Instructional Programs

2014-2015 Self-Study

Three-Year Program Review Template
Philosophy and Religious Studies Department

Social Sciences Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study
Bruce Hanson
Michael Holden
Derry Seaton
Jeff Vanderpool

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Derry Seaton		Professor/Coord.	
Printed name of Principal Author	Signature	Title	Date

Derry Seaton		Professor	
Printed name of Department Coordinator	Signature	Title	Date

Stanley Viltz		Dean	
Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

The College's <u>Mission, Vision, Core Values and Goals</u> drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

In a broad sense, our goals are two-fold: to provide introductory courses in philosophy and religious studies which will satisfy general education and transfer requirements, and to offer a selection of second-year ("sophomore," 200-level) courses which prepare majors for transfer and provide the general student body with courses more specific than the introductory survey courses.

Mission:
Through a range of teaching-learning styles and techniques, and through the use of various campus support services, we prepare students to be successful learners.

Vision:
We seek to promote inquiry and intellectual curiosity, personal growth, and life-long appreciation for the power of learning through:
- enabling students to develop a thorough understanding of the issues with which philosophy and religious communities are concerned,
- helping students come to an understanding of the various perspectives taken on the issues by individual philosophers (or philosophical "schools") and the various religious communities;
- encouraging students to develop the ability to move beyond concrete reasoning to analytical reasoning;
- providing an impetus to students to move beyond just learning and understanding the issues with which philosophical movements and religious communities are concerned, to becoming personally engaged in reflecting critically on these issues themselves;
- and developing students' appreciation of the diversity of thought through our examination of differing philosophies and religious traditions.

Core Values:
Philosophers and religious communities are concerned specifically with values, as they reflect upon and commit themselves to putting those values into action. While specific philosophers and religious communities may not in fact share the core values of Fullerton College, it is our conviction that through *comparative* and *reflective* studies of these individual communities, the core values of the college are enhanced.

College Goals:
As a department, we are particularly concerned with the first two goals of Fullerton College and work to actualize them. While committed to maintaining the high standards in our courses necessary for success at the universities to which our students will transfer, we work with various segments of our campus (Tutoring, Counseling, Basic Skills, etc.) to raise levels of retention and success for all groups on campus, and to increase the number of successful transfer students.

2.0 Program Data & Trends Analysis
2.1 Key Performance Indicators (KPI)
For each KPI listed below, analyze and report your findings and describe what they mean.
(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	Our enrollment remained relatively stable during the first four years of this cycle, as there was little variance in the total number of sections offered. The dramatic growth came in the last year (2013-14) when, due to changing financial conditions, we offered the largest number of sections in our history. This is not evident in the KPI, for it treats all offerings as a "section" while in contractual terms, these could be a single section, 1 ½ sections, double-section, or 2 ½ section offerings. And most of our growth was in changing courses from a single to 1 ½ or 1 ½ to a double. Our actual enrollment for 2013-4 was 21% greater than the average of the four previous years.
Total FTES	The first four years of the cycle were fairly consistent, but the FTES for 2013-4 year was 17% higher than the average of the first four years.
Sections	The KPI shows a 14% growth in sections in 2013-14, to the average number of sections of the previous four years. But since the KPI uses the term "section" to identify a specific offering (Course X, taught on 10:10 on Tu-Th), it does not show that we significantly increased the number of sections (as the contract thinks of them) by turning 1 ½ section offerings into double-sections. Most of the new "sections" as the KPI calls them were actually offerings of classes taught at hours (7am, Friday, mid-to-late afternoons) when we had offered few courses before, because classrooms were available.
FTEF	The FTEF was basically identical for the first and last years of the cycle, with dips in the intervening years.
Fill Rate	The Fill Rate fell by about 10% for the last year of the cycle compared to the first four years. For those four years, faculty often took in 10-15% more students than the seat count, due to the scarcity of offerings compared to the student demand. With the increased offerings in 2013-4, faculty more generally kept their enrollment at the seat count.
WSCH/FTEF	There was a dramatic jump in this number for the last three years of the cycle.
Retention	The retention rates remained fairly consistent throughout the five years, with the greatest variance being 6% between the lowest number and highest number, with retention rates between 81% and 83% generally.
Success	As above, the last four of the five years were within a percent of one another (63% or 64%) with the first slightly lower (60%)

2.2 Peer Institution Comparison

Complete the table below.

College/Program:	Your Program	Cypress College	Mt. Sac	Riverside City College	Santa Ann College
Retention:	82-83%	77-79%	86-87%	80-81%	82-83%
Success:	63-64%	62-65%	61-69%	55-61%	55-70%
Degrees Awarded:	8	5	No data	0	0
Certificates Awarded:	N/A				
Transfers:	Insufficient data for all campuses				

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

Retention: Our retention rates during this period were comparable with three of the colleges and slighter lower than one college.

Success: As can be seen in the numbers above, there was much less variance in our numbers than found in the comparable colleges. Overall, we were similar to two of the schools, whereas Riverside City College was consistently lower than us, and Santa Ana College was consistently lower than us except for the Spring, 2013, semester, in which they claim an increase of 15% about their normal rates.

Degrees awarded: We rank slightly ahead of Cypress College, with no other college reporting granting the A.A. degree in either philosophy or religious studies. But these numbers are not important to us. Few of our majors pursue the A.A. degree and we do not actively encourage it. Our majors' goal is transferring to a university, a goal we share with them and seek to help them with.

Certificates Awarded: Our department, like other philosophy departments and religious studies departments, does not offer a certificate.

Transfers: There is no data provided. We wish there were, for the department faculty is aware of a significant number of our majors who have transferred, with some graduating, during this Program Review cycle. In particular, our students in both areas seem most to choose the University of California; several philosophy majors in recent years transferred to and graduated from either UCLA or Berkeley, and our religious studies majors have to gone on to graduate from UC Riverside and UC Santa Barbara, the two UC campuses with religious studies departments.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	Ranges from 77-83%, with the smallest percentage in the first year of the cycle, and the largest in the last year. This matches the overall retention rate which ranged from 77-83% over the five years.	Fairly consistent in the low 60% range. This is very comparable to the overall success rate which ranged between 60% and 64% for the cycle.
Females	Like the males, from 77-83%. Identical to the overall retention.	Slightly more range than the men: 61-67%. Close to the overall success rate.
Asian-American	The highest success rate: 81-89%. Significantly higher than overall rate.	The highest among all groups: 70-75%. Much higher than overall rate.
African-American	From 77-87%. Comparable, if not a little higher than overall rate.	Between 45% and 58%; much lower than the overall rate
Filipino	Between 68% and 74%; comparable to overall rate.	Again, between 68-74%. Higher than overall rate.
Hispanic	73-82%; during the first year of the cycle, they were lower than average for that year, but consistent with overall average the remaining four years	53-57%--considerably lower than the overall success rate.
Native American	Ranges from 73-83%; comparable to overall rate	50-72%. We have so few Native Americans that these percentages seem to be meaningless; three or four students could skew the overall average significantly—in one direction or another
Other Non-White	78-90%. The latter is a good figure for a semester, but it is not clear how many people that represents.	63-80, a very wide range
Pacific Islander	60-78%	A considerable variation among the semesters: as low as 36%, as high as 61%. Again very few students.
White	77-84%, on the overall average	62-70%, slightly higher than the overall success rate
Unknown	82-88%	62-70%
Range (Max-Min)	Lowest of all in any one year: 60% Highest of all in any one year: 90%	Lowest of any year: 36% Highest of any year: 80%

2.4 Program Effectiveness
Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

We have no concrete data to help with this evaluation. We do know that there are two social issues at work: (1) the overall improvement of the economy, which always affects the size and quality of our student body, and (2) the considerable increase in funding additional sections, resulting in many more students annually for us. But what these two factors mean beyond the above numbers, we are not sure.

Another new factor since the last Self-Study has been the increasing number of sections taught by adjunct faculty. Just after the last Self-Study, one of our five full-time faculty members was not replaced upon her retirement, with her sections now covered by adjunct faculty. In addition (at the same time as the increased funding brought out total number of sections per year to an all-time high, two of the full-time faculty members were on sabbatical and a third took off a semester (load-banking). This meant even more sections taught by adjunct faculty. Again, we are not clear as to how these numbers might reflect that situation.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

As to laws and regulations, we are unaware of any that change the effectiveness of our program.

As for a "policy", we cannot identify any specific, written policy of significance. But there does seem to us to be a policy of the District's Administration (and Board of Trustees?) to have far fewer full-time faculty, even though our state funding grows and our student population grows. As mentioned before, a retiree from two years has not been replaced; thus we have 20% fewer full-time faculty as we offer the greatest number of sections ever. We anticipate two more full-time faculty retiring at the end of Spring, 2015, and only one will be replaced. So as the number of sections grows, we will be in the fall of 2015 at only 60% of our past full-time faculty. There is a dramatic rebalancing between the percentage of sections taught by full-time faculty compared to those taught by adjunct faculty.

It is our sense that the adjunct faculty are hard-working educators, seeking to bring a high level of learning to our students. But, going from campus-to-campus to eke out a living, they have little or no time for individual attention to students outside class. They do not generally have the time to be working hand-in-hand with the various centers (e.g. the Writing Center) for our students.

2.6 Provide any other data that is relevant to your self-study.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)
Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?
We are confident of the quality of the faculty, both full-time and adjunct. Our full-time faculty are active in professional organizations, as well as our reading and research to remain current in our fields. We work hard at choosing and evaluating our adjunct instructors. We seek to weed out inadequate adjunct faculty, as well as reward the best of them with the optimum number of sections and the days/times of classes they wish.

We have a broad range of classes, offering not only the freshman-level survey classes, but also a wide range of sophomore-level classes for both our majors and other interested students. These latter classes (Ancient Philosophy, Modern Philosophy, Introduction to Christianity, and Introduction to Asian Religions) are popular and fill consistently.

We offer several courses which not only satisfy the multi-cultural requirement of our campus *and* of the universities to which our students transfer, but the very nature of all our courses offer a broad multi-cultural examination of issues and concerns to students who may never graduate or transfer.

Two members of the department (one in philosophy and one in religious studies) work with the faculty and departments of the universities to which most of our students transfer, in order to harmonize our curriculum, to make transferability more successful, and to provide guidance to our transfers to help them make the best choices for their destination.

3.2. What are the weaknesses of your program?
The biggest weakness we see are forces beyond our control. By this, we are hampered by the circumstances of many of our students. Many come without the ability to read sufficiently for college classes. Many have limited analytical abilities. Many come with little understanding of what is necessary for success in college: the amount of work necessary, the time to be successful (due to work/monetary concerns, or due to family demands). We get so many students who are the first of their family to attend college, and they come unprepared for what is required of a successful college student; we would recommend *mandatory* sessions for both students and parents before classes are taken to lay out the expectations.

3.3 What opportunities exist for your program?
Not all of our faculty are actively engaged with the campus groups (Tutoring Center, Writing Center, and Basic Skills) to help our students. This is an area of opportunity for improvement.

3.4 What challenges exist for your program?

As stated above, we are overly reliant on adjunct faculty teaching an ever-increasing majority of our courses. Without replacing only one of the three full-time faculty who will have retired prior to Fall semester, 2015, we are looking at only fifteen-eighteen (depending upon over-

load) sections being taught by full-time faculty out of a total of fifty-three sections. Close to seventy percent of our sections may be taught by adjunct.

As mentioned previously, adjunct faculty rarely have the time on campus to deal personally with students. They do not have the time to work with the various support services. They do not have the time to interact with the universities in order to help with transfers. They do not have the time to work with the library to continue its upgrading of resources (books, electronic sources, periodicals, reference materials) our students need. And there is the loss to the campus as adjunct faculty will not contribute as the current full-time faculty of our department has been doing: participation in the Faculty Senate (including having served in all of the officer position of the Senate), standing committees (Curriculum, Staff Development, Honors, Study Abroad) and ad-hoc committees throughout the years (1725 committees on faculty evaluation and tenure, multi-cultural requirement, critical thinking). While these may only affect our department indirectly, the campus as a whole suffers from the increasing reliance on more and more adjunct faculty, with there being fewer and fewer full-time faculty.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of transfer qualifications, students will be able to identify and explain major philosophical terms and concepts.	While all members of the department assess their course SLOs, department-wide assessments have not yet been completed.	Fall, 2014	Spring, 2015	First cycle of progress
2.	Upon successful completion of the transfer qualifications, students will be able to compare and contrast the principles of at least two of the following ethical approaches: Utilitarianism, Kantian ethics, Natural Law, Virtue ethics, and Feminist ethics.	While all members of the department assess their course SLOs, department-wide assessments have not yet been completed.	Fall, 2014	Spring, 2015	First cycle of progress
3.	Upon successful completion of courses of transfer qualifications, a student should be able to evaluate patterns of deductive and inductive reasoning.	While all members of the department assess their course SLOs, department-wide assessments have not yet been completed.	Fall, 2014	Spring, 2015	First cycle of progress
4.	Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to compare and contrast	While all members of the department assess their	Fall 2014	Spring 2015	First cycle in progress

	the epistemological and metaphysical systems of Plato, Aristotle, and at least one medieval philosopher.	course SLOs, department-wide assessments have not yet been completed.			
5.	Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to compare and contrast the epistemological systems of Rationalism, Empiricism, Kantianism, and at least one nineteenth century and one contemporary philosopher.	While all members of the department assess their course SLOs, department-wide assessments have not yet been completed.	Fall 2014	Spring 2015	First cycle in progress
6.	Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to compare and contrast at least two methods used to study religion.	While all members of the department assess their course SLOs, department-wide assessments have not yet been completed.	Fall 2014	Spring 2015	First cycle in progress
7.	Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to compare and contrast at least two of the major religious traditions, focusing on an ethical aspect and on an aspect of worship.	While all members of the department assess their course SLOs, department-wide assessments have not yet been completed.	Fall 2014	Spring 2015	First cycle in progress
8.	Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will	While all members of the department	Fall 2014	Spring 2015	First cycle in progress

		assess their course SLOs, department-wide assessments have not yet been completed.			
9.	Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to identify and explain at least two aspects of the world-views held by at least two of the major Asian religious traditions.	While all members of the department assess their course SLOs, department-wide assessments have not yet been completed.	Fall 2014	Spring 2015	First cycle in progress

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to identify and explain major philosophical terms and concepts.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to compare and contrast the principles of at least two of the following ethical approaches: Utilitarianism, Kantian ethics, Natural Law, Virtue ethics, Feminist ethics.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the	Course level data obtained by	As described in section 4.1, as of	N/A

Philosophy Associate in Arts Degree, the student will be able to evaluate patterns of deductive and inductive reasoning.	multiple-choice questions and essays.	now, no program level data has been obtained.	
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to compare and contrast the epistemological and metaphysical systems of Plato, Aristotle, and at least one medieval philosopher.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to compare and contrast the epistemological systems of Rationalism, Empiricism, Kantianism, and at least one nineteenth century and one contemporary philosopher.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to compare and contrast at least two methods used to study religion.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to compare and contrast at least two of the major religious traditions, focusing on an ethical aspect and on an aspect of worship.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to identify and explain at least two major theological issues dividing Protestantism, Roman Catholicism, and Eastern	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A

Orthodoxy.			
Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to identify and explain at least two aspects of the world-views held by at least two of the major Asian religious traditions.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree for Transfer, the student will be able to identify and explain major philosophical terms and concepts.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to compare and contrast the principles of at least two of the following ethical approaches: Utilitarianism, Kantian ethics, Natural Law, Virtue ethics, Feminist ethics.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree for Transfer, the student will be able to evaluate patterns of deductive and inductive reasoning.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree for Transfer, the student will be able to compare and contrast the philosophical systems of at least two philosophers from each of the ancient, modern, and contemporary eras.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress. As can be seen in sections 4.1 and 4.2, none of our program-level SLOs have ongoing assessment yet. We will be initiating this assessment in the current school year, and hope to make significant progress.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement? Again, we cannot answer this question at this time. Individual faculty have utilized course level SLOs results to assess pedagogical success for their own courses, and have made revisions to these courses when merited. But such data have yet to be compiled and discussed as a department for overall course improvements.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards? Without a program-level SLOs assessment, we cannot answer this question at this time.

4.6 What challenges remain to make your program level SLOAs more effective? The challenge for now is to initiate and successfully implement an efficient and accurate compilation of department-wide data.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

1. Replace a full-time faculty member who is retiring at the end of the 2011-2012 school year.

2. Re-instate a program of visiting speakers from nearby universities.

3. Replace three additional full-time faculty members who plan to retire by the time of the next Program Review.

4. Replace sections cancelled due to budget cuts.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

1. The retired faculty member (spring, 2012) has not yet been replaced.

2. We have not re-instated the program of visiting speakers.

3. Two full-time faculty members will retire at the end of the spring semester, 2015. The campus approved the replacement of only one of them. This leaves us with only 60% of the full-time faculty members we had in the spring of 2012.

4. Since the last cycle of Program Review, all sections which had been cut have been returned, with many additional sections. We are currently offering more sections than we ever done in the past.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?
The success is easy to measure. When it come to replacement of the retiring faculty, one looks to how many replacements we have received: only one of three.

Likewise the other two goals are also easily measureable, as the goals are quite concrete. We had no program of visiting speakers. We increased our number of sections from the time of the last Program Review.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

By increasing the number of sections offered each semester, we are able to enable more students to progress through the degree and/or transfer requirements our courses provide.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

See 5.4

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

With no funds allocated for the replacement of LeVonne Nelson (spring, 2012), we had to assign sections which had been taught by a full-time faculty member to adjunct, with the limitations (see 3.4) identified above. With the decision made in the fall of 2014 not to replace Michael Holden for the fall of 2015, we assign ever more sections of philosophy to adjunct faculty.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	
List College goal/objective the plan meets:	College Goal #: 1 Objective #: #1
Describe the SAP: (Include persons responsible and timeframe.)	Replace the two philosophy faculty members who have retired since the end of the last cycle. The Department Coordinator will take responsibility for the actions necessary to secure these faculty members.
What *Measurable Outcome* is anticipated for this SAP?	Two full-time faculty
What specific aspects of this SAP can be accomplished without additional financial resources?	What is meant by "additional"? New faculty members will not cost as much as the retiring faculty members. But obviously, two new full-time faculty members will cost much more than the adjunct now teaching the sections.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Approximately $75,000-$85,000 (in total cost) for each full-time faculty member	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		

Total Requested Amount	$150,000-$170,000	

STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	Increase retention and success rates
List College goal/objective the plan meets:	College Goal #: #1 Objective #: #2
Describe the SAP: (Include persons responsible and timeframe.)	Through increased use of campus resources (Tutoring Center, Writing Center, Counseling Department and Library courses and workshops, Basic Skills workshops), the faculty members (both full-time and adjunct) will help students develop skills and attitudes conducive to retention and success. The Department Coordinator will work to make our department faculty aware of these opportunities for students and encourage the faculty members to be engaged with these campus activities.
What *Measurable Outcome* is anticipated for this SAP?	a 3% increase for both success and retention rates across all categories of students.
What specific aspects of this SAP can be accomplished without additional financial resources?	All

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		

Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	Reduce the achievement gaps found among our various student populations
List College goal/objective the plan meets:	College Goal #: 2 Objective #: 1, 2, 3
Describe the SAP: (Include persons responsible and timeframe.)	The department faculty will (1) work to find ways to ensure that their courses are conducive to the success of all groups, and (2) will work to enable all groups to use campus resources (Tutoring Center, Writing Center, Counseling Department and Library courses and workshops, Basic Skills workshops) which can increase their chances of success. The Department Coordinator will work with the department faculty to achieve this.
What *Measurable Outcome* is anticipated for this SAP?	A 2% increased retention and a 2% increased success rate for English-learning, Hispanic, and African-American students.
What specific aspects of this SAP can be accomplished without additional financial resources?	All

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 4	
Describe Strategic Action Plan: (formerly called short-term goal)	Keeping current in the fields of philosophy and religious studies
List College goal/objective the plan meets:	College Goal #: Objective #:
Describe the SAP: (Include persons responsible and timeframe.)	Re-instate a program of visiting professors from the Philosophy and/or Religious Studies departments of southern California universities. We would invite two professors per semester to come to the campus for a session with the faculty which would include both a presentation and then discussion. The program allows the faculty in their efforts to remain "current" (up-to-date issues, research, and knowledge) in our academic fields. A second value is that these encounters enable us to strengthen our ties with the nearby universities as we seek to help our students who transfer to these schools. By including those students majoring in the field of the visiting scholar/faculty member, our students will become acquainted with the issues as well. The Department Coordinator will oversee, with the help of the faculty, these events.
What *Measurable Outcome* is anticipated for this SAP?	It is not possible to quantify such experiences.
What specific aspects of this SAP can be accomplished without additional financial	Remaining current in our disciplines can be done on one's own, and is done so regularly. But these personal encounters will cost money, as the visiting faculty members will require a stipend.

resources?

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	$1600 for each academic year	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$1600	

STRATEGIC ACTION PLAN # 5	
Describe Strategic Action Plan: (formerly called short-term goal)	Teach courses from our curriculum which have not been taught in several years
List College goal/objective the plan meets:	College Goal #: 3, 4 Objective #:
Describe the SAP: (Include persons responsible and timeframe.)	During the economic downturn of the past few years, and the fewer number of students we could enroll in our courses, we were strongly encouraged to offer only the "basic" classes from our curriculum which would help the students most immediately. By offering mostly "freshmen" courses, we were able to do that. But at the same time, we did not help our majors who needed the "sophomore" classes also. This was limiting to those of our majors seeking an A.A. degree and for those seeking to transfer. We will begin to offer regularly a wider range (i.e. Political and Social Philosophy, Introduction to Judaism) of courses. The Department Coordinator, who does the scheduling, will take the lead in this effort.

What *Measurable Outcome* is anticipated for this SAP?	While the total number of sections will not change, these sections will be spread over many more different courses in the future.
What specific aspects of this SAP can be accomplished without additional financial resources?	All

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

At this time, the Philosophy and Religious Studies Department is not engaged in long-term planning. We are confident that the courses we currently are sufficient and so no need at this time for future curriculum development. We have successfully achieved the AA-Transfer status for our department.

8.0 Self-Study Summary

This section provides the reader with an <u>overview</u> of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Philosophy and Religious Studies Department seeks to continue providing Fullerton College students with a high-quality education in our disciplines. Our fill rates continue, even with increased numbers of courses and sections across the campus, to be around 100% for all of our courses. Our retention and success rates remain consistent and are better than most of the comparable schools we identified. We have a much increased WSCH/FTEF rate.

Al of the department's faculty—both full-time and adjunct—have implemented course-level SLOs assessment, and in the next three-year P.R. cycle, we will have a full program-level assessment as well.

We are in the midst this semester of the Six-Year curriculum review and it will be completed prior to the start of Spring semester, 2015.

By the end of the upcoming three-year Program Review cycle, it is expected that we will have another retirement, the fourth to happen since Spring, 2012. Our goal is that of these four faculty members will be replaced within the next cycle.

The Philosophy and Religious Studies Department will seek, through achieving all of its Strategic Actions plans, to improve in all areas of concern to this Program Review.

☒ *I concur with the findings contained in this Program Review.*
S. B. Viltz, Interim Dean

☐ *I concur with the findings contained in this Program Review with the*
following exceptions (include a narrative explaining the basis for each
exception):

Area of exception:

_____

_____

_____

_____

☐ *I do not concur with the findings contained in this Program Review (include*
a narrative exception):

_____

_____

_____

_____