

Philosophy Program Review

2011-2012

1. Program Description

A. Description

Philosophy is the foundation of higher education since Plato's Academy, the first college in Western civilization. The goal of the philosophy program is to introduce students to a broad range of philosophical issues, topics, and traditions. The discipline also incorporates the study of the major world religions from both the West and the East. The methods of careful reasoning, philosophical analysis and constructive dialogue are applied to questions that concern all who seek to understand themselves, the reality of the world, the meaning and purpose of life and the way to make wise and moral choices. The subject is taught primarily as a contribution to students' overall liberal arts education. Students majoring in Philosophy generally transfer to four-year institutions to pursue a bachelor's degree and continue their education into Masters or Doctoral degrees. Graduates are prepared to enter further studies in various disciplines, including philosophy, business, law, journalism and religious studies. Graduates with a bachelor's degree in philosophy have employment opportunities in areas including administration and management, business, law, government, journalism, publishing and writing.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Evaluate key philosophical issues
2. Analyze fundamental concepts and ideas
3. Understand key teachings and methods of major personages and traditions

C. College Level Student learning Outcomes

1. Communication
2. Information Competency
3. Critical Thinking and Problem Solving

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

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G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

J. Program Strengths, Successes, and Significant Events

There have been several notable events in the Philosophy program:

1. A significant event is the hiring of two new full-time faculty members to replace the loss of full-time faculty in the last two years.
2. The strength of the department is its continually increasing enrollment despite the loss of previous stated faculty members.
3. A success is that despite the loss of faculty, the department remained close to the districts goal of 650 in the previous 3 years.

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4. The program's overall success can be seen in the overall retention and student success numbers remaining comparable to the college retention numbers for fiscal year 2011.

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K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis-Huddleston

Department Chair: Mark Pauley

Instructors and Staff

Name	Bortolin, Kevin	
Classification	Assistant Professor	
Year Hired	2011	
Years of Work-Related Experience		
Degrees/Credentials	B.A., M.A.	

Name	Mules, Ronald	
Classification	Assistant Professor	
Year Hired	2011	
Years of Work-Related Experience		
Degrees/Credentials	B.A., M.A.	

Name		
Classification		
Year Hired		
Years of Work-Related Experience		
Degrees/Credentials		

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Students will evaluate key philosophical issues.
2. Students will analyze fundamental concepts, ideas in philosophy.
3. Students will understand key teachings and methods of major personages and traditions in philosophy.

B. Student Success Outcomes

1. The program will increase its retention rate from the fiscal year 2011 rate to the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the fiscal year 2011 rate to the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 650 goal set by the district.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3
PHIL V01	M	M	M
PHIL V02	M	M	M
PHIL V03A	M	M	M
PHIL V03B	M	M	M
PHIL V04	M	M	M
PHIL V05	M	M	M
PHIL V06A	M	M	M
PHIL V06B	M	M	M
PHIL V08	M	M	M
PHIL V88	M	M	M
PHIL V89	M	M	M
PHIL V90	M	M	M

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3. Operating Information

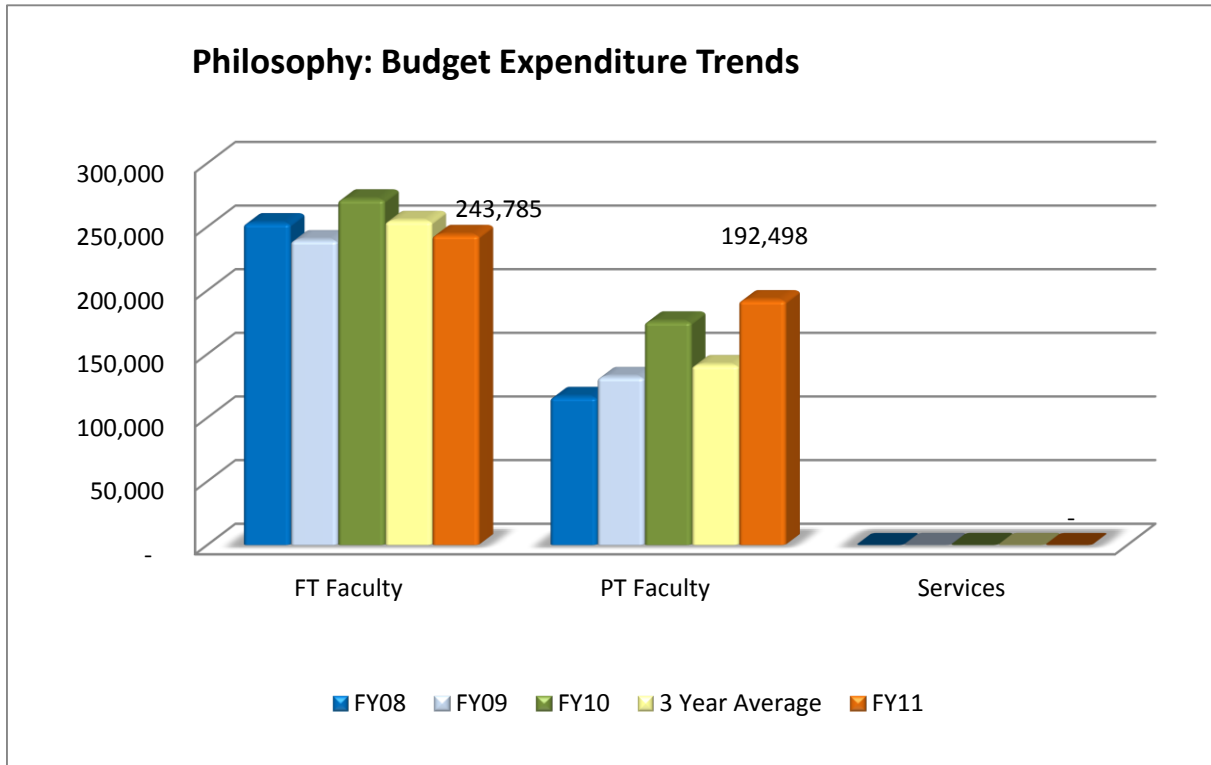
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
1	FT Faculty	253,027	239,638	271,714	254,793	243,785	-4%	12%
2	PT Faculty	116,494	132,163	175,804	141,487	192,498	36%	-10%
8	Services	-	100	100	100	-	-100%	-17%
	Total	369,521	371,901	447,618	396,347	436,283	10%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

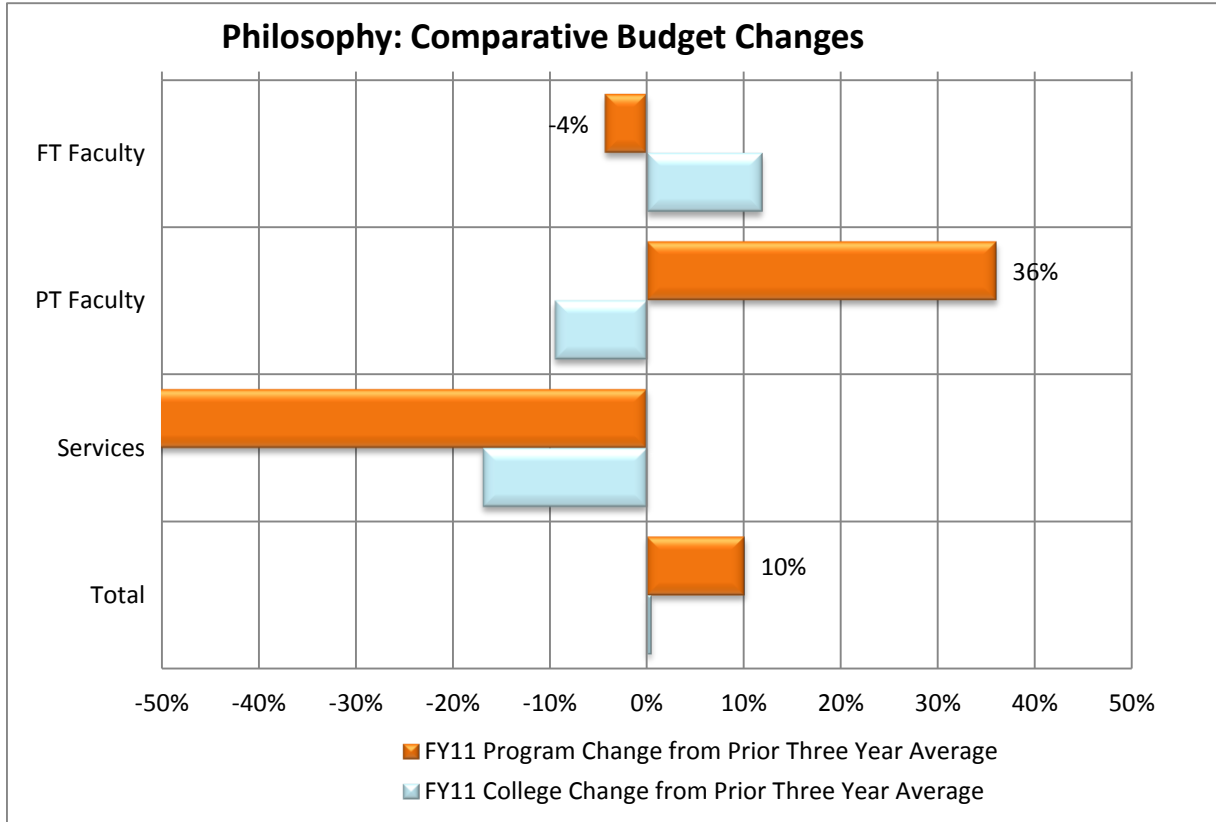


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A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

The program shows a decrease of 4% in our full-time faculty expenses over three years due to a reduction of full-time faculty over the same period. The loss of those full-time faculty members contributed to the increase in the part-time faculty budget, by 36%, over the same period.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment items in the Banner Assets System								

B2: Interpretation of the Program Inventory Information

Not applicable

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C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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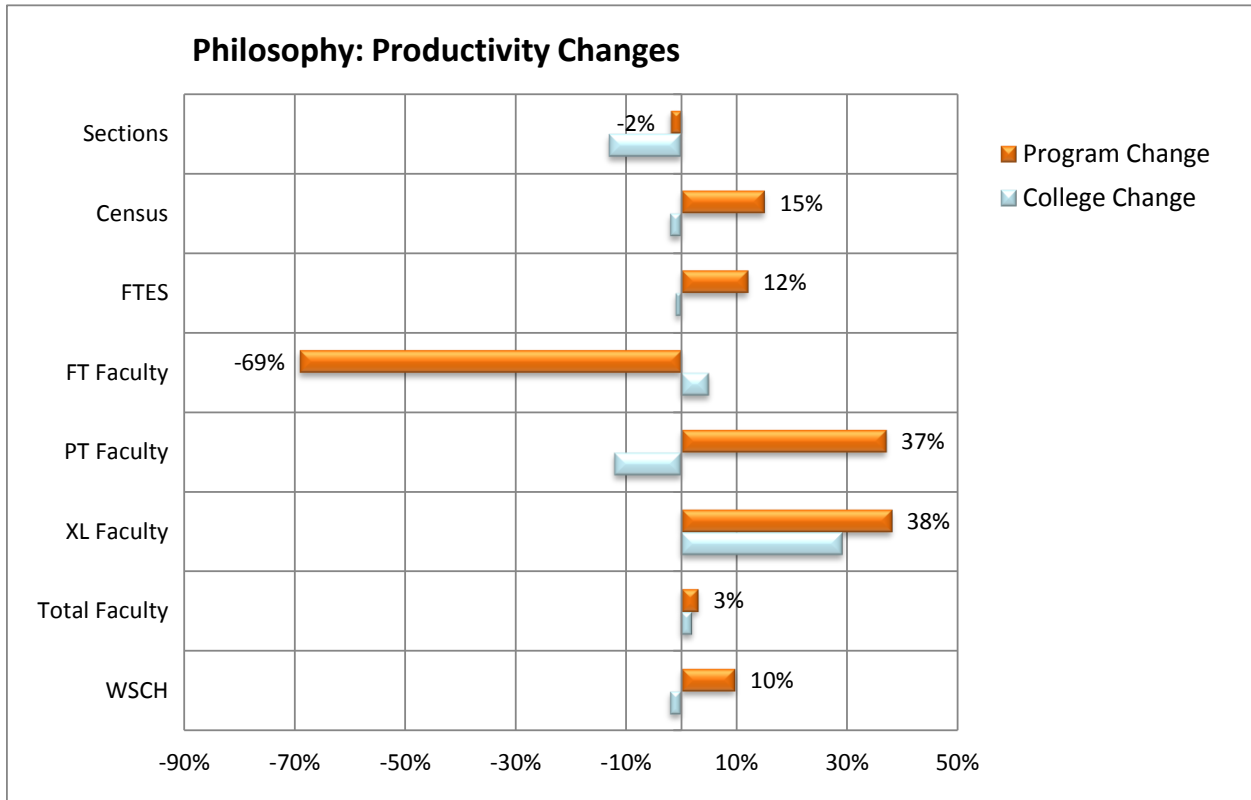
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	41	39	36	39	38	-2%	-13%
Census	1,799	2,111	2,112	2,007	2,306	15%	-2%
FTES	178	210	210	199	224	12%	-1%
FT Faculty	2.00	1.80	1.00	1.60	0.50	-69%	5%
PT Faculty	2.10	2.10	2.60	2.27	3.10	37%	-12%
XL Faculty	0.75	1.10	1.30	1.05	1.45	38%	29%
Total Faculty	4.85	5.00	4.90	4.92	5.05	3%	2%
WSCH	551	630	643	607	665	10%	-2%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



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C4: Interpretation of the Program Productivity Information

The 69% decrease in the productivity of full-time faculty is due to the death of one full-time faculty member and the reassignment of the other. These factors account for the increase in both part-time faculty members and the increase in extra large faculty productivity. These numbers will improve due to the hiring of two new full-time faculty members.

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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
 District WSCH Ratio = WSCH / (PT FTE + FT FTE).

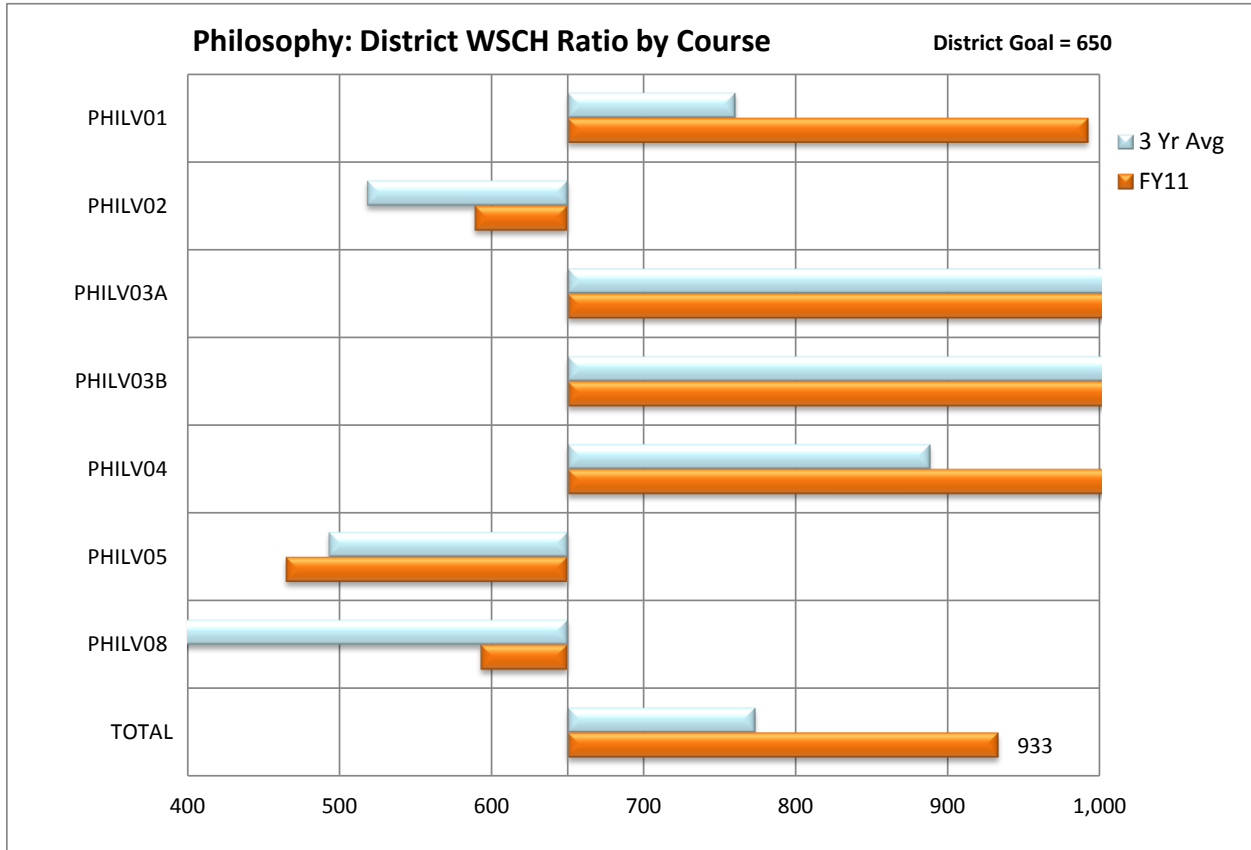
District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
PHILV01	Introduction to Philosophy	643	796	855	760	992	31%	650	153%
PHILV02	Introduction to Ethics	428	555	570	518	589	14%	650	91%
PHILV03A	Survey of World Religion:East	863	1,178	1,140	1,060	1,162	10%	650	179%
PHILV03B	Survey of World Religion:West	998	1,005	1,238	1,080	1,043	-3%	650	160%
PHILV04	Introduction to Logic	728	918	1,078	888	1,059	19%	650	163%
PHILV05	CriticalThink&Analyt Writing	405	533	540	493	465	-6%	650	72%
PHILV08	Intro to Zen Buddhism	-	-	-	-	593	0%	650	91%

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D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

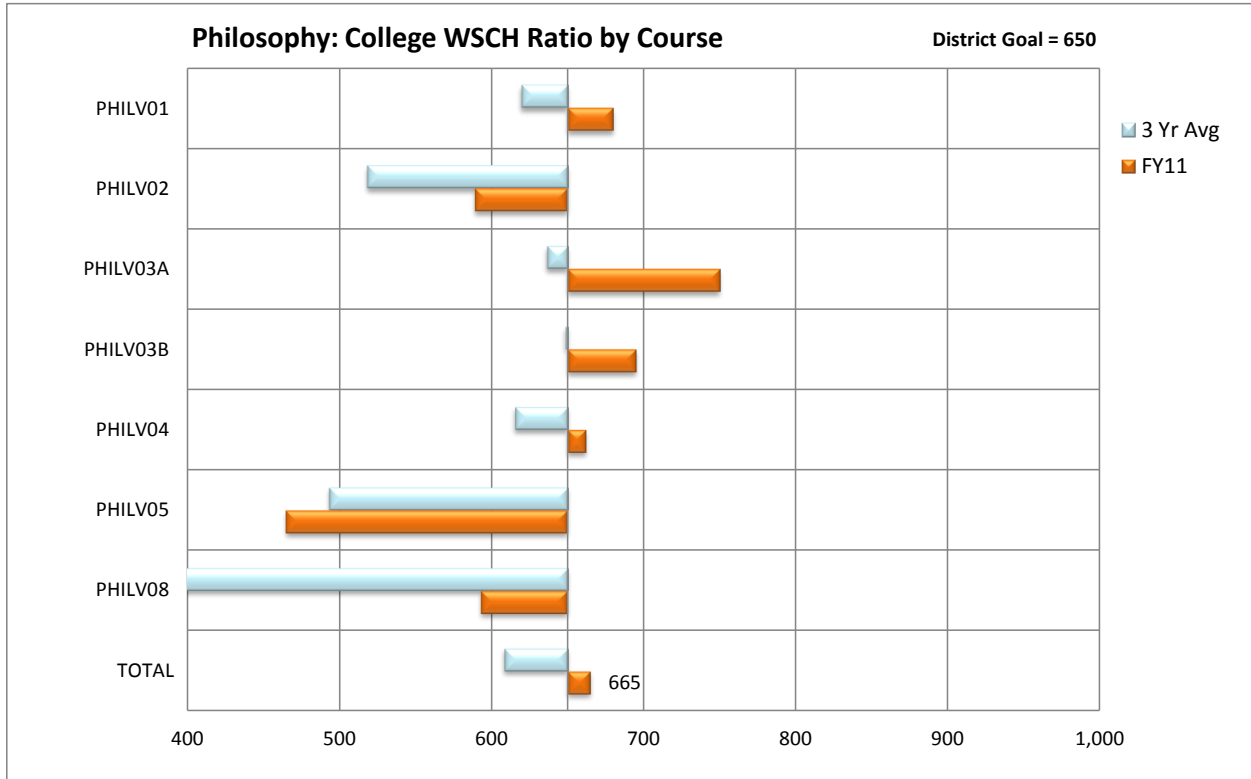
College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
PHILV01	Introduction to Philosophy	561	654	641	619	680	10%	650	105%
PHILV02	Introduction to Ethics	428	555	570	518	589	14%	650	91%
PHILV03A	Survey of World Religion:East	575	673	651	636	750	18%	650	115%
PHILV03B	Survey of World Religion:West	665	574	707	648	695	7%	650	107%
PHILV04	Introduction to Logic	566	612	674	615	662	8%	650	102%
PHILV05	CriticalThink&Analyt Writing	405	533	540	493	465	-6%	650	72%
PHILV08	Intro to Zen Buddhism	-	-	-	-	593	0%	650	91%
TOTAL	Annual College WSCH Ratio	552	629	642	608	665	9%	650	102%

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D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

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D6: Interpretation of the Program Course Productivity Information

The D2 chart shows that the program's total district productivity is 933, which is well above the district's WSCH goal of 650. This number is due to the part-time faculty increasing their productivity and student enrollment over the same period of time. We view this as an impressive achievement considering the loss of both full-time faculty members during that period. The program's WSCH of 665 successfully meets and exceeds the college's WSCH goal of 650. In order to maintain our productivity level, the program will need to have continued access to large classrooms. A notation must be offered for the Phil V08 course in that it is new and does not have three-year data to compare.

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E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
PHIL	FY08	519	429	307	1	77	207	213	2	1,755	1,541	1,256
PHIL	FY09	654	472	312	2	92	319	239	-	2,090	1,851	1,440
PHIL	FY10	647	531	325	14	76	213	266	3	2,075	1,806	1,517
PHIL	3 Year Avg	607	477	315	6	82	246	239	2	1,973	1,733	1,404
PHIL	FY11	616	514	366	1	115	293	332	16	2,253	1,921	1,497

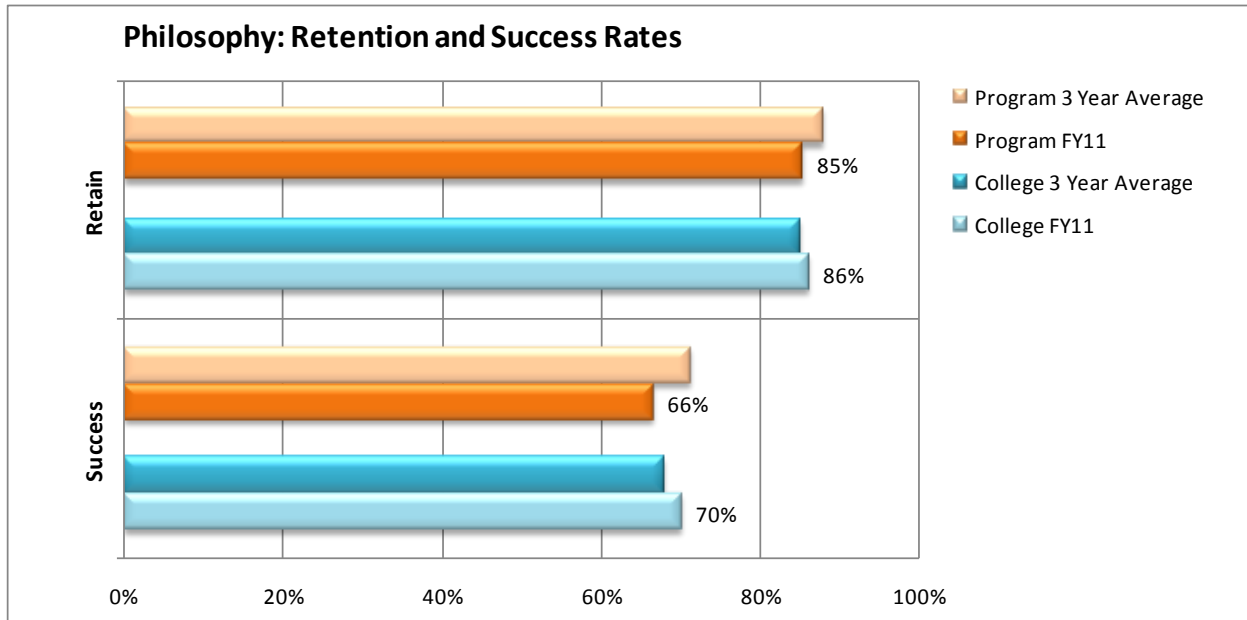
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
PHIL	FY08	30%	24%	17%	0%	4%	12%	12%	0%		88%	72%
PHIL	FY09	31%	23%	15%	0%	4%	15%	11%	0%		89%	69%
PHIL	FY10	31%	26%	16%	1%	4%	10%	13%	0%		87%	73%
PHIL	3 Year Avg	31%	24%	16%	0%	4%	12%	12%	0%		88%	71%
PHIL	FY11	27%	23%	16%	0%	5%	13%	15%	1%		85%	66%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

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E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

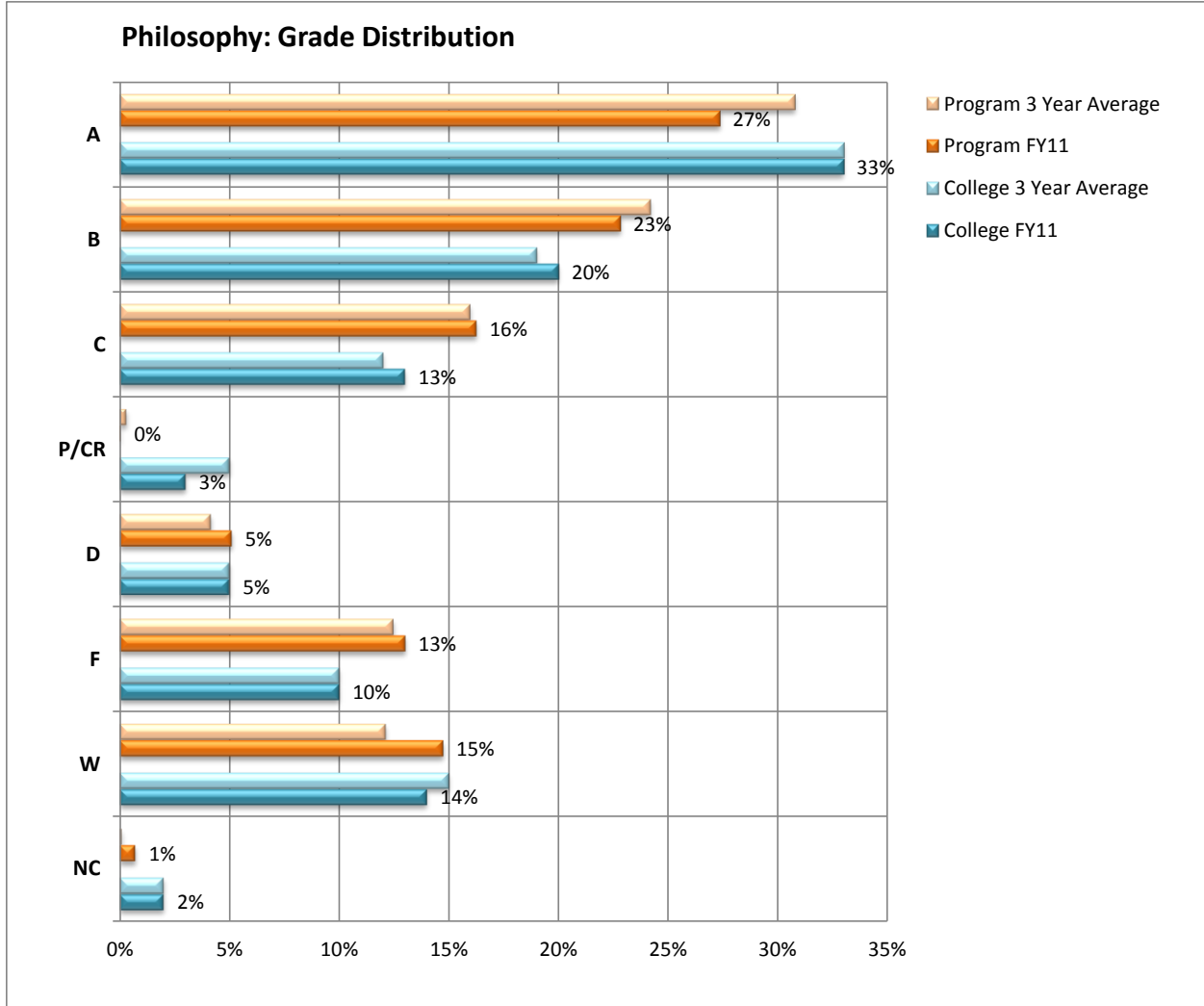


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E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

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E6: Interpretation of Program Retention, Student Success, and Grade Distribution

Student success and retention rates for fiscal year 2011 are comparable to the prior three year average of both the philosophy program and the college. Grade distributions demonstrate fewer percentages of A's than that of the college average, while presenting a comparable or slightly higher percentage of B and C grades. Further study is needed.

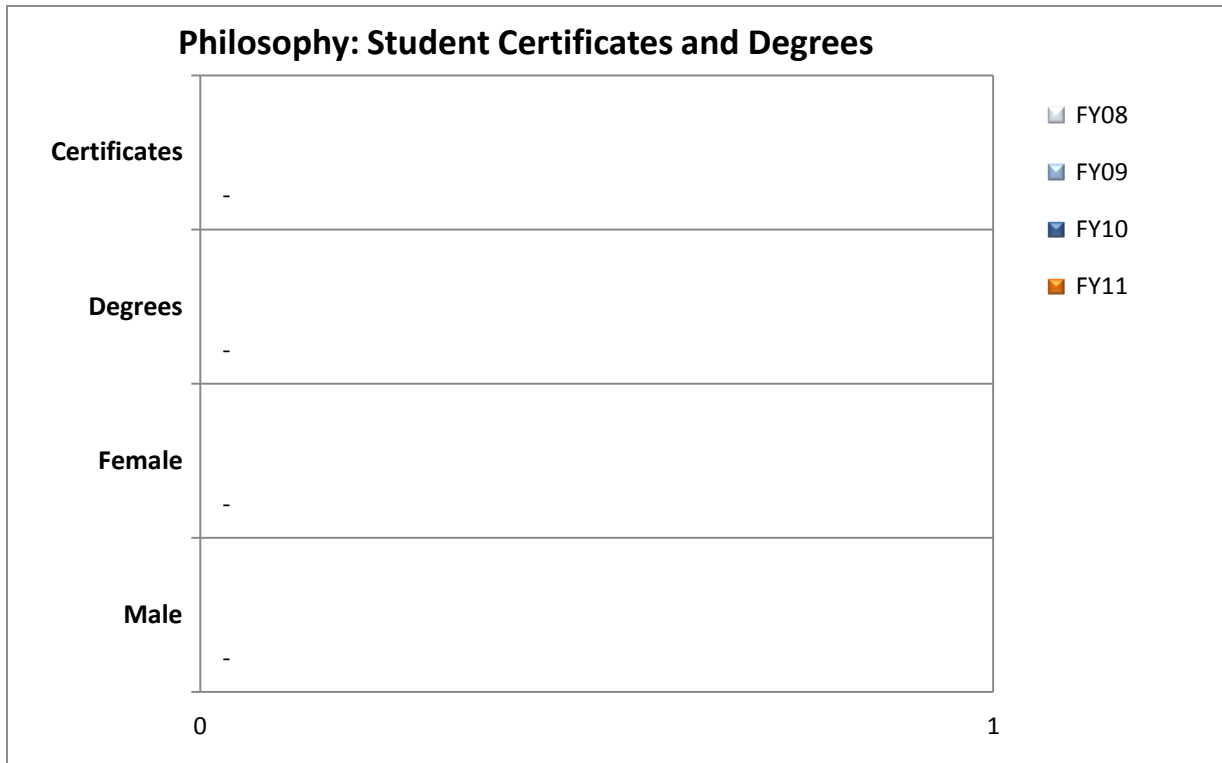
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F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
-	FY08	-	-	-	-
-	FY09	-	-	-	-
-	FY10	-	-	-	-
-	FY11	-	-	-	-
Total Awards in 4 Years		-	-	-	-



F2: Interpretation of the Program Completion Information

The department is currently working to create an AA degree with an emphasis in philosophy and honors courses.

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
FY08	527	834	67	61	13	50	22	181	848	903	4	25
FY09	676	941	70	78	8	79	23	215	991	1,086	13	24
FY10	734	901	75	77	19	80	33	156	993	1,071	11	24
3 Year Avg	646	892	71	72	13	70	26	184	944	1,020	9	24
FY11	885	965	74	81	17	67	36	128	1,120	1,131	2	23
3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

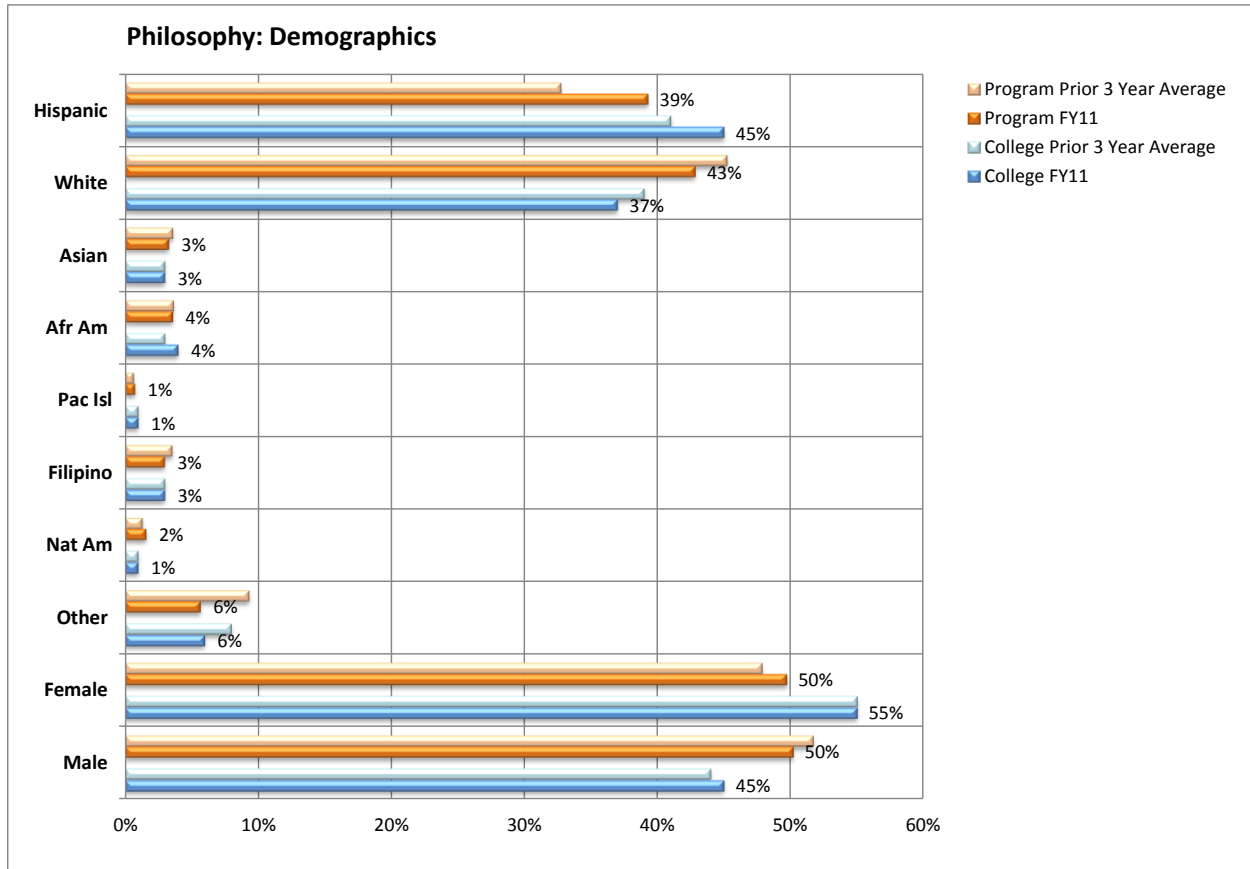
This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
PHIL	FY08	30%	48%	4%	3%	1%	3%	1%	10%	48%	51%	0%	25
PHIL	FY09	32%	45%	3%	4%	0%	4%	1%	10%	47%	52%	1%	24
PHIL	FY10	35%	43%	4%	4%	1%	4%	2%	8%	48%	52%	1%	24
PHIL	3 Year Avg	33%	45%	4%	4%	1%	4%	1%	9%	48%	52%	0%	24
PHIL	FY11	39%	43%	3%	4%	1%	3%	2%	6%	50%	50%	0%	23
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

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G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group.. Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

The ethnic and gender distribution in philosophy as a whole has remained in line with the college's overall trend.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Students will evaluate key philosophical issues.	70% of students will identify and explain key issues such as human nature, living well, rationalism, empiricism, being, death, freedom, and determinism, God, appearance and reality, beauty, meaning and purpose, etc.
Operating Information	
In Phil V01 78% of the students were able to accomplish the identification and explanation of terminology necessary to the study of philosophy.	
Analysis – Assessment	
In the one course evaluated, students exceeded the performance goal by 8%.	

Program-Level Student Learning Outcome 2	Performance Indicators
Students will analyze fundamental concepts and ideas in the history of philosophy	70% of students will identify and explain fundamental terms and concepts such as metaphysics, epistemology, axiology and logic.
Operating Information	
Insufficient data is available to assess this PLSLO.	
Analysis – Assessment	
Data relating to this SLO has been collected, but further analysis of this data will be required. Additional data will need to be gathered and interpreted due to variations in instructor data collection methodologies.	

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Program-Level Student Learning Outcome 3	Performance Indicators
Students will be able to understand key teachings and methods of major personages and traditions in the history of philosophy.	70% of students will identify and explain key teachings and methods of a major philosophical figure or tradition derived from a figure such as Socrates, Plato, Aristotle, Aquinas, Descartes, Kant, Sartre, Gautama, Confucius, or others.
Operating Information	
Insufficient data is available to assess this PLSLO.	
Analysis – Assessment	
Data relating to this SLO has been collected, but further analysis of this data will be required. Additional data will need to be gathered and interpreted due to variations in instructor data collection methodologies.	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the fiscal year 2011 rate to the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program's three year retention rate was 88%
Operating Information	
Philosophy's fiscal 2011 retention rate was 85%	
Analysis – Assessment	
Philosophy experienced a decline in retention rate of 3% due to the loss of full-time faculty	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 3% which is above the average of the college's retention rate for the prior three years.
Operating Information	
The college's prior three year retention rate was 85%.	
Analysis – Assessment	
Philosophy's retention rate for fiscal year 2011 was 85% which is comparable to the college's average three year retention rate.	

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Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the fiscal year 2011 rate to the average of the program's prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.	The program will increase the student success rate by 2% or more above the program's average student success rate for fiscal year 2011.
Operating Information	
Philosophy's prior three year average success rate was 71%.	
Analysis – Assessment	
Philosophy's fiscal year 2011 success rate was 66%. This was due to the loss of full-time faculty.	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the college's prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.	The program will increase its student success rate by 3% over the average of the college's student success rate for the prior three years.
Operating Information	
The college's prior three year average student success rate was 68%.	
Analysis – Assessment	
Philosophy's fiscal year 2011 student success rate was 66%.	

Philosophy Program Review
2011-2012

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 650 goal set by the district.	The program WSCH/FTEF was 665 which exceed the college's goal of 650.
Operating Information	
The program's WSCH exceed the college's goal by 2%.	
Analysis – Assessment	
This is due to the outstanding service provided by our part-time instructional faculty at a time when the department was struggling due to the loss of both full-time faculty members.	

Philosophy Program Review

2011-2012

5. Findings

Finding 1

The data suggests that there is a necessity for the program to hire two new full-time faculty members to replace the former full-time faculty. The program has accomplished this goal.

Finding 2

The philosophy program's three year average retention and success rates were higher than the college's three year average retention and success rates. Fiscal year 2011 saw a slight decline in retention and success rates due to the loss of both full-time faculty members.

Finding 3

The D2 chart shows that the program's total district productivity is 933, which is well above the district's WSCH goal of 650. This number is due to the part-time faculty increasing their productivity and student enrollment over the same period of time. We view this as an impressive achievement considering the loss of both full-time faculty members during that period. The program's WSCH of 665 successfully meets and exceeds the college's WSCH goal of 650. In order to maintain our productivity level, the program will need to have continued access to large classrooms. A notation must be offered for the Phil V08 course in that it is new and does not have three-year data to compare.

Finding 4

Student success would be improved by the creation of an Associate Arts degree and an honors course for the philosophy program.

Philosophy Program Review

2011-2012

6. Initiatives

Initiative1

Hire two replacement full-time faculty

Initiative ID

Philosophy V01 fall 2012.

Links to Finding 1

This finding has already been accomplished with the hiring of two new full-time faculty members in fiscal year 2011.

Benefits:

Replacement full-time faculty will improve student contact hours.

Request for Resources

No additional resources are required to accomplish this initiative.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Philosophy Program Review

2011-2012

Initiative2

There is a need to create an Associate of Arts degree for the philosophy program.

Initiative ID

Philosophy V01 fall 2012.

Links to Finding4

This links to finding four.

Benefits

The benefits are improved student performance by creating an end goal and increased transfer rates for students to CSU and UC programs.

Request for Resources

No additional resources are required to accomplish this initiative.

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Philosophy Program Review

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Initiative 3

The program has the need to create an honors Philosophy V01 course.

Initiative ID

Philosophy V01 fall 2012

Links to Finding4

This links to finding 4

Benefits

The creation of a Philosophy V01 course will improve student performance.

Request for Resources

No additional resources are required to accomplish this initiative.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 4

In order for the program to maintain its current productivity level and meet the college's WSCH goal of 650, continued access to large classrooms is required.

Initiative ID

Philosophy V01, Philosophy V3A & V3B fall 2012

Links to Finding 4

This links to finding 3

Benefits

The improved student contact hours and an increase in productivity necessary to reach the college's WSCH goals.

Request for Resources

No additional resources are required only the effective organization of current classroom space is needed to accomplish this initiative.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Philosophy Program Review

2011-2012

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Line	Division	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L by Resource Category)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost
1		PHIL V01 (2012)	0				1	Replaceme nt of full- time faculty			
2											
3											
4											
5											
6											
8											
9											
10											

Personnel – Other Requests

Philosophy Program Review

2011-2012

Line	Division	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L by Resource Category)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost
1											
2											
3											
4											
5											
6											
8											
9											
10											

Philosophy Program Review

2011-2012

Computer Equipment and Software

Line	Division	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L by Resource Category)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost
1											
2											
3											
4											
5											
6											
8											
9											
10											

Other Equipment Requests

Line	Division	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L by Resource Category)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost
1											
2											
3											
4											
5											
6											
8											
9											
10											

Philosophy Program Review

2011-2012

Facilities Requests

Line	Division	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L by Resource Category)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost
1		PHIL V01, 3A & 3B (2012)	1				4	Large Classrooms			
2											
3											
4											
5											
6											
8											
9											
10											

Other Resource Requests

Line	Division	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L by Resource Category)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost
1		PHIL V01 (2012)	0				2	Associate of Arts Degree			
2		PHIL V01 (2012)	0				3	Honors Course			
3											
4											
5											
6											
8											
9											
10											

Philosophy Program Review

2011-2012

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

Philosophy Program Review

2011-2012

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.