Academic Program Review



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| **ACADEMIC YEAR** | Fall 2014 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | Philosophy & Religious Studies | |
| **DESCRIPTION/PURPOSE** | The Philosophy & Religious Studies program offers introductory courses in Philosophy, Ethics, Logic, and Modern Religions in support of the college's general education program. | |
| **DIVISION** | Arts, Letters, and Learning Services | |
| **DEPARTMENT** | Humanities | |
| **SUBMITTED BY:** | Aaron S. Edwards | |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS (– For each program, one goal must be selected as primary)**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **1** | **PAST PROGRAM GOAL #1** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):** Distance Education Courses | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| Met | | Partially Met | Not Met |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  Implementing Distance Education courses will help facilitate student learning in the ever-changing modern learning environment. Many students at IVC work part-time or full-time, and providing a new avenue to fulfill their academic goals will be served by furnishing the students with these courses. | | | |

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| **2** | **PAST PROGRAM GOAL #2** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):** Philosophers Index | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  The Philosophers index is a rich data base of almost every contemporary philosophical journal. This data base will help students do research for term papers. | | | | |

**B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
2. **Enrollment and Fill Rates**

**Philosophy:** Enrollment figures from Fall 2011 to Spring 2012 went down by only one percent. The enrollment increased in Fall 2012 due to offering one more class. Enrollment increased again in the Spring of 2013. The fill rate for Spring 2013 was at ninety five percent. In the Fall of 2013 enrollment was lower by 44 students and the fill rate was down to sixty seven percent. Everything in the Spring of 2014 went back to normal with a fill rate of ninety four percent and enrollment increasing.

**Religious Studies:** Enrollment for religious studies from Fall 2011 to Spring 2012 increased from seventy percent to ninety percent. There were not any religious studies courses offered in the Fall of 2012, but they resumed in the Spring of 2012. Enrollment has increased every semester topping out at 103% in the Spring of 2014.

1. **Productivity**

What are the trends in productivity? [[1]](#footnote-1)

**Philosophy:** Productivity has been at a small but steady climb starting at 527 in the Fall of 2011 and ending at 534 in the Spring of 2014. This is partially due to the number of sections being reduced from eight in 2011 to five in 2013. The main factor to productivity being so high is that most Philosophy courses have a high cap and they stay close to that cap for most of the semester. The productivity should stay close to what it has been (in the mid five hundreds) and may increase if online classes resume.

**Religious Studies:** Productivity increased from the Fall of 2011 to the Spring of 2012 by sixty points. It went down in the Spring but this was due to offering one less course. In the Fall of 2013 it was up to 555 and increased to 615 in the Spring of 2014.

1. **Success and Retention**

Discuss the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

**Philosophy:** The success rate for Philosophy has been on a steady increase from 2008 to 2013 increasing from forty percent to sixty percent. The success rates have lowered in the Spring 2013 to Fall 2013 by nine percentage points but were back up in the Spring of 2014. This is a very positive sign for philosophy courses. Some new techniques that have been implemented seem to be working. In all of the courses there is group work and Hollywood movies accompanied by homework and class discussion sessions to which the students have responded well. Retention rates have decreased slightly within the last three years. They moved from 85% in the Spring of 2012 to 81% in the Spring of 2014.

**Religious Studies:** The success rate was at forty one percent for day classes, fifty five percent for night classes, and sixty eight percent for online classes in the Fall of 2011. Though online courses are no longer offered, they did much better than their counterparts. The success rates of day courses have increased from forty two percent in the Spring of 2012 to sixty percent in the Spring of 2014. This is a very good trend for the day courses. The success rates of night courses have fluctuated from sixty nine percent in the Spring of 2012, moving up to eighty four percent in the Spring of 2013. They decreased to fifty six percent in the Fall of 2013 but went up to sixty five percent in the Spring of 2014. Retention rates for religious studies courses have not dropped below sixty percent in the last three years. The average retention rate is around seventy five percent for all three types of courses that are offered. This is a very good sign for the program.

1. **Success and Retention by Ethnicity**

Discuss the success and retention rates by demographic diversity of students.

**Philosophy:** Success rates for African-American students over the last three years is at 75%; for Hispanic students it is at 55%; for White students it is at 60%, and for other ethnicities it is at 80%. The lower success rate for Hispanic students is due to the majority of students in Philosophy courses being Hispanic, though a 55% success rate is still good. Retention rates for African American students for the last three years is 100%; for Hispanic students it is at 82%; for White students 73%, and for other ethnicities it is at 80%. All of these trends seem to be similar to that of the college as a whole.

**Religious Studies:** According to the data there have not been any African-American students in the past three years in a religious studies course. The success rate for Hispanic students has been quite good. In the Fall of 2011 it was at 60% and increased to 82% in the Spring 2013. It went down to 57% in the Fall of 2013 but increased to 62% in the Spring of 2014. The success rate of White students is very good at a overall rate of 90% over the last three years. Other ethnicities also fared well with both a success and retention rate of 100%.

1. **Degrees and Certificates**

Discuss the trends in the number of degrees and/or certificates awarded.

No degree or certificate is offered in Philosophy or Religious Studies.

1. **Program Changes**

What program changes, if any, do you expect to have a positive effect on students?

There are no scheduled changes to the current program.

1. Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review.

Alterations to some of the delivery methods of philosophical materials have been implemented which have improved the success rates for students. The creation of philosophy club has also been a positive addition to the program as well.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.

The Philosophy program is thriving from the stand point of student success and retention rates. It has decreased by one or two course offerings from Fall 2012 to Spring 2013. This is due to the student body decreasing at Imperial Valley College. The projection for the program is that it should be stable in light of what has taken place in the last two semesters.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**  Budget Priority #1 | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Distance Education Course | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Implement at least one Philosophy course online. | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | |
| **Task(s)** | | | |
| 1. Have the courses approved by the Distance Education Committee. | | | |
| **Timeline:** Fall 2015 | | | |
| **Expense Type** | | **Funding Type** | **Budget Request** |
| One-Time  Recurring | | General District  Categorical (Specify) | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **How will this objective be measured?** Online course is available to students. | | | | |
| **How will the completion of tasks identified improve student/program success?** The completion of this task will help working and disabled students access classes. | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** Aaron S. Edwards | | | | |

1. (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525. [↑](#footnote-ref-1)