

Q21. Welcome to COA's new, online portal for completing your **Annual Program Update (APU)**. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will be saved, should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions about the portal during the process, please email Interim Dean Karen Engel at [kengel@peralta.edu](mailto:kengel@peralta.edu) or call or text her cell phone at (510) 381-5292. For questions about your program or the process, please contact your instructional dean or service area or administrative unit vice president. Thank you!

Q1. Please select the discipline, department or program:

Q102. Please select the Program Type:

- Instructional
- Student Services
- Administrative Services

Q2. Please provide the name of the person(s) completing this Program Review:

Jennifer Fowler

Q103. The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Q3. Please provide the mission statement for your 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:

- 1) Demonstrate knowledge of the major questions, central methods, issues, figures, and arguments in the core areas of philosophy and its history.
- 2) Use formal and informal logic to identify, construct, analyze, evaluate, and respond to arguments.
- 3) Deal with value questions with clarity, fairness, and open-mindedness.
- 4) Make connections with philosophical traditions and everyday life, including their professional, family, and social lives.
- 5) 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.

Q104. Please specify the **date** of your program's last Comprehensive Program Review (month and year):

October 2016

Q105. Cut and paste the program goals and administrative unit outcomes (AUOs) from your program's most recent Program Review or AYO documents into the left-hand column. Then complete the remaining columns of the table below. Program Review Archives, PCCD and COA Strategic Goals can be found on [your program's APU home](#) page.

	<a href="#">PCCD goal</a> advanced upon completion (#)	<a href="#">COA goal</a> advanced upon completion (#)	Progress on goal or AUO attainment (specify: the date completed, revised, or ongoing)	Explanation or Comments (describe any revisions or impediments)
<b>Assessment</b> Continue SLO assessments and stay current every year. This will allow our department to meet accreditation standards.	E.1	5, 7, 8	Ongoing	
<b>Curriculum (if applicable)</b> Expand the number of courses offered.	E.1	3, 5	Ongoing	
<b>Instruction (if applicable)</b> Increase faculty access to technology and digital teaching tools. This will allow our classes to be competitive with other colleges and increase student enrollment.	E.4	3, 5	Ongoing	
<b>Student Services and Student Equity</b>				
<b>Professional Development, Institutional and Professional Engagement, and Partnerships</b>				
<b>Other Program Improvement Objectives or AU Outcomes</b>				
<b>Other Program Improvement Objectives or AU Outcomes</b>				

Q106. Please review and reflect upon the data for your program (see [Data Dashboards](#) on the left of the COA Program Review home page). Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus on the most recent year and/or the years since your last comprehensive program review.

Q107. Using the [Enrollment Data Dashboard](#), review any changes in the student demographics of your students. Particularly consider changing number (or percentage) of student by age, gender, ethnicity, and special populations (foster youth, veterans, low income, students with disabilities). Comment on any changes.

Our DSPS student population has quadrupled since Fall 2014, although our low income student population has decreased dramatically since then.

Q108. Using the [Enrollment Data Dashboard](#), review and comment about any changes in enrollment by course.

The college's low income student population has also dropped dramatically, so it doesn't seem to be related to our department in particular. Perhaps it's the usual trend of less students going to college when the economy is doing relatively well.

Q109. Using the [Productivity Data Dashboard](#), review and comment on any changes in the productivity of your program and courses.

Productivity took a steep dive from Fall 2014 to Spring 2017. However the college as a whole took a dive between these two terms as well. It seems as if our numbers are reflecting the college's overall productivity trends.

Q110. For Student Services units, consider and comment on any changes in the number of student contacts and the success rates of the students served.

N/A

Q111. Using the [Course Completion](#) and [Retention Data Dashboards](#), review and comment on any changes in the completion and retention rates of your program's courses.

Our course completion and retention numbers have decreased slowly over the years. Part of this is likely due to the fact that we do not have a full time faculty member. The consistency and presence of a full time faculty member that is on campus more than two days a week could help increase instructor presence and access, thus improving course completion and retention rates.

Q112. Using the [Course Completion](#) and [Retention Data Dashboards](#), review and comment on any changes in the completion and retention rates of your program's **Distance Education or Hybrid** classes versus **face-to-face** (or lecture) classes. Use the DE filter. Set it to "NULL" to review only face-to-face classes.

There are not significant differences between our course completion and retention rates between face-to-face, hybrid, and online classes.

Q113. Review and reflect on other program specific data or unplanned events that reflect significant changes in the program.

There are none I can identify.

Q114. Using the [Equity Data Dashboards](#), please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here?

- Yes
- No

Q115. If differences exist, please detail the differences and describe the activities your program is making to address the differences. How will your program evaluate the effectiveness of these activities?

There are no significant differences.

Q116. What curricular, pedagogical or other changes has your department made since the most recent program review?

We tried offering a class at American Indian Model High School to increase enrollment and expand our course offerings beyond the college. However the class was cancelled by the high school unexpectedly, which was a disappointment to many of our students and the instructor teaching it. Our department will now be cautious about accepting classes at the high school due to the lack of communication that seemed to occur during this experience about class cancellations.

Q117. Were these changes based on assessment of student learning outcomes at the course or program level?

- Yes
- No

Q118. Please identify the assessment used.

We used final exam questions to measure how well students learned the objectives laid out in the Student Learning Outcomes.

Q119. Please describe the basis for the change if assessment was not used (choose all that apply).

The question cannot display to the respondent

Q120. Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs).

[PHIL Status Report.pdf](#)

96.2KB

application/pdf

Q121. Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic

year? Please include a timeline and/or assessment plan for the future.

We are currently on schedule to assess PHIL 1 in the Fall and PHIL 10 in the Spring. Those are currently the only two Philosophy classes we teach.

Q124. What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

The department chair and faculty engage in meaningful one-on-one dialogue and group discussion during department meetings. Evidence of dialogue can be found on department meeting minutes.

Q123. Describe your plans for improvement projects based upon the assessment results.

Since we have exceeded our results, we will continue experimenting with new teaching and learning strategies to see if we can either improve or maintain our current success.

Q125. Attach evidence of these assessment results (the assessment report from [Taskstream](#), departmental meeting notes, or the assessment spreadsheet showing these results).

[PHIL Findings.pdf](#)

444.2KB

application/pdf

Q126. Is your program one of the below?

- CTE program
- Counseling Department
- Library Services
- Student Services or Administrative Unit
- None of the Above

Q128. For CTE Programs: Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

This question is not applicable to the respondent.

Q129. Is your CTE program working with a Deputy Sector Navigator?

This question is not applicable to the respondent.

Q130. Briefly describe your CTE programs' work with the Deputy Sector Navigator?

This question is not applicable to the respondent.

Q131. Is your CTE program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant(s).

This question is not applicable to the respondent.

Q132. **For Counseling:** What has the counseling department done to improve course completion and retention rates? What is planned for the future?

The question answer displayed to the respondent

Q134. What is the counseling department planning to do to improve course completion and retention rates in the future?

The question answer displayed to the respondent

Q133. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

The question answer displayed to the respondent

Q135. **For Library Services:** Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update.

The question answer displayed to the respondent

Q136. Please fill in the information below re Library Services:

The question answer displayed to the respondent

Q137. **For Student Services or Administrative Units:** Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit.

The question answer displayed to the respondent

Q138. How has this information informed unit planning and goal setting?

The question answer displayed to the respondent

Q139. Briefly describe any changes that have impacted the work of your unit.

The question answer displayed to the respondent

Q146. Please find the Prior-Year Resource Utilization Self-Evaluation Template in your [Program Review home page](#), review your expenditures for 2016-17 and complete the form. Upload it here when you are finished.

[PHIL Prior-Year-Resource-Utilization-Self-Evaluation-Template.xlsx](#)

21.5KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q140. **Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success:

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)

Request 1:

Full-Time Philosophy Professor

Yes

We do not have a degree program, so we are technically not a "program" with PLO's.

Yes

Yes

COA ILOs: #1-5

District Goal: A-D

Request 2:

Other:

**Q141. Technology and Equipment:** Please explain how the new technology or equipment will contribute to increased student success:

Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
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Request 1:

None.

Request 2:

Other:

**Q142. Facilities:** How will this facilities request contribute to student success? Indicate whether and how facilities maintenance and repair affected your program in the past year with your request.

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with <a href="#">college goal (#)</a>	Alignment with <a href="#">PCCD goal</a> (letter)
Request 1: None.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Request 2:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Q145. Professional Development or Other Requests:** How will the professional development (PD) activity contribute to student success? What PD opportunities and contributions will your program make to the college in the future?

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with <a href="#">college goal (#)</a>	Alignment with <a href="#">PCCD goal</a> (letter)
Request 1: None.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Request 2:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

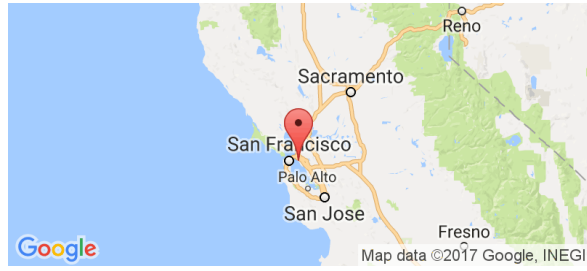
**Q144.** Congratulations. You have completed your Annual Program Update for 2017-18. If you have completed each question in each section, you may close this tab. Your answers will be saved and submitted. Thank you!



## Location Data

Location: ([37.773498535156, -122.27880096436](#))

Source: GeoIP Estimation



College of Alameda AMS » Full Course Listing

**PHIL 1 Introduction to Philosophy**

2016-2017 Assessment Cycle

**Assessment Findings****Finding per Measure**▼ **PHIL 1: Introduction to Philosophy**

Outcome

**Outcome: 1.1 Philosophical Terms**

Define key philosophical terms.

▼ **Measure: PHIL 1 Final Exam***Direct - Exam***Details/Description:**

PHIL 1 Final Exam

**Criteria for Successful Performance:**

70% of the students in the course will obtain 70% or better on the final exam.

**How will you collect this information?:**

The final exam grades will be used to assess the SLO.

**Contact Person:**

Instructor on record for the course will deliver the assignment grades to Department Chair, who will tabulate the results.

**Findings for PHIL 1 Final Exam***No Findings Added*

**Outcome: 2.1 Critical Analysis**

Analyze critically ideas, texts, arguments, traditions, and forms of media.

▼ **Measure:** PHIL Final Exam

*Direct - Exam*

**Details/Description:****Criteria for Successful****Performance:**

70% of the students in the course will obtain 70% or better on the final exam.

**How will you collect this information?:**

The final exam grades will be used to assess the SLO.

**Contact Person:**

Instructor on record for the course will deliver the assignment grades to Department Chair, who will tabulate the results.

**Findings for PHIL Final Exam****Summary of Findings:**

This outcome was assessed in one section of PHIL10 during the Spring 2017 semester. There was only one section offered at the college.

**Results:**

Successful  
Performance Target Met?: Exceeded

**Actual Performance Data:**

During the Spring 2017 semester, students

**Use of Results/Plan of Action:**

got 75% of the students got a 70% or better on the final exam.

We exceeded our objective and plan to continue evaluating in class activities and final exam questions in the future to make sure they are accurately measuring SLO's.

**Outcome: 3.1 Decision Making**

Synthesize knowledge to make better choices, and to inspire personal and social change.

*No measures specified*

**Overall Recommendations**

**No text specified**

## Overall Reflection

**No text specified**

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## PHIL 10 Logic

2016-2017 Assessment Cycle

### Assessment Findings

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#### Finding per Measure

#### PHIL 10 Logic Outcome Set

Outcome

##### **Outcome: 1.1 Fallacies**

Identify a variety of logical fallacies in real life examples.

*No measures specified*

##### **Outcome: 2.1 Evaluating Arguments**

Evaluate different types of arguments.

▼ **Measure:** PHIL 10 Final Exam

*Direct - Exam*

<b>Details/Description:</b>	There are 16 questions on the final exam that ask students to evaluate different types of arguments.
<b>Criteria for Successful Performance:</b>	Students will earn a 70% or better on these final exam questions.
<b>How will you collect this information?:</b>	The grades on these particular exam questions will be used to assess the SLO.
<b>Contact Person:</b>	Instructor on record for the course will deliver the exam question grades to Department Chair, who will tabulate the results.

#### Findings for PHIL 10 Final Exam

<b>Summary of Findings:</b>	This outcome was assessed in one section of PHIL10 during the Fall 2016 semester. There were 23 students enrolled in the course during the Fall 2016 semester.
<b>Results:</b>	Successful Performance Target Met?: Exceeded
<b>Actual Performance Data:</b>	During the Fall 2016 semester, students got 76% of the final exam questions relating to evaluating arguments.
<b>Use of Results/Plan of Action:</b>	We exceeded our objective and plan to continue evaluating the final exam questions in the future.

**Outcome: 3.1 Critical Thinking**

Think critically and communicate abstractly to assess real world issues.

*No measures specified*

**Overall Recommendations**

We have only been offering one section of this course for the last few years because our entire Philosophy department consists of two adjunct instructors. We are hoping to get a full-time instructor next year (we requested one in our Program Review) so we can expand course offerings and get data from more than one instructor/course.

**Overall Reflection**

Although we only have two part time instructors in our department we are doing well and they are successful instructors. Students are engaged and learning the philosophical principles and concepts needed to become informed critical thinkers.



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**At-a-Glance - Status Report**

**COURSE ASSESSMENT**

**Legend:** 🔄 In Progress (Not Shared)   🟡 Shared (Not Reviewed)   🟢 Reviewed

Organizational Area	2016-2017 Assessment Cycle
	Assessment Plan
<b>College of Alameda AMS</b>	
<b>Full Course Listing</b>	
<b>PHIL 1 Introduction to Philosophy</b>	🟡
<b>PHIL 10 Logic</b>	🟡
<b>SUMMARY:</b>	0 In Progress 2 Shared 0 Reviewed <b>2 Total</b>

## Prior Year Resource Utilization Self-Evaluation Form

Directions: Please review your 2016-17 resource allocations and expenditures provided in the **Expenses 2016-17** tab below. Enter them below and evaluate your use of those funds by completing the table below. Please keep your responses to less than 100 words. If there is additional information, please email it to Interim Dean Engel [kengel@peralta.edu](mailto:kengel@peralta.edu). Thank you.

**College:** COA  
**Line, Department or Program:** Philosophy  
**Contact Person:** Jennifer Fowler  
**Date:** 10/18/2017

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain
General Fund			0				
Instructional Equipment	500	408	92	The technology purchased will allow students to	N/A	The technology purchased will allow	
Instructional Supplies	400	399	1	instructional supplies such as paper, folders, and	N/A	instructional supplies such as paper, folders,	
Fund 10			0				
Measure A			0				
Strong Workforce			0				
Perkins			0				
Equity			0				
Basic Skills			0				
Work-Study			0				
Other			0				

TOTAL			0				
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**With which of the  
College's 10 college goals  
do these expenditures  
best align? (See tab  
below)**

3, 5

3, 5

