEDA			
COURSE ASSESSMENT					
Legend: In Progress (Not Shared) Shared (Not Reviewed) Reviewed					
Organizational Area	2015-2016 Assessment Cycle				
	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report	
College of Alameda AMS					
Full Course Listing					
PHIL 1 Introduction to Philosophy			No Access	No Access	
PHIL 10 Logic			No Access	No Access	
SUMMARY:	0 In Progress 2 Shared 0 Reviewed 2 Total	0 In Progress 2 Shared 0 Reviewed 2 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

All instructors include SLOs for each course on their syllabi. Department PLOs are published in the college catalog.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1. Getting caught up on assessment.

The previous department chair of the cluster retired so one of the adjunct instructors in the cluster assumed the department chair. Assessment had not previously been completed or kept up with. As soon as the new department chair came on board she brought Philosophy up to date with assessment in the 2015-2016 academic year. However we need more data and a full-time Philosophy professor in order to better administrate and interpret the assessment results we've started gathering.

Improvement 2. Please see above. Improvement 1 is our top priority in order to get accurate assessment results.

Improvement 3. Please see above. Improvement 1 is our top priority in order to get accurate assessment results.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1. Keep current with our assessment cycle.

We created an assessment cycle and plan for when each SLO in every Philosophy course will be evaluated over the next three years.

Plan 2. Update course outlines.

We have not had a full-time Philosopher in the department for as far back as I can remember. The course outlines are significantly out of date. We need the subject matter expertise of a full-time Philosophy professor to update the curriculum to meet the needs of our students.

Plan 3. At this time, curriculum improvement is our number one priority since the courses outlines of record have not been updated in quite some time. Please see Plan 2 above.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

There is no significant difference in assessment results between distance education courses and face-to-face classes.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

Results are similar in each section when multiple sections are offered. No outlier results or sections were identified.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

The Department PLOs are mapped to the ILOs.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

The Philosophy Department SLOs and PLOs directly support the college ILOs. The SLOs in each course and PLOs precisely align with four ILOs in particular:

- *Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.*
- *Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.*
- *Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.*
- *Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.*

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

Faculty use innovative lectures, video clips, Moodle (our learning management system), hands-on activities, and student projects to create a dynamic and experiential learning environment.

- How has new technology been used by the discipline, department or program to improve student learning?

We started offering one section of PHIL 1 online. Interactive discussion forums, quizzes, exams, video clips, web links, images, and other digital tools are used within Moodle to improve student learning.

- How does the discipline, department, or program to maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Standards of academic integrity are defined in each syllabus and the college catalog. Plagiarism is not tolerated in face-to-face, hybrid, or online courses. Students that plagiarize will be held accountable to the academic integrity standards outlined in the college catalog.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

Distance education instructors provide students with quality grade feedback and electronic interaction (email, video chats, discussion forums, announcements, etc.) just as a face-to-face instructor would.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

- Overall enrollment trends in the past three years

TERM	SUB	SECT	ENRL CENSUS	FTES TOTL	FTEF TOTL	PROD (FTES/FTEF)	PROD CHANGE	AVG STUD/SECT
Fall 13	PHIL	3	140	13.4	0.6	23.33	-	47
Fall 14	PHIL	4	177	17	0.8	22.13	-5.42%	44
Fall 15	PHIL	4	154	15.4	0.8	19.25	-14.96%	39

TERM	SUB	SECT	ENRL CENSUS	FTES TOTL	FTEF TOTL	PROD (FTES/FTEF)	PROD CHANGE	AVG STUD/SECT
Spring 13	PHIL	5	210	21.11	1	21.11	-	42
Spring 14	PHIL	5	207	20.7	1	20.7	-1.98%	41
Spring 15	PHIL	5	167	16.7	1	16.7	-23.95%	33
Spring 16	PHIL	4	156	15.6	0.8	19.5	14.36%	39

- An explanation of student demand (or lack thereof) for specific courses.

We are only able to offer two courses because we only have one adjunct instructor that can teach a maximum of two courses and another adjunct instructor that is only available to teach one course online. We need a full-time instructor so that we can offer more than three sections each semester.

- Productivity for the discipline, department, or program compared to the college productivity rate.
 - College productivity rate:

- *Academic Year 2013-2014: 16.87*
- *Academic Year 2014-2015: 16.13*
- *Academic Year 2015-2016: 15.73*

- *Philosophy Department productivity rate:*

- *Academic Year 2013-2014: 22.01*
- *Academic Year 2014-2015: 19.41*
- *Academic Year 2015-2016: 19.37*

The numbers above illustrates that productivity in the Philosophy Department exceed the college productivity rate each year.

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

We can only offer three sections, so the three sections we do have get filled up quickly.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Our two face-to-face courses are taught during peak times on campus (between 8:30am and 11:15am), which positively contributes to our productivity.

- Recommendations and priorities.

We strongly recommend that a full-time faculty member be hired in Philosophy. Philosophy is one of only a few (if not the only one) academic discipline on campus comprised entirely of two adjunct instructors. The productivity and demand for our classes are there. We need a full-time instructor to capitalize on the demand and grow the program beyond three sections.

6. Student Success:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard: 66%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F13	Alameda	PHIL	1	INTRO TO PHILOSOPHY	92	49	53.3%	18	19.6%
F13	Alameda	PHIL	10	LOGIC	56	40	71.4%	3	5.4%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S14	Alameda	PHIL	1	INTRO TO PHILOSOPHY	137	64	46.7%	45	32.8%
S14	Alameda	PHIL	10	LOGIC	73	44	60.3%	20	27.4%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F14	Alameda	PHIL	1	INTRO TO PHILOSOPHY	124	65	52.4%	42	33.9%
F14	Alameda	PHIL	10	LOGIC	54	44	81.5%	8	14.8%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S15	Alameda	PHIL	1	INTRO TO PHILOSOPHY	82	49	59.8%	23	28.0%
S15	Alameda	PHIL	10	LOGIC	85	52	61.2%	15	17.6%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	PHIL	1	INTRO TO PHILOSOPHY	123	66	53.7%	35	28.5%
F15	Alameda	PHIL	10	LOGIC	31	22	71.0%	5	16.1%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S16	Alameda	PHIL	1	INTRO TO PHILOSOPHY	117	69	59.0%	35	29.9%
S16	Alameda	PHIL	10	LOGIC	39	35	89.7%	3	7.7%

Discussion:

We tend to not meet the college course completion standard during the fall semester. This could be due to the fact there are a lot more new students being registered and filtering in from local high schools and the students are still not sure if academia is the right path to reach their goals. A full-time Philosophy professor would help retention and outreach efforts.

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

College course completion standard: N/A

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

There is no significant difference in course completion rates between face to face and hybrid courses.

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard: 47%

Discipline, department, or program retention rates

Year 1 (2013-2014). 80.29%

Year 2 (2014-2015). 73.87%

Year 3 (2015-2016). 68.77%

Discussion:

The Philosophy Department’s retention percentage over the last three years averages at 74.31%. This exceeds this college retention standard by a 27% margin.

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

We added a distance learning course to improve course completion and access for students that are not able to physically attend classes on campus each week. During the next three years, we hope to hire a full-time instructor that can revitalize the curriculum so we can offer more than just two classes each semester.

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

N/A

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Fall '16 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
PHIL	3	116	116	11.00	0.60	11.60	0.00	0.20	0.40	0.60	19.33 

Full-time faculty headcount _____ 0 _____

Part-time faculty headcount _____ 2 _____

Total FTEF faculty for the discipline, department, or program _____ 0.60 _____

Full-time/part-time faculty ratio _____ 0 full-time instructor to 2 part-time instructors _____

Classified staff headcount _____ 0 _____

- Describe your current utilization of facilities and equipment.

Faculty utilize smart classrooms when available. However they are not always available during peak enrollment days and times when needed.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

A full-time Philosophy professor is a must for our cluster that consists of Communication, Humanities, and Philosophy. There are currently only two adjunct professors in the Philosophy Department. There has not been a full-time Philosophy for over 5 years. It is a disservice to our students that full-time leadership is absent from this important part of our cluster.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Smart classrooms need to be available to all students and instructors. During peak times some faculty and students are not able to have access to them.

It is vital that the COMM/HUM/PHIL cluster have its own dedicated projector when faculty are not scheduled in a smart classroom. We tried purchasing one with our instructional supply budget last year, but the request was denied on the basis that the purchase was over \$200 and that a project was equipment and not supplies.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Echoing the sentiments above, we need access to smart classrooms for all professors and students that want one. This is imperative if we are to remain competitive with other local colleges and universities.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.
-

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Our part-time instructors participate in flex days and our semiannual department meetings.

We do not have a full-time faculty member.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Our part-time instructors also teach at other campuses or have other employment opportunities so without a full-time instructor dedicated to our campus 40 hours a week, it is difficult to make and sustain community partnerships.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty are included in semiannual flex days, monthly division meetings, and semiannual department meetings. Adjunct faculty participate in the selection of department goals in department meetings. Adjunct faculty also participate in the updating of course outlines, provide input for APUs/Program Reviews, and make decisions regarding how department supply funds are spent.

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

Instructors need ongoing training in the use of classroom technology, Moodle, and teaching pedagogy.

10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
 - *Update the curriculum and course outlines of record.*
 - *Continue to expand course offerings in the department so students have access to a wider breadth of classes.*
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale: Expand the number of courses offered. This will allow our department to increase our reach and expose students to a wider breadth of courses in our discipline to meet their personal and professional needs.

- **Goal 2. Assessment:**

Activities and Rationale: Continue SLO assessments and stay current every year. This will allow our department to meet accreditation standards.

- **Goal 3. Instruction:**

Activities and Rationale: Increase faculty access to technology and digital teaching tools. This will allow our classes to be competitive with other colleges and increase student enrollment.

- **Goal 4. Student Success:**

Activities and Rationale: Increase course completion rates. This will increase student equity and student enrollment for the college.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale: *Collaborate with local colleges and universities to update our curriculum.*

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review Prioritized Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: Communication

Contact Person: Jennifer Fowler, Department Chair

Date: 10/6/16

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	Full-Time Philosophy Professor	1	\$60,000+ a year depending on experience	3, 4, 6, 7, 8, 9, 10, 11	COA ILOs: #1-5 District Goal: A-D
Human Resources: Classified					
Human Resources: Student Workers					
Technology	More Smart Classrooms	3	\$5000	10	COA ILO: #2 District Goal: A
Equipment	Digital Projector for COMM, HUM, & PHIL Cluster	2	\$500	10	COA ILO: #2 District Goal: A
Supplies					
Facilities					
Professional Development					
Other (specify)					

Appendix B

PCCD Program Review Alignment of Goals Template

College: College of Alameda

Discipline, Department or Program: Communication

Contact Person: Jennifer Fowler, Department Chair

Date: 10/6/16

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Update the curriculum and course outlines of record.	1, 2, 3, 4, 5	A, B, C
2. Continue to expand course offerings in the department so students have access to a wider breadth of classes.	1, 2, 3, 4, 5	A, C

Appendix C

Program Review Validation Form and Signature Page

College: College of Alameda

Discipline, Department or Program: Communication

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
<p>A: Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>