



# Program Review & Planning (PRP)

## PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

<b>Discipline Name:</b>	Philosophy
<b>Department Name:</b>	Behavioral Sciences
<b>Division Name:</b>	Social and Behavioral Sciences

Please list all participants in this Program Review:

Name	Position
Dr. Lee Kerckhove	Professor of Philosophy
Dr. R. Dillon Emerick	Professor of Philosophy
Dr. Jeff Epstein	Assistant Professor of Philosophy
Dr. Michael Lockett	Professor of Philosophy

<b>Number of Full Time faculty</b>	4	<b>Number of Part Time Faculty</b>	10
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Please list the Classified positions (and their FTE) that support this discipline:

1 ADA (that ADA serves Philosophy, Religious Studies, Anthropology, and Archeology)

What additional hourly staff support this discipline and/or department:

none

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The mission of the philosophy discipline is to help students develop into independent and critical thinkers enthusiastic for civil debate, able to express ideas with clarity and grace, equipped with ethical and civic values, who will be prepared for, and positively impact, an interdependent and ever-changing world. We strive to do this by teaching students to write and to think clearly, to read carefully and critically, to reason effectively, systematically, and charitably, and to reflect on major questions concerning moral values and the good life, on the nature of knowledge and belief, on the nature of persons and minds, and on existential questions concerning the physical, social, and environmental reality of the world in which we live.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

AA-T in Philosophy

**PART 2: Program Assessment**

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment

Section 2: Course Success Rates

Section 3: Institution and Program Set Course Success Rate Standards

Section 4: Completions

Section 5: Labor Market Information (CTE programs only)

Section 6: Additional Qualitative Information

Section 7: Curriculum, Scheduling, and Student Learning Outcomes

**SECTION 1: PROGRAM DATA & ENROLLMENT**

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

A. To access your discipline data, select your discipline from the drop down menu.

B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

**1. Discipline Enrollment**

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change	x	Decreased	
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Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

After a significant dip in 2014, enrollments have partially recovered. Over the past two years, enrollments appear to remain steady. Although, we are down from our peak enrollments of 2011-2012. The creation of an AA-T degree and the course numbering change this required, along with the general downward trend in enrollment collegewide have impacted enrollment in philosophy courses. See sections 1C and 1D of last year’s annual review for additional details.

**2. Course-Level Enrollment and Fill Rates**

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Our fill rates at census have been nearing 88% for the last two years. This indicates that we are scheduling efficiently. Some courses required for the AA-T degree are only being offered every 18 months delaying students acquiring an AA-T or causing them to abandon getting an AA-T in Philosophy altogether.

**3. WSCH/FTEF**

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased	x	Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	x

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Even when our fill rate was at 102.9%, our WSCH/FTEF was 514.48. Our current WSCH/FTEF is 467.35. Our Philosophy 200 course is in increasing demand, and we have a greater proportion of those classes (26.3%). However, that class is capped at 25. Our PHIL 116 classes are also capped at 25 students. Obviously, this has a negative effect on our WSCH/FTEF ratio. Our enrollments, as a trend, have been improving in contrast to the college's overall enrollment numbers, which in recent past have trended slightly downwards.

**4. Instructional FTEF:**

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

Our FTEF has declined proportionally to the number of sections that have been cut.

**SECTION 2: COURSE SUCCESS RATES**

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

**1. Overall Success Rate: 69.2%**

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

In 2016-2017, our San Marcos and online success rates exceeded the overall college success rates. Over the past five years, the trend for San Marcos has been a steady increase except for one year (2014-2015) which saw a slight dip. The current year is up 5% from that low, so trends look good. Distance education students had the lowest success rates in the discipline despite outperforming the college as a whole. While these numbers have declined slightly in the past five years, they are up from 2014-15 making a clear assessment of the numbers somewhat difficult. That said, because staffing and course offerings have remained largely the same, the dip in success rates is likely owing to the fact that our online class caps increased and also because we have had many sections cut. Course cuts and increased caps have lead to more students per section making office hours less efficient and individual attention and outreach more difficult for faculty. Our SLOs were revised and refined and standards rose slightly during this time. This also explains the data.

Camp Pendleton is down from the previous two years but up for the two years before that. Thus, it is difficult to identify a clear statistical pattern in the overall success rates. Moreover, with only 30 students enrolled, the sample does not really

provide us with the statistical information requisite to assess this year’s lower success rate. At the same time, the previous two years had significantly lower enrollment numbers suggesting that the larger class size might have affected overall success rates. While Camp Pendleton is lower than the overall college success rate for this particular location, it is aligned with the overall success rate of the college as a whole.

Because of the college’s enrollment management practices, we no longer offer courses in Escondido.

The overall success rate is aligned with the overall success rate of the college as a whole but likely took a hit from the Camp Pendleton numbers.

**2. Course Success Rates by gender, age, ethnicity, and special population:**

Reflect on your discipline’s success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	In 2016-2017, the success rate of female and male students are in line with results from the previous five years. However, our female students outperformed our male students (71.6% success rate as compared to 67.5% for students identifying as male) as compared to 2016-2015 when our male students out performed our female students (73.3% to 66.3%). This flip flop of success does not appear statistically significant given trends for the past five years. Changes for future years does not seem warranted at this time given the trend over the past five years.
Age	The success rates for our students under 24 remained essentially static. There was a slight dip in the success rates for our students 25-49. But the 2016-2017 success rate is very similar to the success rate of 2014-2015 data.
Ethnicity	The success rate for all ethnicities except whites either remained static or increased significantly. Our African-American students improved from 44.4% (2015-2016) to 63% (2016-2017). Hispanic students improved from 59.9% (2015-16) to 64.2% (2016-17). Whites declined from 78.4 (2015-16) to 72.3 (2016-17). Yet, this same group is up nearly 5% from 2014-15. The data might suggest that we are closing the performance gap since last year, but we simply do not have enough information to make a meaningful assessment. Reasons could range from self-selection for philosophy classes to those who have taken writing courses before coming to Philosophy to status as a freshman or sophomore where learning skills would have presumably increased. Enrollment numbers remain steady for each group which suggests the faculty and course content are appealing in a consistent way to different demographic groups.
Special Population (examples- veteran, foster youth, etc)	The success rate of our Veteran students improved from 63.2% to 70.7%. This is the highest number since 2011-2012 (which was 74.4%). Again, however, given the limited data, statistical extrapolation is difficult.

**3. Disaggregated Course Success Rates (Select at least two other variables):**

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Continuing students had a higher success rate in 2016-17 (72.2%) than 2015-16 (71.1%). Both years were significantly higher

than 2014-15 yet on par with 2011-2013. If we can extrapolate from this, it might be that continuing students are better prepared to successfully meet the more stringent writing and critical thinking requirements of our courses, but this is not necessarily supported by the data. It does seem plausible, however. Evening classes had the lowest overall success rates and dipped slightly from the previous year (but is up significantly from 3 years ago). The reason for this rate is again not supported by the data, but the trend over the past 5 years suggests this year's rate falls within a reasonable and expected range of outcomes for evening classes.

### SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

#### Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate:	67.5
Why?	
Given the writing and critical thinking requirements of our courses, and given the assessed college-readiness of our students (in Math and English placement exams), we feel a 5% lower standard for course success would be reasonable. Reaching the college standard consistently would be a sign of remarkable instructional efforts on the part of our faculty members.	

### SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

#### 1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

In 2015-216 we had one student earn the AA-T transfer degree. In 2016-2017 that number jumped 400%. Palomar Philosophy majors have gone on to study philosophy at UC Berkeley, UCLA, and Cal State Fullerton. These students report that they are having academic success and that philosophy at Palomar prepared them well for the rigors of their current program.

#### 2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

Administration told us to change our curriculum in order to offer the AA-T degree. When we were asked to do this, we urged caution since these degrees were untested and they weren't necessary for students to major in Philosophy or to transfer to their college of choice as Philosophy majors (there was also concern that some CSU's might opt out). Once we changed our curriculum, our enrollment numbers plummeted in part because of institutional ineptness. For example, several years after the change, many of our students were still being incorrectly counseled. They were told to enroll in classes that no longer that were no longer being offered and were list listed on Palomar counseling and transfer documents. These completion numbers confirm what we anticipated years ago. This is a lesson that listening to experts with local knowledge is an important aspect of discipline and degree planning. We are now actively endeavoring to increase the number of students in the AA-T. Each semester a full time faculty member hosts an information and advising session and for currently enrolled and prospective students. Because some of the courses required for the AA-T are only offered once every 18 months advising and informational sessions are indispensable for AA-T retention and enrollment. Efforts like this one, promotion by instructions in class and the philosophy club will support efforts at recruitment and retainment.

**SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)**

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

**SECTION 6: ADDITIONAL QUALITATIVE INFORMATION**

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

## SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

### 1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Our SLO assessment results have indicated that our instructors are performing remarkably well. We are encouraged to continue maintaining our high standards and to assess student learning outcomes through writing.

### 2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Given our curriculum and standards, our assessments must be done through writing. We will continue to do this. We are also plagued by the ancient problem of the diallelus. Question 2 here is asking us to separate two questions. 1. What do we know about our assessments? And 2. How do we know this? But neither question can be answered without already knowing the answer to the other question. We cannot confidently claim to know that our assessment results are accurate without knowing that our methods for assessment are reliable. BUT, we cannot know our methods are reliable without already knowing that our results are accurate. The problem is that there's no independent way to verify the accuracy of our assessment results. That is, we only get those results through assessment. Of course, we could assess our assessment methods, and then assess our methods of assessing assessment methods. Is this really where we are headed? Instead, how about we just do our best? So, yes, our assessment methods are just fine. More straightforwardly, our SLO assessment results seem to conform with our initial expectations of SLO results based on our understanding of our regular course assessment results.

However, the discipline's reliance on writing and our high standards, has motivated us to fill a lacuna for Philosophy in our college's student resources. For instance, there are no Philosophy tutors. Moreover, we would like to collaborate with the Writing Center to better prepare them for our sometimes very specialized writing assignments.

### 3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Our PLOs are mapped directly with our SLOs. As long as students are meeting the standards set by the SLOs, they will ipso facto meet the standards of the PLOs. We will be exploring ways to assess our PLOs this year and our interest is in student success at their transfer institutions. While we have very good anecdotal evidence that our curriculum is indeed preparing our students well for upper-division work, we would like to create an instrument to measure this more objectively. The difficulty will be identifying and contacting these students.

**4. Curriculum overview:**

**Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?**

Yes. Our courses continue to have rigorous standards. We follow the curriculum as recommended by the AA-T degree. Some course deactivation may be warranted so long as it does not impact the ability of philosophy majors to attain their AA-T degree.

**5. Curriculum scheduling:**

**Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.**

One issue that we have faced is course scheduling. Our AA-T requires that particular courses are offered at a regular basis. However, these courses either have been cut or not offered. The result is that some students on the AA-T path have been blocked in their progress. The problem is compounded by the fact that there is no institutional mechanism for identifying these impacted students beforehand. What typically happens is that students will let one of the Philosophy faculty know that his or her needed course has been cut. Then, discipline faculty scramble to figure out ways to help the student or students meet that particular requirement. We suspect there are other students having the same trouble, but who aren't letting themselves be known. It would be helpful to know whether or not last minute course cuts will directly impact students on the AA-T pathway.

We would like to set up a 2 year schedule that will enable students entering the track to finish within four semesters. This would include courses we would like to continue offering, but are under threat for deactivation. Furthermore, we would need some expectations that this course schedule will remain in place. Cutting courses that we offer only every two years because of low enrollment defeats the purpose of offering these courses on rotation and planning them in advance. If changes are going to be made last minute, there is, frankly, less incentive to plan ahead. Also, these courses take additional time to prepare and require subject level expertise. Our schedulers need to be confident that the courses will meet in order to assign these courses to faculty (especially part-time faculty). Faculty need time to prepare and to schedule the course. An atmosphere of last minute adjustments directly hurts students, since faculty will wait to see if a course meets in order to prepare for it (or will decline the offering, worried that they won't make their contract). If last minute adjustments and cuts to these particular courses must remain, we suggest compensation for faculty who prepare for them.

**6. Curriculum communication:**

**How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?**

This is not really an issue within our discipline. Some of our Philosophy courses are indeed required or are options for several programs at the college. When a course of ours becomes a requirement or an option for a new program, the director/chair of the program usually reaches out to us to let us know. We are always excited when others see the value in what we offer. We do our best to accommodate these students. We also do our best, too, to make it known that we are open to focusing our curriculum for particular program needs. For instance, we would love to offer a section of PHIL 121: Introduction to Ethics that, for example, focuses on Bioethics, should programs at the college (such as Nursing) require or recommend it to their students. We are also open for adjusting the emphasis of other of our courses, such as PHIL 111: Introduction to Philosophy, to better conform with particular "meta-majors" and pathways. For example, if the South Center will focus on STEM, then we could offer a PHIL 111 that focuses on Philosophical issues in STEM. We do not know how to effectively communicate this flexibility, so we are mentioning it here again.

**PART 3: Program Evaluation and Planning**

**Program Evaluation and Planning is completed in two steps.**

**Section 1: Overall Evaluation of Program**

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

**Section 2: Establish Goals and Strategies for the Next Three Years**

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

**SECTION 1: OVERALL EVALUATION OF PROGRAM**

**1. Discuss your discipline’s strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>**

<b>Strengths:</b>	Our instructors continue to be the strength of the program. We provide a rigorous, liberal-arts college education in Philosophy at the community college level.
<b>Weaknesses:</b>	Declining college enrollments, a college enrollment philosophy based on competition for student demand.
<b>Opportunities:</b>	CSUSM’s Philosophy Department is rolling out its two-pronged Philosophy major starting this Fall. We look forward to working with them. We are also interested in reaching out to a special population of our students, the past incarcerated. We think that some of our material will appeal to them. This outreach is a wonderful opportunity not only for increased enrollments, but for fueling the college’s mission to help students “contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.”
<b>Threats:</b>	The largest most serious threat to our program is the continued treatment of college education as a commodity and the false impression that anything quantifiable counts as meaningful data. The commodification of our institution is done by our students, surrounding community, and even fellow faculty who often think that the goal of an education is simply a credentialing service to help students compete for positions on the pyramid of jobs. Threats also comes in the form of the over-bureaucratization of the teaching profession. Professors are not business owners. Students are not customers. An over reliance on a business model of education can lead to decisions and policies that hurt quality instruction.

**SECTION 2: Establish Goals and Strategies for the Next Three Years**

**1. Progress on Previous Year’s Goals: Please list discipline goals from the previous year’s reviews and provide an update by placing an “X” the appropriate status box .**

Goal	Completed	Ongoing	No longer a goal
To promote excellence in teaching and student learning		x	

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Recoup enrollment loss		x	

**2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):**

<b>Goal #1</b>	
<b>Program or discipline goal</b>	To promote excellence in teaching and student learning
<b>Strategies for implementation</b>	Reduce the amount of administrative noise so that time and focus can return to the classroom and the education of our students. Secure funding to attend professional conferences.
<b>Timeline for implementation</b>	Ongoing
<b>Outcome(s) expected (qualitative/quantitative)</b>	Our teaching will remain excellent.
<b>Goal #2</b>	
<b>Program or discipline goal</b>	Recoup enrollment loss / Increase enrollments
<b>Strategies for implementation</b>	Increase student outreach, have a more visible Philosophy presence of campus. Increase outreach to Special Populations, such as past incarcerated students.
<b>Timeline for implementation</b>	Ongoing
<b>Outcome(s) expected (qualitative/quantitative)</b>	Increased enrollments
<b>Goal #3</b>	
<b>Program or discipline goal</b>	Maintain a schedule that will allow students to meet all their educational goals.
<b>Strategies for implementation</b>	Work with the dean for a more diverse schedule, where appropriate.
<b>Timeline for implementation</b>	Ongoing
<b>Outcome(s) expected (qualitative/quantitative)</b>	A greater diversity in course offerings, continued excellence in instruction, increased student completion of the AA-T.
<b>Goal #4</b>	
<b>Program or discipline goal</b>	Input discipline PLOs
<b>Strategies for implementation</b>	We are meeting with one of the SLO coordinators this Semester to implement PLOs.
<b>Timeline for implementation</b>	Spring 2018
<b>Outcome(s) expected (qualitative/quantitative)</b>	Clearly articulated discipline PLOs.
<b>Goal #5</b>	
<b>Program or discipline goal</b>	

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

<b>Strategies for implementation</b>	
<b>Timeline for implementation</b>	
<b>Outcome(s) expected (qualitative/quantitative)</b>	

**3. How do your goals align with your discipline’s mission statement?**

Our discipline mission focuses on quality teaching and a diversity of courses: Goals 1 - 3 promote this mission.

**4. How do your goals align with the College’s Strategic Plan Goals?**

We are encouraged by Objective 1.1 in the Strategic Plan: Reintroduce Campus Explorations, a campus-wide learning community, to promote interdisciplinary dialogue and instruction on a topic of importance in society. We believe that Philosophy might have an important role in Objective 1.1, our Goal 2 also connects with this objective.

Discipline Goal #3 aligns with Objective 2.3: Strengthen and implement strategies to facilitate student completion of basic skills coursework within their first 30 units.

We are surprised to see that continued quality instruction is not one of goals in the strategic plan. However, “Excellence in teaching, learning, and service” is one of the values listed. This aligns with our primary disciplinary goal.

**PART 4: FEEDBACK AND FOLLOW-UP**

This section is for providing feedback.

**Confirmation of Completion by Department Chair**

<b>Department Chair</b>	Michael Lockett
<b>Date</b>	11/07/2017

**\*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

**Reviewed by Dean**

<b>Reviewer(s)</b>	Justin Smiley
<b>Date</b>	11/22/2017

**1. Strengths and successes of the discipline as evidenced by the data and analysis:**

Thank you for your thoughtful analysis.

**2. Areas of Concern, if any:**

Let’s look at ways to help students complete their AA-T

**3. Recommendations for improvement:**

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

none

**\*Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee	
<b>Reviewer(s)</b>	Michelle Barton and Susan Snow
<b>Date</b>	12/12/17
<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>	
Analysis of schedule and challenges. Increases in success rates for underrepresented groups seem promising. Interest in tailoring courses to blend with other disciplines (e.g., STEM) is great! Promotes the idea of community and relevance of philosophy in other disciplines.	
<b>2. Areas of Concern, if any:</b>	
Ensuring students can complete their AA-T.	
<b>3. Recommendations for improvement:</b>	
<b>4. Recommended Next Steps:</b>	
X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Reviewed by: Vice President	
<b>Reviewer(s)</b>	Jack S Kahn, Ph.D.
<b>Date</b>	1/26/18
<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>	
<ol style="list-style-type: none"> <li>1. Good narrative for discipline enrollment</li> <li>2. Good succinct summary of fill rates</li> <li>3. Analysis of wsch/ftf is correct and makes good sense. Smaller classes means this will never be at 525 etc.</li> <li>4. Success rate is discussion is excellent. I know that Dr Emerick is working with the Instructional Designer on some DE ideas- I hope that work and more support can assist (many departments have this struggle- though not at all)</li> <li>5. Demographic discussion is excellent, thorough and well done- I agree its hard to determine a definitive conclusion with some of the continuing student data</li> <li>6. Frustration around the AAT is completely understandable- it's a tough situation with Palomar's broader problems- need to have a good conversation around this – IRP has interest in assisting which is great- finding a good rotation will be crucial as will finding more community who appreciate the importance of this important discipline</li> <li>7. SWOT is honest and well written- I appreciate the upfront statement of concerns</li> <li>8. Overall goals make sense and do connect to overall mission of the college</li> <li>9. A thoughtful review, I hope we can work together and make progress on some of the concerns this year</li> </ol>	
<b>2. Areas of Concern, if any:</b>	
a. Please use raw data in reports (actual numbers of students etc.)- like you did with fill rates	

## COMPREHENSIVE PROGRAM REVIEW AND PLANNING

b. SLO discussion is a good overview and interesting- looking to see more specific SLOs, how they are measured (perhaps some authentic and qual methods make sense here)

### 3. Recommendations for improvement:

### 4. Recommended Next Steps:

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.