Barstow Community College

INSTRUCTIONAL

PROGRAM REVIEW

*(Refer to the **Program Review Handbook** when completing this form)*

PROGRAM: | Philosophy and Religion

Academic Year: | 2014-2015 | FULL PROGRAM REVIEW | Date Submitted:

Academic Year: | | ANNUAL UPDATE #1 | Date Submitted:

Academic Year: | | ANNUAL UPDATE #2 | Date Submitted:

By:

Faculty Lead:

Members: | Timothy Emerick; Elmon Krupnik; Richard Parent; Jamie Love

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Annual Update #1
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1.   Program Mission and Vision

A. Program Mission

The academic pursuit of Philosophy and Religious Studies at Barstow College instructs students in both rational analysis of ideas and arguments as well as the history and practice of Philosophy as a discipline.

B. Program Vision *(Where would you like the Program to be three years from now?)*

The mission and vision of the Philosophy and Religious Studies discipline at Barstow Community College aligns with the College's 1) mission in to provide an open access learning environment by offering courses that promotes critical thinking, communication, personal and professional responsibility, and global awareness.
And 2) the Philosophy and Religious Studies discipline seeks to enable students to achieve their personal best through education.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

"Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures."

The Philosophy and Religious Studies discipline and the faculty who teach the subject are experts on Logic, Ethics, Metaphysics, the History of Philosophy, the History of Religion, Theology and related subjects. Philosophy and Religious Studies as an academic practice recognizes different traditions and beliefs that are at the root of the fields practice and study. Respect and dignity is afforded to the philosophic and religious traditions as products of diverse cultures and values. Recognition that all people are human and deserve basic human dignity is at the core of our practice. Recognition of this common humanity makes the diversity of individual human philosophic and religious experience valuable since it provides exposure to different thoughts, abilities, and perspectives for dealing with common human problems. Exposure to, as well as rational, civil discussion and analysis of these issues provides a safe place for students to explore differing and diverse ideas of the world in the spirit of tolerance and good will.

"Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities."

The Philosophy and Religious Studies discipline has developed an Associate of Arts Transfer degree (PHIL-AAT) that allows students transferring to the California State University system with a Junior status. This is a pathway to lifelong learning opportunities, like graduate work in Philosophy and/or Religious Studies.

c. **"Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities."**

Instructors who teach Philosophy and Religious Studies closely work with students to encourage rational thought and analysis of complex problems by offering courses cover necessary core aspects of philosophy and religion as an object of study. Recognition and care for individual beliefs and traditions are considered in the delivery of the course material. Students are encouraged to utilize tutorial services provided by the college as well as to work with peers and the instructor to produce high quality work.

"Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential."

All students at Barstow College are provided with an education plan to support and implement their educational and life goals in obtaining a Philosophy and Religious Studies degree. As subject experts in the field, Philosophy and Religious Studies instructors mentor students in identification of achievable goals within the discipline as well as within surrounding fields such as Education, Law, Mediation, Business and other fields in which knowledge of culture and values applies.

"Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth."

The Philosophy and Religious Studies discipline continually seeks to inform students of venues and experiences to encourage the promotion of intercultural education and tolerance. For instance, a recent event at the The Guibord Center – *Religion Inside Out* in which students were encouraged to attend a free lunch accompanied by a lecture on Decoding the Rituals and Symbols of Hinduism.

"Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace."

The Philosophy and Religious Studies discipline teaches analytic and critical thinking skills that are valuable in all work places and are immediately usable. Also, there is a degree pathway in the Philosophy and Religious Studies in which an Associates of Arts can be obtained and used to transfer to a 4-year university with a Junior status.

"Using institutional research to further develop courses, programs, and services."

The Philosophy and Religious Studies discipline has gathered information/data from faculty in the discipline who have knowledge of the program, its goals, and implementation in order to identify and institute necessary changes to meet student needs.

> **"Increasing access to all students by continuing to promote and develop our extensive distance education program."**
> Students entering the Philosophy and Religious Studies discipline with the expectation of achieving a degree have the opportunity to take all the necessary courses to complete an Associates of Arts online or on campus. There are substantial resources available to the students to enhance their opportunities for learning such as: (1) the Barstow College Library; (2) the Barstow College Off-Campus Database Access; (3) Tutoring and mentoring programs to assist student learning. All materials for success in the course are made available to the students, including course syllabi, supplementary articles, and other study aids.

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

A. Organization, including staffing and structure

The Philosophy and Religious Studies Disciplines are closely intertwined at BCC.
The three Religious Studies courses are cross-listed with other disciplines.
RLGS 1 - Introduction to the Bible – Cross listed with PHIL 6 - Introduction to the Bible
RLGS 5 - Bible as Literature – Cross listed with ENGL 6 - Bible as Literature
RLGS 10 – Comparative Religion – Cross listed with PHIL 5 - Comparative Religion

The remaining six Philosophy courses are PHIL 1, 2, 3, 4, 7, and 8.
PHIL 1 and 4 are currently offered, the others are not being offered consistently, but are being updated and revitalized to be included in the two year plan.

The PENDING Philosophy AA-T degree will require more PHIL offerings.

The disciplines have four (4) adjunct instructors. One teaches in other disciplines as well as Philosophy and Religious Studies.
All adjunct faculty under the supervision of the Dean of Instruction.
RLGS 1/PHIL 6 and RLGS 10/PHIL 5 are offered every semester
RLGS 5/ENGL 6 is offered once a year

B. Who do you service (including demographics)?

This discipline serves OL, fort, and main campus students. The demographics of BCC students is diverse:

2010 Census	BCC 2012-2013 (Equity Plan)	BCC 2014-2014 Fact Book 5 year avg.
Latino = 42.8%	Latino = 35.91%	Latino = 30.2%
White = 34.2%	White = 35.75%	White = 35.5%
Afr. Am. = 13.8%	Afr. Am. = 15.41%	Afr. Am. = 13.3%
Multi-Eth=3.8%	Multi-Eth = 4%	Multi-Eth = 3.2%
All others = below 2%	All others = below 3%	All others = below 2.5%
Age group attending BCC	19 and under = 22.7 %	Under 18 = 9.4%
19 and under = 33%	20-24 = 26.7%	18-21 = 29.8%
40-49 =12%	25-29 =16.2%	22-25 = 16.4%
50+ = 27%	30-34 = 11.6%	26-30 = 14.3%
Other ages = between 7-5%	35-39 = 7.8%	31-39 = 14.9%
	40-49 = 9.8%	40-49 = 9.4%

	50+ = 5.2%	50-69 = 5.4%	

Students by Residency - BCC 2014-2014 Fact Book

Barstow Area Residents = 54.6% Greater SB = 26.1% Other Areas = 19.3%	By CA areas: Barstow Service Area: 52% Victor Valley = 19% SB/Mountains = 6% So. Calif. = 15%

C. What kind of services does your unit provide?

The Philosophy and Religious Studies Disciplines are part if the Humanities AA degree and the GE requirements for CSU, UC, IGETC, and BCC degrees. There is a Philosophy Transfer degree pending. PHIL 4 also satisfies other requirements for degrees and certifications outside of BCC.

D. How do you provide them?

Of the three classes that are regularly taught, they are taught in a variety of methods and sites.
Number of courses offered on an Annual Average from fall 2012-spring 2015

Courses	BCC 18 weeks	BCC 9 weeks	Fort 9 weeks	OL 9 weeks
PHIL 1*	0	0	0	0
PHIL 2	0	0	0	0
PHIL 3	0	0	0	0
PHIL 4*	0	0	.3	.3
PHIL 5/RLGS 10	1.7	.7	1	3.7
PHIL 6/RLGS 1	1	0	0	4.3
PHIL 7	0	0	0	0
PHIL 8	0	0	0	0
RLGS 5/ENGL 6	.3	.3	0	0

*PHIL 1 has been offered in Summer 2015 and Fall 2015
*PHIL 4 has been offered in Summer 2015 and Fall 2015

E. Does the program have a degree or certificate?	NO. Though it is part of the Humanities AA Degree, the CSU and UC transfer electives, and when the New PHIL ADT is approved will be part of a local transfer degree

3. Program Data

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

There are 4 adjunct faculty and no FT faculty.
Ratio: 0/4

One teaches in Humanities and PHIL/RLG.
Three only teach the cross listed RLGS courses.

	TRADITIONAL	ONLINE
2) Course Completion Rate	(OL+ Traditional) PHIL RET = 85% RLGS RET = 89% TTL RET = 87%	(OL+ Traditional) PHIL RET = 85% RLGS RET = 89% TTL RET = 87%
3) Course Success/Retention Rate	PHIL SUCC = 60% RLGS SUCC = 74% TTL SUCC = 68% (OL+ Traditional) PHIL RET = .85% RLGS RET = 89% TTL RET = 87%	PHIL SUCC = 66% RLGS SUCC = 71% TTL SUCC = 68.5% (OL+ Traditional) PHIL RET = 85% RLGS RET = 89% TTL RET = 87%

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
Full-time:	NA	NA
Part-time:	PHIL FTEF = .6 RLGS FTEF = 0.2 PHIL Efficiency = 240 RLGS Efficiency = 930.0 (OL+ Traditional) PHIL WSCH = 889.2 RLGS WSCH = 693	PHIL FTEF = 1.8 RLGS FTEF = 0* PHIL Efficiency = 414 RLGS Efficiency = NA* (OL+ Traditional) PHIL WSCH = 889.2 RLGS WSCH = 693
5) Fill Rate	(OL+ Traditional) PHIL = 47% RLGS = 47% TOTAL = 47% REAL fill (no stack) PHIL = 81% RLGS = 84% TTL = 82%	(OL+ Traditional) PHIL = 47% RLGS = 47% TOTAL = 47% REAL fill (no stack) PHIL = 81% RLGS = 84% TTL = 82%

Reflect on the data above:

Additional Summary PHIL/RLGS Disciplines enrollment (2014-2015)

*Fill Rate: (Census enrollment/*Max for class)

- PHIL at census = **293** AND in RLGS at census = **231** --- TTL Enrollment =
- REAL CAP PHIL 361; RLGS =279 (total 640)
- Fill Rate PHIL **81%**; RLGS =**85%** (Total **82%**)

* (Max for class) The numbers for retention may be skewed. The CAP listed is 1114 (620+494) but as all these classes are stacked, the cap is often miscalculated PHIL 5/RLGS 10, PHIL 6/RLGS 1, and RLGS 5/ENGL 6 are all shown as cap adding both sections (50+50), BUT they are stacked in one class so real cap would be 1/2 the number listed. Based on 2014-15 schedules, all stacked classes have been combined so "real" enrollment is really closer to 650 total (p361+r279)

Reflection on Data: The PHIL/RLGS Discipline shows retention and success rates due to meeting the PLOs and SLOs outlined by the general Humanities Department.

- Retention rate?
- Success rate?
- In the 2014-2015 school year, there were 0 fulltime faculty in the Philosophy/Religious Studies Discipline and there were 4 part-time instructors. 2 instructors conduct courses entirely online and 2 conduct courses on campus, at Fort Irwin, online, and in a hybrid capacity. Only 1 instructor is qualified to teach Philosophy course the remaining 3 instructors are only qualified to teach religion course cross-listed with Philosophy. General retention could improve. Total overall retention and success rates are slightly higher (.5%) in online venues. The majority of Philosophy courses are taught online, by part-time instructors who are limited by the amount of course they can teach, which limits direct student access to faculty outside of the classroom. Furthermore, limited faculty negatively impacts student retention and course completion since some students have difficulty learning in a Distance Education format causing them to be dropped at the census or through the term.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

Since this program has only recently been revitalized, there were no previous PLOs. The current vision of the Philosophy and Religious Studies program is to provide instruction in the essential skills and knowledge endemic to the discipline to students pursuing the major as well as students who would benefit from such skills in their careers.

Program Outcomes for Philosophy AA-T:

1. Analyze critically and creatively the work of major figures in philosophy.
2. Evaluate the most important topics in a range of areas which are typically regarded as lying at the center
of contemporary philosophical thought in different parts of the world, including ethics, logic, metaphysics,
theory of knowledge, religion, aesthetics, political philosophy, Asian philosophy, or feminist philosophy.
3. Express philosophical ideas and defend them effectively in argument, both in writing and orally.

The PSLOs reflect the College's mission and vision, too, in its Core Competencies of Communication, Critical Thinking, Global Awareness and Personal and Professional Growth as they pertain to the Philosophy and Religious Studies discipline. (see http://www.barstow.edu/outcomes/CoreComp/Communic.html)

Communication: Demonstrate communication skills in written and verbal forms
Critical Thinking: Analyze the philosophic, religious, cultural and historical foundation of ancient, modern, and contemporary Philosophy and Religious Studies discipline
Global Awareness: Analyze disparate philosophic and religious movements throughout history and how those movements developed; demonstrate skills to rationally analyze the thought and systems produced by these philosophies and religions.
Personal & Professional Growth: Demonstrate the willingness to explore and discover through writing and argumentation, demonstrate respect and appreciation for diverse philosophic and religious ideas and practices.

2) Summarize the progress you have made on Program Level Outcomes.

Again, since this is a newly revitalized program, there were no previous PLOs to make progress on. Currently, the Philosophy discipline only consistently offers 5 courses, which minimally fulfill some of the Program Level Outcomes. There is room to develop a more robust program that allows for the offering of course in (1) Logic, (2) the History of Ancient Philosophy and (3) the History of Modern Philosophy which are necessary for the offering of the PHIL-AAT. Further development of courses ought to be considered after the aforementioned courses are offered. Since there were no PSLOs previously, there is no direct work on assessment at this time.The progress for this review time frame has been to determine the PSLOs and start planning how to assess them.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

Again, since this is a newly revitalized program, there were no previous PLOs to make progress on. Current course-level outcomes have been revised and implemented in the last 2 years.

4) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

As there previously were no PLO's no improvements were made. Current assessments are generally made based on Humanities Department general PLOs. As there is no FT Faculty, the task of reviewing the courses-level SLOs holistically for trends, was not completed.

One thing that was done, was request for a FT faculty in the Discipline was made last year as part of the HUMA Program review. There was a FT temp hire, but a request for a FT faculty will be submitted again this year.

The creation of the PHIL-AAT occurred and is still moving through the approval process.

5) Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?

In the 2014-2015 school year, there were 0 fulltime faculty in the Philosophy/Religious Studies Discipline and there were 4 part-time instructors. 2 instructors conduct courses entirely online and 2 conduct courses on campus, at Fort Irwin, online, and in a hybrid capacity. Only 1 instructor is qualified to teach Philosophy course the remaining 3 instructors are only qualified to teach religion course cross-listed with Philosophy. General retention could improve. Total overall retention and success rates are slightly higher (.5%) in online venues. The majority of Philosophy courses are taught online, by part-time instructors who are limited by the amount of course they can teach, which limits direct student access to faculty outside of the classroom. Furthermore, limited faculty negatively impacts student retention and course completion since some students have difficulty learning in a Distance Education format causing them to be dropped at the census or through the term.(In the next year, courses in (1) Logic, (2) the History of Ancient Philosophy and (3) the History of Modern Philosophy, which are necessary for the offering of the PHIL-AAT, need to be offered.

C. SUPPORTING ASSESSMENT DATA *(See Handbook for additional information)*

1) Provide a list of any additional measures *(not included in 3.A.)* that you have chosen to gauge your program's effectiveness *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).*

In the future the declared major and completed graduation numbers for the pending PHIL AA-T will be included. The Philosophy and Religious Studies discipline is progressing nicely. Courses in Comparative Religion continue to maintain regular enrolment. Also, online courses in Ethics and Introduction to Philosophy have been met with strong student enrolment and completion as well as a general desire to have more courses in the discipline offered.

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. *(Include labor market and demand information using resources in CTE and the PR Handbook.)*

This is not a CTE program

2) Summarize the results of the measures listed in #1 above:

Humanities course fill rates in combination with Philosophy warrant expansion of course offerings and fulltime faculty hiring.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan** to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

The implementation of more courses in Philosophy has occurred. More courses in Philosophy need to be offered.

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

Current offerings over two years – ALL three active courses are offered every semester:

Courses	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
PHIL 1*	OL	NA	NA	NA
PHIL 2	NA	NA	NA	NA
PHIL 3	NA	NA	NA	NA
PHIL 4*	NA	Fort	NA	OL
PHIL 5/RLGS 10	BCC & Fort	BCC & OL	BCC & OL	BCC & OL
PHIL 6/RLGS 1	BCC & OL	OL	BCC & OL	OL
PHIL 7	NA	NA	NA	NA
PHIL 8	NA	NA	NA	NA

BUT The proposed offering for the PHIL transfer degree when approved was submitted as follows:
*Courses may be offered in addition to the semesters listed

Courses	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
PHIL 1*	OFFER - TBD ~ Probably OL		*OL	
PHIL 2	TBD	TBD	TBD	TBD
PHIL 3			OFFER - TBD~ Probably BCC	
PHIL 4*	*BCC	OFFER - TBD~ Probably OL	*Fort	OFFER - TBD~ Probably OL
PHIL 5/RLGS 10	OFFER - *BCC & Fort	OFFER - *BCC & OL	OFFER - *BCC & OL	OFFER - *BCC & OL
PHIL 6/RLGS 1	*BCC & OL	*OL	OFFER - *BCC & OL	*OL
PHIL 7		OFFER - TBD~ Probably OL		
PHIL 8				OFFER - TBD~ Probably OL
RLGS 5/ENGL 6		*BCC or OL		
HIST 1A (Req. for PHIL ADT)	OFFER - * Fort	OFFER - * OL	OFFER - * Fort	OFFER - * BCC
HIST 1B (Req. for PHIL ADT)	OFFER - * OL	OFFER - * Fort & OL	OFFER - * OL	OFFER - * Fort & OL

2) What changes, if any, have been made since the last Program Review?

The Philosophy Associate Degree for Transfer was submitted and is pending approval.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

The Two-Year Scheduling Plan has been somewhat effective. It has been able to meet half of the students' educational goals. Some courses have not been offered as planed due to lack of faculty availability and pending approval of the PHIL-AAT Degree.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

The goals for the next program review are to achieve approval for the PHIL-AAT Degree and to provide the necessary courses for student completion of said degree.

4. Curriculum

A. List any <u>new</u> courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

> No New Courses have been submitted or approved

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

> The Philosophy Associate Degree for Transfer was submitted and is pending approval.
>
> All courses except PHIL 2 have been updated in the last 3 years and were approved in local curriculum. Updates include SLOs, Methods of Instruction, Objectives, Content, Methods of Delivery, and Textbooks, PHIL 3, 4, 7 & 8 were submitted to be offered OL as well.

1) *CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer.* (*May require reviewing ASSIST or meeting with Articulation Officer.*)

> According to ASSIT in Fall 2015
>
> CSU Transferable Courses = PHIL 1, 2, 3, 4, 5, 6, 7, 8; RLGS 1, 5, 10
>
> CSU GE-Breadth Certification Courses = PHIL 1, 2, 3, 4, 5, 6, & 8, (NOT 7); ; RLGS 1, 5, 10
>
> IGETC for UC and CSU = PHIL 1, 2, 3, 4, 5, 6, & 8, (NOT 7); ; RLGS 1, 10 (NOT 5)
>
> UC Transferable Courses = PHIL 1, 2, 3, 4, 5, 6, & 8, (NOT 7) ; RLGS 1, 5, 10
>
> UC Transfer Admission Eligibility Courses (UC-H Arts and Humanities) = PHIL 1, 2, 3, 4, 5, 6, 7, 8; RLGS 1, 5, 10

2) *CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation.* (*Contact Articulation Officer for additional information.*)

> ASSIST: Most course are approved for ASSIST as of Fall 2015, but after consulting with the articulation officer PHIL 4 & 7 require minor revisions which are currently being attended to.
> BCC Curriculum: PHIL 1, 3, 4, 5, 6, 7, 8; RLGS 1, 5, and 10 have been updated to meet BCC requirements for SLOs, Objectives, etc. They were approved locally.
> C-ID: PHIL 1, 3, & 8 are approved with C-ID; PHIL 4 is "Conditionally Approved" with deadline for Dec 15, 2015 for review.
> Prerequisites: No Prerequisites on any PHIL or RLGS courses, but recommendations for PHIL 1 & 4 for Eligibility for ENGL 1A

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (*NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.*)

> Currently, PHIL 4 & 7 are not in full compliance with ASSIST & C-ID

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (*including all modes of delivery*)?

> With the assistance of the articulation officer, PHIL 4 and 7 are being revised to be in full compliance with ASSIST & C-ID.

5. Internal Factors *(see Handbook for additional information)*

A. **Strengths:** *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

The program is new, so student interest is high and there is a population of students who have not taken these classes. The Philosophy faculty are dedicated, engaged, and experienced. The program is growing and has a pending transfer degree that will soon be offered.

Philosophy students get the highest scores on the GRE compared to any other discipline, particularly in the verbal and analytical writing sections of the test according to ETS (http://www.ets.org/s/gre/pdf/gre_guide_table4.pdf).

B. **Weaknesses:** *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

The program is new and there are a limited number of course and faculty to teach the subject. Currently, there is only one credentialed philosophy instructor on the campus. Other instructors in the Philosophy discipline are only credentialed to teach Religion courses. This point is related to the goals/action plan for the discipline, *(#1) Revitalize the discipline, courses, and offerings.*

6. External Factors *(see Handbook for additional information)*

A. **Opportunities:** *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

Currently, colleges such as Cal Poly San Los Obispo are actively looking to recruit students majoring in Philosophy.

There is an opportunity to build a larger pool of qualified adjuncts who are able to teach the full spectrum of Philosophy courses. This is especially the case since one adjunct instructor (Dr. Parent) is retiring this year.

B. **Threats:** *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

The general lack of knowledge of the value of a philosophy degree and stereotypes of philosophy not being a viable career path cause threats to the program.

7. Continuing Education/Professional Development

A. **What continuing education and/or professional development activities have program/unit members attended during the current cycle?**

Jamie C. Love: Continues to do course work toward a PhD. in Humanities with an emphasis in Philosophy. EdX Certificate course completed through the Smithsonian on The Effects of the Super Hero on Pop Culture.

B. **How did this benefit your department and the College?**

Jamie C. Love: Pursuing terminal degree in Humanities with an emphasis in Philosophy added to the instructor's knowledge base, thus enabling enrichment of the course material.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

Jamie C. Love: Plans on continuing to work toward completion of a PhD. in Humanities with an emphasis in Philosophy.

8.   Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*
- If the program does not have prior goals and objectives, please explain.

No Goals or Objectives as this discipline has not done a Program Review in over 5 years.

9.   Goals/Objectives/Actions (ACTION PLAN)

A.   **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.

B.   **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.

C.   **OBJECTIVES:** Define Objectives for reaching each Goal.

D.   **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

E.   **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

F.   **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

		ACTION PLAN			
	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Revitalize the discipline, courses, and offerings.	List all that apply: #1- Foster an innovative learning environment that respects diversity. #2- Provide students a successful college learning experience. #3- Promote and support student engagement.	**#1** Make sure all courses are approved as needed – including Update courses as needed	Put through Curriculum and work with Articulation Officer - PHIL 2 Update or archive - PHIL 4 for C-ID Conditional - PHIL 5,6, & 7 C-ID approvals - PHIL 7 & RLGS 5 Articulation in ASSIST	If successful, courses will be approved by C-ID and ASSIST by the next Full program review in 2018
			#2 Increase PHIL offerings, Live (BCC and Fort) and OL	Get more PHIL courses in the two year cycle	If successful, courses will be on the schedule by the next Full program review in 2018
			#3 Follow up on PHIL ADT and promote Degree to students	Check with IOC on status, assist as needed Once approved, work with A&R, Counseling, and Public Information on promotion	If successful, Degree will be on the catalog by the next Full program review in 2018 Also some students will have declared that as their major
	Additional Information:				
#2	Strengthen communication and discussion of standards in the discipline between faculty.	*List all that apply:* Strengthen planning and informed decision making among department faculty.	**#1** #1 Investigate departmental standards at other collegiate institutions	Development of departmental standards of student evaluation	Instructors will develop commons standards for grading and measurement of student success.
			#2 #2 Plan and implement a department meeting with program instructor	Email department members.	Communication will be initiated among instructors.
			#3 #3 Open dialogs with program instructors about ways to increase student completion.	Schedule meetings and encourage departmental involvement.	The outcome will be that a meeting schedule will be implemented. This will be measured by instructor participation resulting in a cohesive management department.
	Additional Information:				

ACTION PLAN				
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Research and adopt materials that enrich course offerings.	*List all that apply:* • Promote and support student engagement. • Provide students a successful college learning experience. • Foster an innovative learning environment that respects diversity.	**#1** #1 Obtain student and PHIL instructor comments on the effectiveness of current course materials.	Read and analyze student surveys and plan a meeting for PHIL instructor staff.	The outcome is that data collected from research in social media will be gathered. This will be measured by information gathered from students and the expertise of the instructor staff. The data will be assessed instructors will suggest ways to improve the course content.
			#2 #2 Address course offerings concerns in an effort to improve the program	Review two-year plan and course offerings for the previous 2 years.	The outcome will be a list that specifically outlines when and how frequently all courses in the program offered. The result will be an analysis of course needs and a possible revision to the two-year plan. This analysis will be used to assess and develop a list of course offerings suggests to promote program completion.
			#3 #3 Begin research and pilot revisions to courses.	Attend meetings with peers in the PHIL discipline to learn about contemporary concepts and learning strategies.	The outcome will be a list of opportunities for networking with MGMT professionals. This will be measured by a list of meetings attended by instructor staff. The data gathered from these meeting will be assessed and specific

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				improvements will be added to the curriculum content.
	Additional Information:			

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1,2,3	FT Faculty in PHIL/RLGS or split with other discipline	$100,000	Yes	

Annual Update #1	Academic Year:	

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A)   List your Program Level Outcomes:

B)   Summarize the progress you have made on Program Level Outcomes (PLOs):

C)   Summarize the progress you have made on course level outcomes and assessments (SLOs):

D)   Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E)   Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2.   GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			☐
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2	Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL	OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	#1			
	#2			
	#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		☐
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3.   Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source