Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Philosophy

Program Code: 1509 - PHILOSOPHY

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

Philosophy and Religion improve student lives by inviting students to reflect on and develop their deepest values and beliefs about life and the world. The ability to reflect deeply and critically about choices improves the lives of students by giving them training and practice, which will directly benefit all life choices for students, whether they are in occupational, transfer, general education, and foundational programs. Philosophy professors foster open, well-argued, respectful dialogue in values choices, support those qualities by guidance and active interaction in the classroom, and assess student success in acquiring the skills of open respectful dialogue through thorough evaluation of individual students in the classroom through papers, exams, presentations, and other means, and on a course and program level through an active and thorough student learning outcome assessment and dialogue. The student learning outcome program is our means of assessing our effectiveness in meeting the college mission and is an active and on-going process. As an example, we increased our focus on basic philosophical terminology in our introductory courses, after an SLO assessment showed that students were not meeting the goals we had set for that skill as our courses were being taught.
### Enrollment

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>-1.15%</td>
<td>13.21%</td>
</tr>
<tr>
<td>Day</td>
<td>-3.48%</td>
<td>26.31%</td>
</tr>
</tbody>
</table>
Evening | 0% | -50.09%  
Online | N/A | 394.44%  
Arranged | N/A | N/A  

Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.  
Our enrollment patterns mirror the college-wide enrollement patterns and don't display any significant changes or trends.

Retention
### Retention Rate by Day, Evening, Online, Arranged (PHIL)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>2.35%</td>
<td>-0.15%</td>
</tr>
<tr>
<td>Day</td>
<td>0.86%</td>
<td>0.87%</td>
</tr>
<tr>
<td>Evening</td>
<td>6.76%</td>
<td>-3.32%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>-3.3%</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Our retention rates mirror college-wide retention rates; there are no significant changes or trends. ADDITIONAL INFO: 9/27/11 The philosophy program is thriving with three new and young professors; Falcioni, Kern, and King. They have been very active in teaching and college involvement, including a number of public debates and club leadership. Of particular note here are the increases in percentages between 2007/8/9 and 2008/9/10 for total census retention (up about 4%) and evening course retention (up 12%)! In addition, Dr. Kern's online courses, which he designed and wrote all the material for, have a higher retention rate than all of the in-class sections. Success
## Success Rate by Day, Evening, Online, Arranged (PHIL)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>7.52%</td>
<td>-0.76%</td>
</tr>
<tr>
<td>Day</td>
<td>6.13%</td>
<td>0.06%</td>
</tr>
<tr>
<td>Evening</td>
<td>11.38%</td>
<td>-1.79%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>-7.78%</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Our success rates are improved considerably in the time-frame indicated. Our success rates mirror the college-wide success rates, other than "Other ethnicity" and "Unknown gender", in which category we are lower than the college-wide averages. Given that our success rates for the identified ethnicities and genders mirror college-wide rates, and that there were only 61 students in the "other ethnicity" group and 36 in the "unknown gender" group, I would explain this number as a statistical anomaly, although we will continue to track it.

ADDITIONAL INFO; 9/27/11 The philosophy program is thriving with three new and young professors; Falcioni, Kern, and King. They have been very active in teaching and college involvement, including a number of public debates and club leadership. Of particular note here are the increases in percentages between 2007/8/9 and 2008/9/10 for total census success (up almost 10%), day class success (up almost 8%) and evening course retention (up over 15%)! In addition, Dr. Kern's online courses, which he designed and wrote all the material for, have a higher success rate than any of the in-class sections.

Review Team Response
Interpretation of data does not seem developed. Revision required.

DEGREE/CERTIFICATE DATA
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The number of majors, although small, is increasing, and shows the increasing commitment to Philosophy and the increasing quality of Philosophy instruction at Chaffey, which is encouraging students to take Philosophy courses and to major in Philosophy.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Review Team Response

**STUDENT LEARNING OUTCOMES**

Students will be able to understand and evaluate a variety of philosophical texts.

Students will identify the major themes in historical philosophy and place theories and perspectives within their historical context

Upon successful completion of the course students will be able to articulate and critique major philosophical theories and perspectives.
Students will be able to utilize the tools of logic in critiquing and developing philosophical positions

Utilize the tools of logic in critiquing and developing philosophical arguments.

**Discuss how the number, type, depth, and breadth of the courses support program SLO's.**
The number, type, depth and breadth of our philosophy and religion courses support our program SLOs excellently. Introductory courses present the fundamentals of philosophical history, philosophical reading, and the skills of understanding, evaluating, and responding to philosophical arguments. The knowledge and skills acquired introductory courses are developed, honed, and applied to increasingly abstract, sophisticated and difficult philosophical arguments in advanced courses.

**Discuss how courses in the program articulate with or complement each other.**
Introductory courses present the fundamentals of philosophical history, philosophical reading, and the skills of understanding, evaluating, and responding to philosophical arguments. The knowledge and skills acquired introductory courses are developed, honed, and applied to increasingly abstract, sophisticated and difficult philosophical arguments in advanced courses.

**Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).**
Philosophy is the origin and master of critical thinking, which is becoming the central outcome of all of education, so the critical thinking training in philosophy and religion carries over into all other courses and programs on campus. Philosophy and Religion content overlaps significantly with History (historical sequences and understanding in all courses), Political Science (discussions of state, society, individual ethics), Sociology (discussions of state, society, individual ethics), Psychology (discussions of ethics, mind/brain, free will), Anthropology (discussions of ethics, society, mind/brain, free will, evolution), Biology (discussions of ethics, society, mind/brain, free will, evolution), and Math (critical thinking and symbolic logic are formal abstract notational systems like math and computer programming) courses. More specifically, the Course Impact record from Curricunet lists the following Impacts: - Anthropology A.A. Degree - California State University - General Education Certificate of Achievement - Economics A.A. Degree Major - Humanities A.A. Degree Major - Intersegmental General Education Transfer Curriculum: UC or CSU Certificate of Achievement - Philosophy A.A. Degree - Philosophy: Religious Studies A.A. Degree - Sociology A.A. Degree - University Studies: Arts and Humanities A.A. Degree

How and when has your department assessed Program SLO's and how have you responded to the results?
The program level SLOs have been in a process of review and revision over the past three years as part of the campus-wide focus on SLOs and assessment. A comprehensive Chronological Assessment Plan has been developed and was instituted in Fall 2009 (CAP is attached below). We are actively engaged in assessing Philosophy and religion courses in light of the core competencies and course SLOs.

What program or course changes have been made based on the result of the assessed outcome?
On both the program and course level, we have increased instructional time spent on background information, terminology, and definitions, after finding from SLO assessment that students were weaker in these areas than originally assumed.

**Review Team Response**
Overall Program Level Implementation of SLOs is Proficiency. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students’ needs.

How and when has your service reviewed or revised SLOs and/or AUO s.

How has your program utilized SLO/AUO assessment results for program improvement?

**Review Team Response**

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 77 History of Philosophy: Ancient to Medieval - Active</td>
<td>02/14/2007</td>
</tr>
<tr>
<td>PHIL 78 History of Philosophy: Modern - Active</td>
<td>02/14/2007</td>
</tr>
<tr>
<td>PHIL 75 Introduction to Symbolic Logic - Active</td>
<td>05/13/2009</td>
</tr>
<tr>
<td>PHIL 80 Introduction to Religion - Active</td>
<td>10/19/2005</td>
</tr>
<tr>
<td>PHIL 82 Introduction to Monotheistic Religions: Judaism/Christianity/Islam - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>PHIL 81 Introduction to Eastern Philosophy - Active</td>
<td>10/19/2005</td>
</tr>
<tr>
<td>PHIL 72 Seminar in Ethics - Active</td>
<td>02/15/2012</td>
</tr>
<tr>
<td>PHIL 76 Critical Thinking - Active</td>
<td>11/10/2010</td>
</tr>
<tr>
<td>PHIL 70 Introduction to Philosophy - Active</td>
<td>12/03/2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL Philosophy: Religious Studies - Active</td>
<td>01/30/2007</td>
</tr>
<tr>
<td>PHIL Philosophy - Active</td>
<td>09/08/2010</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
Phil 72 is the most out-dated, so it will be updated first, by the end of this school year. Phil 80, 81, and 82 will be scheduled for updating this calendar year, in the order of the course numbers. These updates will ensure that our courses and program continue to foster the goals and mission of our program and college.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Needs Assessment
Develop New Courses/Programs

Briefly explain:
There is an increased focus nation-wide on critical thinking as one of the foundation goals of education. We are responding to this focus by improving the instructional quality and depth of our critical thinking courses. There is also a growing awareness of lack of reading and writing skills for students. We are responding by instituting stricter reading and writing pre-requisites and advisories for Philosophy and Religion courses. We would love to develop new courses for the growing number of talented Philosophy and Religion students, but are hampered by the limitations of 1440 and transfer requirements.

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09        09-10      10-11</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

VISIONARY IMPROVEMENT PLAN(VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
All plans should improve or expand student learning.

**Year Three Goal:**
Have an lecture series, "Chaffey College Philosophy Club Spring Lecture Series", organized and funded.

**To which planning direction does this goal apply?**
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

**Year 1 Steps to Success (activities) and VIP Assessment:**
Students organize program; generate list of invitees; request funding.
Evaluate program organization documentation; verify application for funding. Success will be a planning document written by students and securing of funding.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Invite first speaker; arrange Theater; carry out event.
Evaluate efficiency of, popularity of, and response to first speaker. Success will be lecture carried out with no major problems, attended by at least 50 people, and satisfactory response on questionnaire handed out at event.

**Year Three Goal:**
Add 3 more online courses to continue to develop the off-campus accessibility of the Philosophy and Religion program.

**To which planning direction does this goal apply?**
Excellence in teaching and learning
Flexible and continuous student support
Connectedness
Sustainability

**Year 1 Steps to Success (activities) and VIP Assessment:**
Add Phil 80, Intro to Religion, as an online course.
Course is being taught online and has a success rate comparable to in-class sections, and student SLOs for the course are meeting SLO goals.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Add Phil 81, Introduction to Eastern Religions, as an online course.
Courses are being taught online and have success rates comparable to in-class sections, and student SLOs for the course are meeting SLO goals.
Review Team Response
The single goal is not fully developed and is somewhat unclear as to how it would improve the program. Revision is required. The resource request does not seem inline with the improvement plan.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO workshops (Kern, King, Falcioni)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Strategies (2009 Kern)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Strategies (2010 Kern)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
We have developed, implemented, and are in the process of evaluating and applying results of SLOs because of these workshops on SLOs.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Philosophy Club (Kern)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evolution Debate (Kern)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What Happens When We Die Panel discussion (Kern)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eating Meet Debate (Falcioni)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Panel discussion on Online Teaching (Kern)</td>
</tr>
<tr>
<td>SLO Committee (Kern)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics Committee (Falcioni)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee (Kern)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Grievance(Kern)</td>
<td></td>
<td>GLB Club (King)</td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
The Philosophy and Religion department is becoming better-known; more students are studying and majoring in Philosophy and Religion.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
We are all very new, but are all actively involved in school life and enjoying our work here!

Does your program anticipate retirements within the next 3 years?
No

Review Team Response

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
Course reduction of one course for one semester to develop online course for Phil 80.

Hiring Criteria:

Institutional Level Considerations
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
New and emerging curriculum is necessary for student success (e.g., in Success Centers)
New and expanding student populations (e.g., Veteran’s, Early Alert)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Courses that will be taught are part of the GE pattern for students that are not fulfilled other courses
Supports retraining to help students become employed or promoted in their professions

Year 2:
Course reduction of one course for one semester to develop online course for Phil 81.

Hiring Criteria:

**Institutional Level Considerations**
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses)
New and expanding student populations (e.g., Veteran's, Early Alert)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Courses that will be taught are part of the GE pattern for students that are not fulfilled other courses

Year 3:

Hiring Criteria:

**Institutional Level Considerations**
Supports Chino expansion
Supports Fontana expansion
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
Courses that will be taught are part of the GE pattern for students that are not fulfilled other courses

**STAFF**

Year 1
Year 2
Year 3

**EQUIPMENT**

Year 1
Year 2
Year 3

**TECHNOLOGY**
Year 1
Year 2
Year 3
SOFTWARE
Year 1
Year 2
Year 3
OTHER
Year 1
$1000/year to institute Lecture series
Year 2
$1000/year to institute Lecture series
Year 3
$1000/year to institute Lecture series

Review Team Response
Review Team Response
The document seems unclear and does not contain enough information to be useful for planning, supporting and improving student achievement and SLO's. Revisions required.