

Skyline College

Philosophy

Program Review

Executive Summary



Short Summary of Findings

The Philosophy Program offers students a broad range of courses (11 in all) that develop their critical thinking abilities, enhance their appreciation of human intellectual traditions, shape their own philosophical views, contribute to their personal enrichment, and prepare them for successful transfer to four-year institutions.

The philosophy curriculum is aligned with degree/institutional level Student Learning Outcomes, particularly the Critical Thinking and Citizenship SLOS. It also contributes to the college mission to prepare students to be "culturally sensitive members of the community, critical thinkers... effective communicators, socially responsible lifelong learners and informed participants of a democracy in an increasingly global society."

Three Strengths of the Program

- The program has been involved in the SLOAC process at Skyline College since its inception.
- The program continues to develop and adapt curriculum.
- The program keeps up with developments in the discipline to keep course content current and rigorous.

Three Suggestions for Improvement

- Conduct research on the effectiveness of advisories; develop strategies to increase student success while maintaining enrollment, efficiency, and high academic standards.
- Recruit tutors for core courses and find ways to encourage students to make more use of tutorial services.
- Implement assessment plans for our courses and adjust our courses based on assessment of student learning.

Carlos Colombetti

Full-Time Faculty Signatures

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Submitted on: April 1, 2008

SKYLINE COLLEGE PROGRAM REVIEW SELF STUDY

PART A: Mission Effectiveness

Overview

1. *State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.*

The goal of the Philosophy program is to offer students a range of courses that will improve their ability to think critically and analytically, that will acquaint them with the human intellectual heritage, that will instruct them in the problems and methods of Philosophy, that will prepare them to transfer successfully; that will inspire them to become lifelong learners and responsible citizens. The discipline of Philosophy deals with the most general and fundamental questions one can ask about knowledge, reality, and values. It is also the discipline that is most concerned with argument and rigorous standards for the justification of belief. Our aim is to provide students with the tools and intellectual framework they need to become more reflective and critical thinkers. The SLOS for philosophy courses align with the degree-level SLOS for the College, particularly in the areas of Critical Thinking and Citizenship (see Appendix A).

The Philosophy program offers courses that contribute to the College vision to inspire learners to achieve intellectual, cultural and personal fulfillment. We do this by offering courses in the history of Western philosophy, in comparative world religions, moral and political philosophy, and in the philosophical traditions of Asia. Our curriculum also contributes to the College mission to prepare students to be “culturally sensitive members of the community, critical thinkers...effective communicators, socially responsible lifelong learners and informed participants in an increasingly global society.” The College hallmark of academic excellence is reflected in our innovative, current, and rigorous program of instruction.

The Philosophy program prepares students to achieve their transfer and career goals by offering courses that challenge them to think analytically, to defend their views with arguments, to critically assess worldviews and ideologies, and to understand their own beliefs and values in the context of broader intellectual traditions.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The Philosophy Program interacts with the Honors Transfer Program by offering an honors section every semester. We have offered honors courses in Introduction to Philosophy, Ethics, and World Religions. One of these courses (PHIL 300H: World Religions) was offered as part of a learning community with ENGL 165H.

The Philosophy Program also participated in the Study Abroad Program. The semester in London was an extraordinarily rich learning venue for students and instructor. I currently serve on the

program committee with colleagues from Cañada and CSM. Our main task is to review applications and select faculty for the program.

3. *Explain how this program meets the needs of our diverse community.*

The Philosophy Program offers courses in Asian Philosophy (PHIL 320) and in World Religions (PHIL 300). The course in Asian Philosophy emphasizes the philosophical traditions of India and China, but also includes philosophical schools in Korea and Japan. The course in World Religions covers most of the major traditions, East and West, including Hinduism, Jainism, Buddhism, Taoism, Confucianism, Zoroastrianism, Judaism, Christianity, Islam, and Baha'i. Instructors may choose to cover African or Native American religions. They may also choose to focus attention on more local expressions of a major tradition, such as Catholicism in Mexico or Tibetan Buddhism. Students enrolled in either the Asian Philosophy or the World Religions courses have the opportunity to visit the Asian Art Museum in San Francisco for credit. The World Religions course is multidisciplinary course that draws upon philosophy, as well as anthropology, history, art history, psychology, and other disciplines. Students enrolled in the World Religion course visit sacred spaces, temples, synagogues, churches, or mosques in the Bay Area as part of their research projects. They learn about the rituals, ways of life, literature, and artistic achievements of various religious traditions from around the world.

Two of our courses (Asian Philosophy and World Religions) satisfy the Ethnic and Cultural Diversity requirement for the AA/AS degree.

Our faculty currently includes one full-time instructor (Prof. Carlos Colombetti) who is bilingual in Spanish, and one part-time instructor (Prof. Anton Zoughbie) who is multi-lingual (including Arabic). The faculty from the three sister campuses continues to meet regularly through the joint Philosophy Club, which invites speakers two or three times per semester for informal discussions. Guest speakers have included Buddhist monks and nuns, a local environmental artist, a philosopher from Iran, and a visiting scholar from Japan.

For the past few years (from 2002 to 200several years, the Philosophy program was involved with the Skyline College Gay-Straight Alliance (GSA) to provide a supportive environment for persons of all genders, to promote human rights and awareness of gender identity, to oppose discrimination, and to build bridges between gender communities. Prof. A. J. Bates served as co-advisor for the group. The GSA is currently in hibernation due to low membership, but may be reconstituted in the future.

When we examine the enrollment data for ethnicity and gender, we find that the percentages across all categories are stable over the past 5 years. Also, the percentages for ethnicity match college norms. In the case of gender, we find that proportionately more males than females enroll in our courses. However, our success rate for female students is higher than for males.

Enrollment by Ethnicity and Gender: 2005-2007

	College – 5 years 2005-2007		Program – 5 years 2005-2007	
	number	percent	number	percent
African American	1,506	4%	132	4%
Asian	11,342	27%	996	29%
Filipino	7,927	19%	696	20%
Hispanic	8,252	19%	514	14%
Native American	191	0%	19	0%
Other	1,126	3%	98	3%
White	10,264	24%	847	24%
Unreported	2,138	5%	195	6%
TOTAL	42,746	100%	3,497	100%
Male	19,342	45%	1,698	52%
Female	22,807	53%	1,583	47%
TOTAL	42,746	100%	3,320	100%

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

Since the previous self-study, the Philosophy Program has achieved some but not all of its goals.

We have added three new courses to our curriculum:

- (a) PHIL 190: History of Western Philosophy – 19th and 20th Century. This new course completes our history of Western philosophy sequence, which also includes PHIL 160 (Ancient and Medieval Philosophy) and PHIL 175 (16th – 18th Century). The new course will include influential American philosophers (such as John Rawls and W. V. O. Quine), living philosophers (such as Patricia Churchland and Daniel Dennett), and will highlight the relationship between contemporary philosophy and theoretical sciences (such as cosmology and evolutionary biology).
- (b) PHIL 280: Introduction to Political Philosophy. This course complements our Introduction to Ethics course (PHIL 240) and will be offered co-listed with PLSC 280. There is currently no course at Skyline College in political philosophy that would offer students the opportunity to critically examine the presuppositions of the dominant political norms. Yet, our students face a world of rapid globalization and economic integration, large scale environmental and resource problems (including global atmospheric change), war and political violence, huge gaps between the haves and have-nots, and numerous other important issues. This course aligns with the degree-level SLOS for citizenship. It will also contribute to the college

mission to prepare students to become “socially responsible lifelong learners, and informed participants of a democracy in an increasingly global society.”

- (c) PHIL 312: Introduction to Philosophy of Religion. This course, we hope, will have broad appeal. It will offer students a vehicle for thinking critically and analytically about a powerful force in history, and about matters that are important in the lives of so many people (such as ideas about God, miracles, and the after-life).

A hybrid course in Critical Thinking and Writing (PHIL 109) was introduced concurrently with the previous review cycle. We offered the course for a couple of years, but twice had to cancel it due to very low enrollments. We no longer offer this course.

We modified PHIL 200 (Introduction to Symbolic Logic) by adding a one hour of lab by arrangement, and by adding a recommendation of eligibility for Math 120 (Intermediate Algebra). The course outline was also modified by adding a unit on basic probability theory, including its role in inductive inference (particularly arguments to the best explanation). The latter was justified by its increasing importance in philosophy (and other disciplines) as reflected in the philosophical literature. We felt the change was needed to maintain the currency of our curriculum and to better prepare students for successful transfer.

We have maintained strong enrollment in philosophy courses, but were not able to achieve the goal of improving on retention and success. In fact, our success rate declined by approximately 5 percent. This disappointment comes in spite of making changes in some courses (including adding hours by arrangement to Phil 103 and Phil 200), hiring tutors, and offering various writing workshops through the Writing Lab.

PART B: Student Learning Programs and Services

Overview

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

N/A

Curriculum

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

Most of our courses (including PHIL 100, 160, 175, 190, 240, 280, 300, 312, and 320) are designed to partially satisfy the Humanities requirement for students working toward the AA/AS degree. They also partially satisfy the requirements for CSU GE, IGETC and UC transfer. All of these courses have a writing component and all incorporate instruction in critical thinking. The program offers a variety of specialized courses in Ethics, Political Philosophy, History of Philosophy, Asian Philosophy, and Philosophy of Religion.

The program offers courses in Critical Thinking and Symbolic logic that partially satisfy the Critical Thinking requirement for students working toward a degree. The Critical Thinking course prepares

students to successfully master the degree-level SLOS for critical thinking. The Symbolic Logic covers the more formal aspects of critical thinking. It is an elective for the Psychology major, and also serves students who intend to transfer as majors in philosophy, computer science, mathematics, or related disciplines that utilize formal logic.

Our course with the highest enrollment is Introduction to Philosophy. PHIL 100 introduces students to the problems and methods of philosophy. It covers basic logic, value theory, metaphysics, and theory of knowledge. Students gain a valuable background in the intellectual shifts that led up to the modern scientific and social revolutions. Many students will not take further courses in philosophy, so we made the course useful to the aims of general education and personal enrichment. Students majoring in any of the sciences or humanities should be able to benefit from even a survey study of philosophy.

Many of our courses also prepare students to meet the degree-level SLOS for citizenship. This is particularly so of Ethics (PHIL 240) and our new course in Political Philosophy (PHIL 280). One of the SLOS for citizenship states that students graduating from Skyline College will “develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.” Nearly all of our courses prepare students to meet this SLO.

When we examine the success and retention rates, we find that proportionately more males than females enroll in Philosophy courses, but that females have a higher success rate. We also find that African American students in our courses succeed at a rate substantially below the college norm, by approximately 20 percent. The total success rate for the program is about 10 percent below the college trend. Improving success rates is an issue of concern. We will make an effort to determine the cause for why so many students are failing our courses (particularly those with the largest enrollments), and we will try to find ways to increase their rates of success.

Success and Retention Rates by Ethnicity and Gender: 2005-2007

	05 Program		06 Program		07 Program		05 College		06 College		07 College	
	success	retentn										
TOTALS	54	74	61	79	59	77	69	84	68	84	68	83
African American	38	56	30	70	37	68	53	80	55	79	59	82
Asian	56	82	60	76	67	79	72	84	70	84	71	83
Filipino	45	70	64	83	63	78	68	84	65	81	64	80
Hispanic	51	71	55	76	53	67	65	83	65	83	64	82
Native American	67	100	100	100	--	25	66	83	61	81	62	84
other	44	56	70	96	60	90	70	84	70	86	66	81
white	62	75	65	81	62	81	75	87	73	86	74	87
unreported	53	70	56	73	49	81	67	81	70	84	68	84
male	51	72	58	80	57	77	67	84	66	83	67	83
female	57	76	65	80	63	76	71	85	70	84	69	83

2. *State how the program has remained current in the discipline(s).*

We remain current in the discipline by using texts published or revised within the last few years. More importantly, we choose texts by authors who are highly respected within the discipline (clearly, it is not enough to have a 2008 publication date if the author or editor is not first-rate or has not kept up with developments in the discipline).

The philosophy faculty continues to make use of instructional technology (such as web-delivered materials and on-line courses). The faculty also makes an effort to stay informed about developments in the discipline, to read recent publications, and to impart this to our students as part of lectures or in the selection of reading assignments.

3. *If the student population has changed, state how the program is addressing these changes.*

We are not aware of any changes in the composition of the student population over the last few years that affect the Philosophy Program.

On the bright side, the diversity of the student population remains a constant, and philosophy courses benefit greatly from that diversity. Students from a variety of cultural traditions bring unique perspectives to class discussion. Our student population also varies in age, and it is a pleasure when students can bring maturity and experience into the dialogue.

On the down side, we realize that many of our students face financial hardship, economic disadvantages, and personal obstacles. Many students work to support themselves or to help support their families. The program will remain attentive to these circumstances and try to find ways of supporting the students. We will redouble our efforts to recruit tutors for our core courses and to provide workshops or other venues to facilitate student success.

4. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

All existing course outlines are updated (PHIL 100, 103, 200, 240, 160, 175, 300, and 320).
Three courses are new and do not need updating (PHIL 190, 280, and 312).

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

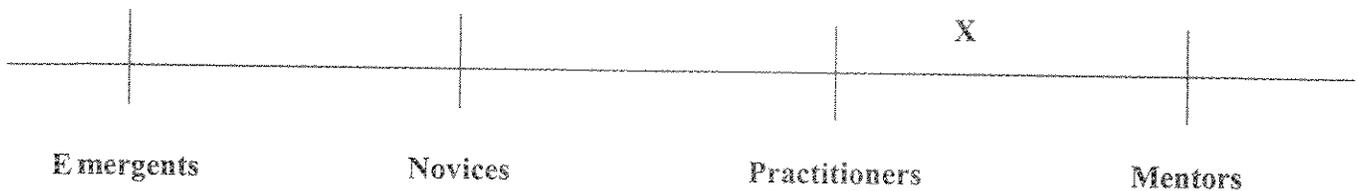
N/A

Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.



The Philosophy Program has participated in the SLOAC process from its inception. All Philosophy courses currently have SLOs in the course outlines and in syllabi. We have drafted an assessment plan for one of our core courses, and have drafted a schedule that will carry us through at least the next 7 years (see Appendix B). We have been in dialogue with the philosophy departments and faculty of our sister campuses. We have not yet implemented our first assessment plan (nor analyzed data), but we have lent assistance, presented workshops, and engaged in dialogues within our division.

2. *Highlight any major findings and resulting course or program modifications.*

None at this time.

3. *What additional resources are needed to implement the plan?*

It is anticipated that the assessment phase of SLOAC will be very time consuming. We will need time to gather and analyze data, to report on findings, and to plan/implement modifications.

PART C: Resources

Faculty and Staff

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

- Faculty attended numerous workshops in connection with SLOS
- Faculty membership in the SLOAC Steering Committee

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

We do not have an orientation process for new faculty.
Student tutors are given informal guidelines.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

We would utilize the standard District process. Jobs in philosophy are advertised in the quarterly publication of the American Philosophical Association. A candidate for our program should be able to teach any of our courses, but particularly Asian Philosophy, World Religions, and the History of Philosophy sequence.

Facilities, Equipment, Materials and Maintenance

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

There have been some improvements in facilities, equipment, and maintenance, but much remains to be done. We would like to see more classrooms equipped with video projectors and computers. Some computers are showing their age and need to be upgraded. Requests for repairs are nearly always prompt, but on occasion we have experienced slow response. A common problem is missing equipment or equipment that is removed from a classroom (particularly video monitors and overhead projectors).

The College has done a good job making buildings and classrooms accessible to all students.

One minor issue concerns the college-wide replacement of chalk with dry-erase markers. The markers dry out quickly and have to be replaced frequently. Instructors often find themselves without a fresh marker. Recommendation: lock boxes in classroom with supplies for instructors.

2. *List projected needs.*

The current generation of students is accustomed to viewing text and images from computers. We will need to expand the number of classrooms that have computers and video projectors. Some philosophy courses make frequent use of images or maps (for example, World Religions or Asian Philosophy, where it is useful to show works of art or geographic locations). The ability to access information on demand during a class presentation has become increasingly valuable, even indispensable. We need to be able to do in the classroom what students can do from their laptops.

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

We often make use of computers and video monitors to project text, images, and maps, or to quickly access information during a lecture or discussion. We also make use of VCR/DVD players and video monitors. Occasionally, we have made use of audio equipment (such as in the World Religions course to play examples of sacred music).

Faculty offices are equipped with computers and laser printers. We use these extensively to deliver online instruction and web pages, to create transparencies, and to communicate by email with students.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

N/A

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

- More computers and video projectors in classrooms.
- Hire more student tutors for core courses (PHIL 100, 103, and 240)
- Hire a part-time or full-time instructor to distribute the work of teaching some of our specialized courses (such as Political Philosophy, World Religions, Philosophy of Religion, Asian Philosophy, and the History of Philosophy sequence).

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

N/A

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

N/A

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

N/A

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

N/A

PART E: Action Plan

Describe the program's plan for addressing areas of improvement.

- Continue to advance the SLOAC process to improve student learning outcomes.
- Make needed modifications to SLOS, assignments, methods of instruction, and courses as suggested by the assessment data.
- Recruit tutors for our core courses and find ways to encourage student utilization of the Learning Center.
- Offer more writing workshops through the Writing Lab
- Approach the Planning and Research Office for assistance on investigating the pattern of drops and failures so that we can find strategies for increasing retention and success, particularly for Phil 100 and 103. A key component of this investigation is suggested by the Matriculation Office pilot study on the use and effectiveness of advisories. In our case, we want to know what happens when students ignore the recommended eligibility for ENGL 100/105 or ENGL 836 (for Phil 100 and Phil 103 respectively). We may need to change some advisories to prerequisites. Any strategy to improve retention and success will have to be consistent with maintaining the high academic standards reflected in the course-level and degree-level SLOS.

Appendix A: Alignment of Degree SLOS with Philosophy Courses

Skyline College Institutional Outcomes	100	103	160	175	190	200	240	280	300	312	320
Critical Thinking											
Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	X	X	X	X	X	X	X	X		X	X
Analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques.	X	X				X	X	X		X	
Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	X	X				X	X	X		X	
Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	X	X					X	X		X	
Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	X	X					X	X	X	X	
Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.		X				X					
Effective Communication											
Comprehend, analyze, and respond appropriately to oral, written, and visual information.	X	X	X	X	X		X	X	X	X	X
Effectively express ideas through speaking and writing.	X	X	X	X	X		X	X	X	X	X
Citizenship											
Demonstrate scientific literacy concerning a range of global issues.	X	X			X						
Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.							X		X		X
Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	X		X	X	X		X	X	X	X	X
Demonstrate appropriate social skills in group settings, listening and being receptive to other's ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.							X	X			
Demonstrate commitment to active citizenship.								X			

Appendix B: IMPLEMENTATION OF SLOAC - PHILOSOPHY PROGRAM

Year in cycle	academic year	FALL SEMESTER					SPRING SEMESTER				
1	2008-2009	Assess PHIL 103 SLO 1 and 2 Ass. 1.1 Ass. 1.2 Ass. 1.3					2014- Assess PHIL 312 SLO 3 Ass. 2.1 Ass. 2.2 Ass. 2.3	2014- Assess PHIL 200 SLO 2 Ass. 2.1 Ass. 2.2 Ass. 2.3	Analyze data from PHIL 103 SLO 1 and 2 assessments Evaluate data from PHIL 103 SLO 1 and 2 assessments Adjust PHIL 103 on SLO 1 and 2 as needed Write Assessment Plan for PHIL 100		
2	2009-2010	Assess PHIL 103 SLO 3 Ass. 2.1 Ass. 2.2 Ass. 2.3	Assess PHIL 100 SLO 1 Ass. 1.1 Ass. 1.2 Ass. 1.3						Analyze data from PHIL 103 SLO 3 and PHIL 100 SLO 1 assessments Evaluate data from PHIL 103 SLO 3 and PHIL 100 SLO 1 assessments Adjust PHIL 103 SLO 3 and PHIL 100 SLO 1 as needed Write Assessment Plan for PHIL 240		
3	2010-2011	Assess PHIL 103 SLO 4 Ass. 3.1 Ass. 3.2 Ass. 3.3	Assess PHIL 100 SLO 2 Ass. 2.1 Ass. 2.2 Ass. 2.3	Assess PHIL 240 SLO 1 Ass. 1.1 Ass. 1.2 Ass. 1.3					Analyze data from PHIL 103 SLO 4; PHIL 100 SLO 2; PHIL 240 SLO 1 Evaluate data from PHIL 103 SLO 4; PHIL 100 SLO 2; PHIL 240 SLO 1 Adjust PHIL 103 SLO 4, PHIL 100 SLO 2; PHIL 240 SLO 1 as needed Write Assessment Plan for PHIL 300		
4	2011-2012	Assess PHIL 100 SLO 3 Ass. 3.1 Ass. 3.2 Ass. 3.3	Assess PHIL 240 SLO 2 Ass. 2.2 Ass. 2.3 Ass. 3.3	Assess PHIL 300 SLO 1 Ass. 1.1 Ass. 1.2 Ass. 1.3					Analyze data from PHIL 100 SLO 3; PHIL 240 SLO 2; PHIL 300 SLO 1 Evaluate data from PHIL 100 SLO 3; PHIL 240 SLO 2; PHIL 300 SLO 1 Adjust PHIL 100 SLO 3; PHIL 240 SLO 2; PHIL 300 SLO 1 as needed Write Assessment Plan for PHIL 312		
5	2012-2013		Assess PHIL 240 SLO 3 Ass. 3.1 Ass. 3.2 Ass. 3.3	Assess PHIL 300 SLO 2 Ass. 2.1 Ass. 2.2 Ass. 2.3		Assess PHIL 312 SLO 1 Ass. 1.1 Ass. 1.2 Ass. 1.3			Analyze data from PHIL 240 SLO 3; PHIL 300 SLO 2; PHIL 312 SLO 1 Evaluate data from PHIL 240 SLO 3; PHIL 300 SLO 2; PHIL 312 SLO 1 Adjust PHIL 240 SLO 3; PHIL 300 SLO 2; PHIL 312 SLO 1 as needed Write Assessment Plan for PHIL 200		
6	2013-2014		Assess PHIL 300 SLO 3 Ass. 3.1 Ass. 3.2 Ass. 3.3	Assess PHIL 312 SLO 2 Ass. 1.1 Ass. 1.2 Ass. 1.3	Assess PHIL 200 SLO 1 Ass. 1.1 Ass. 1.2 Ass. 1.3				Analyze data from PHIL 300 SLO 3; PHIL 312 SLO 2; PHIL 200 SLO 1 Evaluate data from PHIL 300 SLO 3; PHIL 312 SLO 2; PHIL 200 SLO 1 Adjust PHIL 300 SLO 3; PHIL 312 SLO 2; PHIL 200 SLO 1 as needed Review the SLOS and Assessment Plan for PHIL 103		

Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous Fall semesters with the most recent on the right.

Year	2005	2006	2007
WSCH	888	792	979

Please comment on program enrollment and expected trends.

Enrollment is strong and stable, and has increased significantly since the previous review cycle. The figures for 1999-2001 were 847, 689, and 716.

The pattern of enrollment across our course offerings remains the same, with Phil 100 (Introduction to Philosophy), 103 Critical Thinking), and 240 (Ethics) drawing the highest numbers. The history of philosophy sequence (Phil 160 and 175) are our least-popular courses, and we have occasionally had to cancel courses due to low enrolment.

Three new courses were recently approved: Phil 190 (History of Western Philosophy – 19th / 20th Century), Phil 312 (Philosophy of Religion), and Phil 280 (Political Philosophy). These courses will be offered once a year, or every other year, on a rotating basis. We will design a schedule that enables us to maintain high enrollment while at the same time offering a rich and diverse curriculum to interested students.

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	2005	2006	2007
FTE	29.60	26.39	32.65
WSCH/FTE	522	566	612

Please comment on the comparison of this program to College trends.

The Philosophy program load has increased since the previous review cycle and the trend is upward. The figures for 1999-2001 were 470, 492, and 511. One concern here is that higher enrollment and efficiency may come at the cost of retention and success. The largest classes also tend to have the lowest rates of retention and success.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	2005	2006	2007
Retention	74%	79%	77%
Success	54%	61%	59%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Retention has dropped slightly (but not significantly) since the previous review cycle. The retention rates for 1999-2001 were 72, 83, and 79. The success rate, however, has dropped more significantly. The figures for 1999-2001 were 63, 66, and 65.

The drop in the success rate may be partly accounted for by the fact that enrollment in the program increased significantly, but without a significant drop in the retention rate. Many of the under-performing students chose to remain in the course, but completed it unsuccessfully. Another variable contributing to the drop in success is a drop in the extra credit points offered to students (in many courses, extra credit has been eliminated entirely).

The drop in success is disappointing. The measures we took to improve success since the previous review were evidently not effective. We made use of College services such as the Learning Center (offering a number of workshops over recent years). However, anecdotal evidence suggests that the students who need the workshops the most do not make full use of the service. We also provided more tutors (particularly for Phil 100), but the tutors were underutilized by the students who need them the most.

Philosophy is one of the more challenging and abstract subjects, but we try to design our curriculum in such a way that virtually any student who is willing to do the required work (reading, studying, and writing) can pass the course with a C or better. We don't grade on the curve, and students always have the opportunity to make up late or incomplete work. We plan to approach the office of research to investigate possible causes and remedies for drops and failing grades (particularly for Phil 100 and 103). We will look for creative new ways to motivate students to do the work necessary to succeed. Any such effort will have to be consistent with maintaining high academic standards. The SLOAC plan, we expect, will provide us with data on the weak links in the learning process that will enable us to target our efforts.

Program Review Course Outline & Prerequisite Checklist

Discipline: Philosophy

Semester: Spring 2008

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures



Highlight this text & type in name
CARLOS COLAPICCHETTI

Highlight this text & type in name

Date Submitted: Highlight this text & type in date

Division Dean:



(Additional faculty signature lines may be added to this form as needed.)



Program Review - Resource Needs Summary Table

Program: Philosophy

	Needs	Notes
Personnel	Hire a part-time or a second full-time instructor.	We realize that a full-time hire is unlikely in the current budget environment. However, the program offers a range of specialized courses, including Symbolic Logic, Asian philosophy, Philosophy of Religion, a history of philosophy sequence (three courses), comparative world religions, and Political Philosophy. An additional instructor will enable us to distribute the work of teaching some of our specialized courses.
Equipment	Equip more classrooms with computers and video projectors.	The program makes use of existing equipment in classrooms, including transparency projectors, computers, video monitors for CD/VCR, and video projectors. We would like to see more classrooms equipped with computers and LCD projectors.
Facilities	No special needs	