Philosophy Program Review
2012-2013

1. Program/Department Description

1A. 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.

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

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)
Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees	N/A	Enrollment Fees	N/A		N/A		N/A
Books/ Supplies	N/A	Books/ Supplies	N/A		N/A		N/A
Total	N/A	Total	N/A	Total	N/A	Total	N/A

1C. Criteria Used for Admission
Philosophy does not currently have an Associate of Arts degree.

1D. College Vision
Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

1E. College 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.

1F. College 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   Innovation
- Respect   Diversity
- Integrity   Service
- Quality   Collaboration
- Collegiality   Sustainability
- Access   Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)

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 and high student success rate.
3. The WSCH numbers of the department continue to remain higher than the district's WSCH goal of 650 in the previous 3 years.
4. The program's success can be seen in the overall retention and student success numbers remaining comparable to the college's retention numbers for fiscal year 2011.

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.

Philosophy Program Review
2012-2013

2. Performance Expectations

2A. Student Learning Outcomes

2A1. 2012-2013 - _Institutional_ Student Learning Outcomes
1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. 2012-2013 - _Program_ Level Student Learning Outcomes
   For programs/departments offering degrees and/or certificates
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.

2A3. 2012-2013 - _Course_ Level Student Learning Outcomes
   Attached to program review (See appendices).

2B. 2012-2013 Student SUCCESS Outcomes
1. The program will maintain or increase its current success rate of 67% in all Philosophy courses.
2. The program will maintain its three year retention rate of 85%.

2C. 2012-2013 Program OPERATING Outcomes
1. The program will maintain WSCH/FTEF at or above the 525 goal set by the District.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.

2D. Mapping of Student Learning Outcomes - _Refer to TracDat_

Philosophy Program Review
2012-2013

3. Operating Information

3A. 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 4th 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 prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly 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 x 40 x 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 x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th 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.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at_http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml_

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

The program has lost 28% of its budget due to the loss of the large class extra pay.

3C2: Interpretation of the Program Inventory Information

Philosophy program does not require specialized equipment. The college inventory did not reveal any equipment problems that need to be addressed.

3C3: Interpretation of the Program Productivity Information

Philosophy courses range from 105% (PHIL V02) to 178% (PHIL V03A) of the district's WSCH goal of 650. The only exceptions to these high WSCH numbers are PHIL V05 (62% of WSCH) and PHIL V08 (84% of WSCH).

3C4: Interpretation of the Program Course Productivity Information

PHIL V05 is below the district's WSCH goal due to limited course offerings. In the last year, only one section of PHIL V05 has been offered each semester. It is a critical thinking and technical writing skills course that is important for students to have to be able to transfer successfully. There is not a need to offer multiple sections. The WSCH goal for this course is simply too high. PHIL V08 is below the WSCH goal because this new (one unit) course has only been developed and offered in the last two years.

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

Since Philosophy does not have an Associate of Arts degree we cannot provide program retention numbers. In terms of student success numbers our completion and success numbers have remained fairly constant in the last three years. Philosophy has a three year average completion rate of 86% and a success rate of 67 %. Grade distribution for Philosophy remains consistent with the college's three year average.

3C6: Interpretation of the Program Completion Information

The Philosophy department's completion rate of 86% is in line with the College's three year average of 85%. The department's success rate of 67% is below its prior three-year average of 70% but is inline with the college's success rate of 69% for FY12. Further study in this area need to be done.

3C7: Interpretation of the Program Demographic Information

The Philosophy department's demographics are similar to the college's overall trends.

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	70% of students will reach a 70% or higher level of performance according to the institutional communication rubric for communication.
Operating Information	

This ISLO will be assessed in the 2012/13 academic year in the following courses: PHIL V01, PHIL V02 and PHIL V03A &B.

Analysis – Assessment
This ISLO has not yet been assessed.

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will not be assessed by Philosophy.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will be assessed by Philosophy in Fall2013.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will not be assessed by Philosophy.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed by philosophy in Spring 2014
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 **Program Level Student Learning Outcomes -** *For programs/departments offering degrees and/or certificates*

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	
Data will be collected and assessed when the department has an Associate of Arts degree.	
Analysis – Assessment	
This PSLO cannot be assessed until Philosophy has an Associate of Arts degree.	

Program-Level Student Learning Outcome 2	Performance Indicators
Students will analyze fundamental concepts, ideas in philosophy.	70% of students will identify and explain fundamental terms and concepts such as metaphysics, epistemology, axiology and logic.
Operating Information	
Data will be collected and assessed when the department has an Associate of Arts degree.	
Analysis – Assessment	
This PSLO cannot be assessed until Philosophy has an Associate of Arts degree.	

Program-Level Student Learning Outcome 3	Performance Indicators
Students will understand key teachings and methods of major personages and traditions in 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, Siddhartha, Confucius, etc.
Operating Information	
Data will be collected and assessed when the department has an Associate of Arts degree.	
Analysis – Assessment	
This PSLO cannot be assessed until Philosophy has an Associate of Arts degree.	

4A3: 2012-2013 **Course Level Student Learning Outcomes -** *Refer to TracDat*

Philosophy Program Review
2012-2013

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its retention rate.	The program's three year average retention rate was 86%.
Operating Information	
The program's retention rate for 2011 was 85%.	
Analysis – Assessment	
The program meets its current retention rate goal.	

Student Success Outcome 2	Performance Indicators
The program will attempt to increase its success rate back to its three year average.	The program's three year average success rate was 67%.
Operating Information	
The program's success rate is 2% lower than the college's three year average.	
Analysis – Assessment	
Student success rates declined slightly due to economic stresses in the community.	

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF at or above the 525 goal, set by the district.	The program will maintain performance at or above the efficiency goal of 650 set by the District.
Operating Information	
WSCH/Faculty FTE ratio data shows a WSCH of 728 for FY12. This means the Philosophy Department is performing at 11% higher than the District performance goal. This demonstrates that the Philosophy Department has been increasing its WSCH performance each year for the last 4 years. (629, 642, 665, and FY12 728).	
Analysis – Assessment	
The Philosophy Program has performed well with high retention and average success numbers due to the outstanding instruction by both full and part-time faculty. We are capable of providing quality education to a large number of students. To maintain our performance level we must have increased availability and access to some larger classrooms and higher classroom caps.	

Program Operating Outcome 2	Performance Indicators
The inventory of instructional equipment shows it is functional, current, and otherwise adequate to maintain a quality-learning environment. An inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. If funds are available, then service contracts for equipment over $5000 will be budgeted.	A current inventory of all equipment in the Philosophy Program will be maintained and any equipment having a value over $5000 will have a service contract. A schedule will be developed for the service life and/or replacement of outdated equipment, which will reflect the total cost of ownership.
Operating Information	
A list of all inventory was created by the college, this year.	
Analysis – Assessment	
Since, the Philosophy program does not have a lab or require specialized equipment. The college inventory did not reveal any equipment problems that need to be addressed.	

Philosophy Program Review
2012-2013

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	5
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	3
Up to 3	Success rate (passing with C or higher)	3
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	**Interpretation**	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL   24

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	N/A
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	N/A
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	N/A
Up to 4	Agreed-upon productivity rate	N/A
Up to 4	Retention rate	N/A
Up to 4	Employment outlook for graduates / job market relevance	N/A
Up to 3	Success rate (passing with C or higher)	N/A
Up to 3	Ongoing and active participation in SLO assessment process	N/A
Total Points	**Interpretation**	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

5. Findings

2012-2013 -   FINDINGS

Finding 1: The degree production rate, in the Philosophy program, will improve with the creation of an Associate of Arts degree.

Finding 2: The program's total productivity remains high with a WSCH rate of 728, compared with the college's WSCH rate of 650 WSCH.

Finding 3: The WSCH rate for PHIL V08, in fiscal year 2011, was 548.   This was due to the course being only worth one unit.   The WSCH rate will improve, in the future, due to the course being changed from a one unit survey course to a more rigorous three unit intensive course.

Finding 4: Phil V05 has a WSCH rate of 405 compared with the college's 650. This is below the district's WSCH goal due to limited course offerings. In the last year, only one section of PHIL V05 has been offered each semester. It is a critical thinking and technical writing skills course that is important for students to have to be able to transfer successfully. There is not a need to offer multiple sections. The WSCH goal for this course is simply too high.

Finding 5: Improve technical/clerical support for the faculty so that they will be relieved from excess administrative tasks, such as portions of the program review process, therefore allowing the faculty to spend their time preparing for their classes.   Efficiency increases can only be sustained with seasonal support for faculty.

6. Initiatives

6A: 2011-2012 - 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

Results of Initiative:
This initiative was accomplished with the successful hiring of two full-time instructors.

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

Results of Initiative:
This initiative was not accomplished due to the program having to wait for the State of California to approve the requirements for an AA degree in Philosophy.

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

Results of Initiative:
This initiative was not accomplished due to the need for guidelines from the State of California for an AA degree and technical support in placing honors courses in the college schedule. More study is required to create core standards for the honors course.

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
Improved student contact hours and an increase in productivity necessary to reach the college's WSCH goals.
Request for Resources
An additional cost of $10,000 is required for the large class sections initiative. This works out to be around $2,200 for each course section to go from an enrollment of 50 to 73.
Funding Sources

Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X

Results of Initiative:
This initiative has been accomplished for the Spring 2013 schedule.

6B: 2012-2013 - Initiatives

Initiative1
There is a need to create an Associate of Arts degree for the philosophy program.
Initiative ID
Philosophy V01 fall 2012.
Links to Finding 1
This links to finding one and 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

Initiative 2
The program has the need to create an honors Philosophy V01 course.
Initiative ID
Philosophy V01 fall 2012
Links to Finding 1
This links to finding one and four
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

Initiative 3

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 2

This links to finding two and four

Benefits

This will improve student contact hours and increase the 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

Initiative 4

Improve technical/clerical support for the faculty so that they will be relieved from excess administrative tasks, such as portions of the program review process, therefore allowing the faculty to spend their time preparing for their classes.   Efficiency increases can only be sustained with seasonal support for faculty.

Initiative ID

Philosophy – All courses

Links to Finding 2

This finding links to all philosophy courses and overall department success.

Benefits

Retain high level of efficiency, retention and student success

Request for Resources

More administrative/technical assistance is required especially in the areas of Program Review and Distance Education.

Funding Sources

Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
PHIL	1	None					PHIL V01, V02, V03 A& B, V04, V05	A.A. Degree	None	N/A
PHIL	2	None					PHIL V01	Honors Course	None	N/A
PHIL	3	None					PHIL V01, V03 A & B	Large Classrooms	Will help to retain high WSCH numbers	N/A
PHIL	5	Staffing					All Phil courses	Clerical staff	Need for seasonal clerical staff	50,000

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization
All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

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 will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization
The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

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 **RHML** priority levels defined below.

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

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

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

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

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?
Yes, we completed program review last year and identified program initiatives.

2a. Were the identified initiatives implemented?
One initiative was implemented, the employment of two new full-time faculty. Other initiatives were not implemented, for example the creation of an Associate of Arts degree. This degree was not implemented due to the State of California being in the process of approving requirements for the AA degree statewide.

2b. Did the initiatives make a difference?
The employment of two full-time faculty members made a difference by enabling the program to retain its current retention and student success levels.

3. If you appealed or presented a minority opinion for the program review process last year, what was the result? N/A

4. How have the changes in the program review process worked for your area?
Extra division meetings assisted in providing an overall direction for our division and establishing a collegiality among departments.

5. How would you improve the program review process based on this experience?
Easy access to data, charts and assistance with the overall process would be of great assistance.

7C. 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 appropriate form that explains and supports your position. Forms are located at the Program Review VC website. The appeal will be handled at the next higher level of the program review process.

Philosophy Program Review
2012-2013

STUDENT LEARNING OUTCOMES FOR THE PHILOSOPHY DEPARTMENT

PHIL V01
1. Identify and explain key issues related to philosophy.
2. Identify and explain fundamental terms and concepts related to philosophy.
3. Identify and explain key teachings and methods of a major philosophical figure and tradition.

PHIL V02
1. Identify and explain key issues related to the philosophical study of ethics.
2. Identify and explain fundamental terms and theories related to the philosophical study of ethics.
3. Demonstrate an understanding of an ethical theory in application to a moral case or problem.

PHIL V03A
1. Identify and explain key terms, themes, and issues in Hinduism.
2. Identify and explain key terms, themes, and issues in Buddhism.
3. Identify and explain key terms, themes, and issues in Confucianism and Taoism.

PHIL V03B
1. Identify and explain key terms, themes and issues in Judaism.
2. Identify and explain key terms, themes and issues in Christianity.
3. Identify and explain key terms, themes, and issues in Islam.

PHIL V04
1. Demonstrate an understanding of the concept of logical argument in terms of inductive and deductive reasoning.
2. Demonstrate and show the use of informal fallacies to deceive in contrast to logic in day to day life.
3. Demonstrate an understanding and skillful application of methods of deduction in symbolic logic.

PHIL V05
1. Students will be able to: demonstrate what is clear critical thinking.
2. Students will be able to: critically evaluate ordinary speech and written works using the basic principles of induction and deduction.
3. Students will be able to: recognize informal fallacies and understand how they are used to distract people from real logical reasoning in ordinary life situations.

PHIL V06A

1. Identify and explain key issues related to Pre-Socratic philosophy.
2. Identify and explain key issues related to Hellenistic philosophy.
3. Identify and explain key issues related to Medieval Philosophy.

PHIL V06B

1. Identify and explain key issues related to Rationalist Philosophical theories.
2. Identify and explain key issues related to Empiricist Philosophical theories.
3. Identify and explain key issues related to Existentialist Philosophical theories.

Phil V08/V09

1. Distinguish the historical development of Zen Buddhism.
2. Compare and contrast some key principles and practices of the two major schools of Zen Buddhism.
3. Examine the origin and the nature of the term "Zen".