# FULLERTON COLLEGE ELEVATING. EXCELLENCE.

## Instructional Programs
### 2017-2018 Self-Study
Three-Year Program Review Template
[Enter Program Name Here]

#### Social Science Division
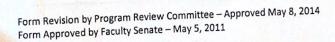
**Statement of Collaboration**

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**

**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.

| | | | |
|---|---|---|---|
| Printed name of Principal Author | Signature | Title | Date |
| Printed name of Department Coordinator | Signature | Title | Date |
| Printed name of Dean | Signature | Title | Date |

## 1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals 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:
Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

### Vision:
Fullerton College will transform lives and inspire positive change in the world.

### Core Values:
Philosophers and religious communities are concerned with principles, values, and the development of ideas. 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 advanced.

### College Goals:
As a department, we are particularly concerned to increase student success (goal1) and to reduce the achievement gap (goal 2). We attempt to achieve these goals while maintaining the high standards in our courses necessary for transfer success. 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 we seek 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 declined during the last two years of this cycle In 2014-2015 we enrolled 3663 students, in 2016-2017 we enrolled 3113. This decline mirrors the general decline in enrollment |

| | |
|---|---|
| | across disciples here at Fullerton College. The decline is nearly 15% from 2015 to date. These numbers come after a period of rapid enrollment increase peaking in 2013-2014. |
| Total FTES | The FTES declined relative to our decline in enrollment. In 2014-2015 we had FTES of 371.2. In 2016-2017 our FTES was at 314.1. This is a little more than a 15% decline in FTES. |
| Sections | The KPI shows a 1.5% drop in sections in 2016-2017 from 2014-2015. This decrease may be a little deceptive. We went from 71 to 69 sections. |
| FTEF | The FTEF steadily declines over the last three years. This follows the overall enrollment trend.. |
| Fill Rate | The Fill Rate fell by about 1% for the last year of the cycle compared to the first two years. Overall, the fill rate in the Philosophy and Religious Studies department is consistently between 89% and 91%. |
| WSCH/FTEF | There was a decline in this number for the last three years of the cycle. |
| Retention | The retention rates steadily increased over the past three years. Our retention rates in 2014-2015 was 83.9% by 2016-2017 it was 86.1%. |
| Success | As with retention, our success rates have also steadily increased. We had a success rate of 65.1% in 2014-2015. This improved to 67.8% by 2016-2017. |

## 2.2 Peer Institution Comparison
Complete the table below.

| College/Program: | Your Program | Cypress College | Mt. SAC | Riverside City College | Santa Ana College |
|---|---|---|---|---|---|
| Retention: | 84-86% | 77.2% | 87.6% | 82% | 83% |
| Success: | 65-67.8% | 59.2% | 73.1% | 59.9% | 66.1% |
| Degrees Awarded: | 7-2 | No data | No data | No data | No data |
| Certificates Awarded: | N/A | | | | |
| Transfers: | We have between 31 – 33 majors | | | | |

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 higher than three of the four peer colleges. We have a slightly lower retention rate than does Mt. SAC.

**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 have a higher success rate than three of the four peer colleges. Again, only Mt. SAC has a higher success rate.

**Degrees awarded:** 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. That being said, the number of AA degrees awarded has declined. The number of declared philosophy and religious studies majors has increased slightly over this cycle to 33.

**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** | The retention rate for all male students ranges from 83-86%%, 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 84-86%. | Fairly consistent in the mid- to high 60% range. This is comparable to the overall success rate which ranged between 65 and 67.8% for the cycle. |
| **Females** | The retention rate for female students ranges from 84.6-86%, identical to the overall retention. | Slightly higher success rate foe female students: 66.5-68.8%. This is a little higher than the overall success rate. |
| **Asian-American** | The retention rate here ranges from 86.8-88.1%. This is somewhat higher than overall rate. | The success rate among Asian-Americans ranges from 73.7-78.7%. Somewhat higher than the overall rate. |
| **African-American** | The retention rate ranges from 87.1-80.9%. | Between 52.2-59.2%. This is lower than the overall rate. |

| | | |
|---|---|---|
| Filipino | Between 68% and 74%; comparable to overall rate. | Between 70.3-60%. The success rate has declined. |
| Hispanic | 82.2-84.6%; The retention rate among this population has increased over the cycle. It's now comparable to the overall rate. | 61.9-63.5%--somewhat lower than the overall success rate. |
| Native American | Ranges from 93-89%; This is much higher than the overall rate, but the actual numbers of Native American students is low. | 66.7-77.8%. This is higher than the overall success rate. |
| Other Non-White | 83-87.2%. The latter is a good figure for a semester, but it is not clear how many people that represents. | 61.3-69.9, a very wide range |
| Pacific Islander | 94-82.4% This range, as with Native Americans, is well above the overall rate. This too could be in part due to the relatively few students in this category. | A considerable variation among the semesters: as low as 36%, as high as 61%. Again very few students. |
| White | 86.6-89.6%. This is slightly higher than the overall average. | 70.6-74.2%, slightly higher than the overall success rate |
| Unknown | 76.4-83.7% | 50-65.9% |
| Range (Max-Min) | Lowest of all in any one year: 68% Highest of all in any one year: 89.6% | Lowest of any year: 50% Highest of any year: 78.7% |

## 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 the recent improvement of the economy has affected enrollment across all disciplines. The district's enrollment is down around 10%.

Another new factor since the last self-study has been the number of faculty retirements in the department. This has increased the number of sections taught by adjunct faculty. Since the last self-study two faculty members retired and we hired two new faculty. A third, earlier retiree was never replaced.

**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.

We are unaware of any laws or regulations that change the effectiveness of our program.

As for a "policy", it does seem that the district will be offering a "golden handshake" this year. We anticipate that two more faculty members of the department will accept and retire in spring 2018. There is also word that the district plans on enacting a hiring freeze for at least one year. And so, we may well be seeing nearly 75-80% of all our sections taught be adjunct faculty.

Our adjunct faculty all seek to bring a high level of learning to our students. But, going from campus-to-campus, 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, and in personal research in their fields. We work hard at choosing and evaluating our adjunct instructors. We have been fortunate to have such a strong group of adjunct faculty.

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 satisfy the IGETC transfer criteria. We also offer several classes that meet the multi-cultural requirement of our own campus.

Two members of the department work with the faculty and departments of the universities to which most of our students transfer. This assists us in making 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?

One weakness we see stems from the circumstances many of our students face. This is not really a weakness of the program, but it can tend to weaken the program in the long-run. Many students come to Fullerton College with inadequate reading and study skills. We also get many students who are the first of their family to attend college. We are insistent on maintaining our high standards but must find teaching methodologies which allow those students to succeed.

**3.3** What opportunities exist for your program?

With a generational shift in faculty we are already experiencing a greater campus wide and interdepartmental involvement. This will only increase should we be allowed to hire one or two more new faculty.

**3.4** What challenges exist for your program?

As stated above, we are overly reliant on adjunct faculty teaching a majority of our courses. The department will be under great stress if we don't replace the one of the full-time faculty member who has retired (spring 2015) and the two who will retire spring 2018

The second challenge facing our department is one faced by the campus and district as a whole. There has been a decline in the total FTES and with it a softening of enrollment in our classes. The Philosophy Department still has a fill rate commensurate with the division as a whole but we must be more strategic in our course offerings.

## 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. | Identify and explain major philosophical terms and concepts. | Fall 2015, Fall 2016, Spring 2017 | Fall 2017 | Spring 2018 | One cycle completed (Fall 2014-Spring 2017) |
| 2. | Compare and contrast the principles of at least two of the following ethical approaches: Utilitarianism, Kantian ethics, Natural Law, Virtue ethics, and Feminist ethics. | Fall 2016 | Fall 2017 | Spring 2018 | One cycle completed (Fall 2014-Spring 2017) |
| 3. | Evaluate patterns of deductive and inductive reasoning. | Fall 2016, Spring 2017 | Fall 2017 | Spring 2018 | One cycle completed (Fall 2014-Spring 2017) |
| 4. | Compare and contrast the epistemological and metaphysical systems of Plato, Aristotle, and at least one medieval philosopher. | Fall 2016 | Fall 2017 | Spring 2018 | One cycle completed (Fall 2014-Spring 2017) |

| | | | | | |
|---|---|---|---|---|---|
| 5. | Compare and contrast the epistemological systems of Rationalism, Empiricism, Kantianism, and at least one nineteenth century and one contemporary philosopher. | Fall 2015, Fall 2016, Spring 2017 | Fall 2017 | Spring 2018 | One cycle completed (Fall 2014- Spring 2017) |
| 6. | Compare and Contrast the philosophical systems of at least two philosophers from each of the ancient, modern, and contemporary eras. | Fall 2015, Fall 2016, Spring 2017 | Fall 2017 | Spring 2018 | One cycle completed (Fall 2014- Spring 2017) |
| 7. | Compare and contrast at least two methods used to study religion. | Fall 2015 | Fall 2017 | Spring 2018 | One cycle completed (Fall 2014- Spring 2017) |
| 8. | Compare and contrast at least two of the major religious traditions, focusing on an ethical aspect and on an aspect of worship. | Fall 2015, Fall 2016 | Fall 2017 | Spring 2018 | One cycle completed (Fall 2014- Spring 2017) |
| 9. | Identify and explain at least two major theological issues dividing Protestantism, Roman Catholicism, and Eastern Orthodoxy. | Fall 2015 | Fall 2017 | Spring 2018 | One cycle completed (Fall 2014- Spring 2017) |
| 10. | Identify and explain at least two aspects of the world-views held by at least two of the major Asian religious traditions. | Spring 2017 | Fall 2017 | Spring 2018 | One cycle completed (Fall 2014- Spring 2017) |

**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 |
| Identify and explain major philosophical terms and concepts. | Multiple choice quiz given at the end of the semester. | In most of the Introduction to Philosophy classes where this SLO was assessed, the vast majority of students met expectations. In some cases, only one student did not meet expectations! | There were only a few courses where more than one or two students did not meet this SLO, so we will likely have a list of key terms that each instructor should cover to make |

| | | | sure that those terms are covered in all classes. |
|---|---|---|---|
| Compare and contrast the principles of at least two of the following ethical approaches: Utilitarianism, Kantian ethics, Natural Law, Virtue ethics, Feminist ethics. | Multiple choice quiz given at the end of the semester. | About two thirds of the students who were assessed for this SLO met expectations. | We will try to pinpoint which of the various ethical approaches is not being adequately covered so that we can make sure that all are given adequate explanation. |
| Evaluate patterns of deductive and inductive reasoning. | Multiple choice quiz given at the end of the semester. | In both semesters that this SLO was assessed, the vast majority of students were able to complete this SLO. | We are satisfied to see that deductive and inductive reasoning is currently being adequately covered and we will continue to ensure this is the case. |
| Compare and contrast the epistemological and metaphysical systems of Plato, Aristotle, and at least one medieval philosopher. | Multiple choice quiz given at the end of the semester. | The semester that this SLO was assessed, the vast majority of students were able to successfully complete this SLO. | We are satisfied to see that these epistemological and metaphysical systems are being adequately covered in the course and we will continue to ensure this is the case. |
| Compare and contrast the epistemological systems of Rationalism, Empiricism, Kantianism, and at least one nineteenth century and one contemporary philosopher. | Multiple choice quiz given at the end of the semester. | In all of the semesters that this SLO was assessed, the vast majority of students were able to successfully complete it, many courses only had 1 or 2 students who did not meet expectations! | We are satisfied to see that these epistemological systems are being adequately covered in the course and we will continue to ensure this is the case. |
| Compare and contrast the philosophical systems of at least | Multiple choice quiz given at the | This PSLO combines a number | We are satisfied to see that a |

| | | | |
|---|---|---|---|
| two philosophers from each of the ancient, modern, and contemporary eras. | end of the semester. | of CSLOs in Introduction to Philosophy, and overall, students were able to meet expectations in all of the CSLOs, demonstrating that this PSLO was met by them as well. | variety of philosophical systems are being taught and we will continue to ensure that this is the case. |
| Compare and contrast at least two methods used to study religion. | Multiple choice quiz given at the end of the semester. | The semester that this SLO was assessed only 2 students in the class did not meet expectations. | We are satisfied that various methods of studying religion are being adequately covered in these courses and will continue to ensure that this is the case. |
| Compare and contrast at least two of the major religious traditions, focusing on an ethical aspect and on an aspect of worship. | Multiple choice quiz given at the end of the semester. | This SLO was assessed multiple times over several semesters, and each time the vast majority of students met this SLO. | We are satisfied that this SLO is being met and will continue to ensure that this is the case. |
| Identify and explain at least two major theological issues dividing Protestantism, Roman Catholicism, and Eastern Orthodoxy. | Multiple choice quiz given at the end of the semester. | This SLO was assessed in Phil 200 and only 3 students out of 41 did not meet expectations. | We are satisfied that this SLO is being met and will continue to ensure that this is the case. |
| Identify and explain at least two aspects of the world-views held by at least two of the major Asian religious traditions. | Multiple choice quiz given at the end of the semester. | This SLO was assessed in Phil 270 and all 19 students who were assessed were able to meet expectations. | We are satisfied that this SLO is being met and will continue to ensure that this is the case. |

**4.3** What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

All of our PSLOs currently have ongoing assessment as we have assessed the CSLOs of every active course in our department over the previous SLOA cycle of 2014-2017. We will continue to assess these PSLOs as we enter into our next cycle. We plan on assessing at least two sections of our "core courses", like Introduction to Philosophy and World Religions, each semester as well as the courses that are only offered once every year.

**4.4** How has assessment of program level SLOs led to improvements in student learning and achievement?

At the beginning of this semester, our department met during Flex Days to discuss the results of the previous cycle's SLOAs. As a whole, we are satisfied that the CSLOs and PSLOs are being taught successfully. One way that we discussed as a department to improve student learning and achievement is to ensure that all adjuncts are instructed in this process so that they can also ensure that they are preparing students to meet these SLOs.

**4.5** How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

We are still discussing how the results of this cycle's PSLOs can help us to improve the number of students earning degrees in Philosophy and Religious Studies. Over the next cycle, we hope to increase the number of degrees awarded in both disciplines.

**4.6** What challenges remain to make your program level SLOAs more effective?

We will continue to look closely at our SLOAs to see how they can be more effective. We have discussed the possibility of whether we should continue to assess our SLOs with multiple-choice quizzes, or if there are pre-existing exam questions that we can use to better assess some of the CSLOs. Additionally, there is a challenge in having instructors assess these SLOs in a variety of ways, so we may try to have each instructor use the same assessment quiz. We have also discussed that the way some of CSLOs are worded may be changing. We have found the verb "explain" problematic as that is a much more difficult outcome to assess. We may change the wording of some of the SLOs in order to make them more clear and more easily assessed.

**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 retired spring 2013 (and the two anticipated retirees in spring 2015.

2. Increase our retention and success rates..

3. Reduce the achievement gaps found among our various student populations.

4. Keep current in our respective fields.

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

1. The retired faculty member (spring, 2013) was replaced. The two anticipated retirees (spring 2015) did, in fact, retire. We replaced on of these retirees. We are still down one full time faculty member.

2. We have significantly increased our retention and success rates.

3. The general increase in retention and success was enjoyed by all our various populations. There is, however, still a gap between the most and less successful populations.

4. Our newer faculty are very active in professional organizations. One faculty member is completing her dissertation.

**5.3** How did you measure the level of success and/or progress achieved in the goals listed above?

Goal one was easily measured. We replaced the retiree from spring 2013 and one of the retirees from spring 2015. We have one more unfilled position.
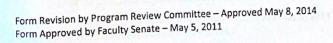
Goals two and three were measured by data provided by KPI and the district research office.

The final goal of keeping current in our respective fields is more ambiguous. We have no data beyond self-declaration. Two faculty members, however, did attend APA (American Philosophical Association) conferences.

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

With the hiring of two full time faculty members we have reduced the number of sections taught by adjunct faculty and so increased student contact hours with permanent faculty. The increase in student contact hours by permanent faculty appears to have significantly increased student retention and success.

**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?

With the hiring of new faculty we brought in younger scholars who have brought a new energy and involvement to the department. This has increased currency in the disciples and helped make the department more efficient.

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

Funds were not allocated for the replacement of Michael Holden (spring, 2015). We assigned sections which had been taught by a full-time faculty member to adjunct faculty. R4
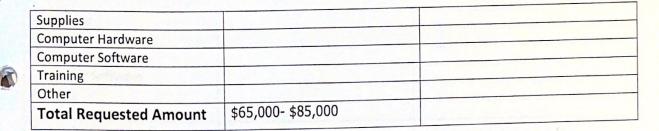
## 6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

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.

| STRATEGIC ACTION PLAN # 1 | |
|---|---|
| Describe Strategic Action Plan: (formerly called short-term goal) | Hire a new full time faculty member |
| List College goal/objective the plan meets: | College Goal #: 1<br>Objective #: 2 and 4 |
| Describe the SAP: (Include persons responsible and timeframe.) | Replace Michael Holden who retired in spring 2015. The Department Coordinator will take responsibility for the actions necessary to secure these faculty members. |
| What *Measurable Outcome* is anticipated for this SAP? | One full-time faculty |
| What specific aspects of this SAP can be accomplished without additional financial resources? | Financing will be necessary in order to accomplish this SAP However, a budget line should already exist for this position. |

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 $65,000-$85,000 | |
| Facilities | | |
| Equipment | | |

| | | |
|---|---|---|
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| **Total Requested Amount** | $65,000- $85,000 | |

| 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<br>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<br>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) | Increase the number of AA degrees awarded |
| List College goal/objective the plan meets: | College Goal #: 1<br>Objective #: 3 |
| Describe the SAP: (Include persons responsible and timeframe.) | The department faculty will encourage students – especially those who are declared majors – to complete the requirements for the AA degree. We have more than thirty philosophy and religious studies majors. Some have only one or two more classes to taken in order to complete the requirements for an AA degree.<br><br>We will also re-evaluate the requirements for our AA degrees in an attempt to make them more accessible to our majors.<br><br>The Department Coordinator will oversee, with the help of the faculty, these events. |
| What *Measurable Outcome* is anticipated for this SAP? | We would like to see at least 20% of our majors receive an AA degree. |
| What specific aspects of this SAP can be accomplished without additional financial resources? | This can be done without additional financial 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 | | |
| Facilities | | |
| Equipment | | |
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| **Total Requested Amount** | | |

## 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.)

It is somewhat unusual for philosophy and religious studies to be united under one department. More typically philosophy and religious studies stand as separate departments. Their integration here at Fullerton College is so complete that both philosophy and religious studies share a common prefix. These two disciplines usually require distinct FSAs.

It is part of our long term plan to keep the two disciplines together under one department. In order to make this arrangement succeed the faculty must always be conscientious of each other's needs and concerns. The coordinator must schedule adjunct with different FSAs and be aware of sometimes different enrollment trends. Similarly in our hiring we must coordinate discipline needs.

We all seem to share these goals, and to date our long term planning remains quite harmonious.

## 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. Despite the decrease in enrollment our fill rates continue to be at or above the division average. Our retention and success rates remain have increased since the last self-study. Our department's rates are higher than three of the four peer colleges.

The Philosophy and Religious Studies Department has completed all of its SLOs and their assessments. We are in the process of "closing the loop".

By the end of the upcoming three-year Program Review cycle, it is expected that we will have two more retirements. We already have an unfilled retirement position. Our goal is to replace at least two of those positions.

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.

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.

## 9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

| Publication | Date last reviewed | Is the information accurate? | URL of publication |
|---|---|---|---|
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For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

**Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page**

☐ *I concur with the findings contained in this Program Review*

☐ *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):*

_____

_____

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# Fullerton College Mission Statement

## MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

## VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College President's Advisory Council and accepted by President Schulz May 2017.*

## VALUES

**Community**
We promote a sense of community that enhances the well-being of our campus and surrounding areas.

**Diversity**
We embrace and value the diversity of our entire community.

**Equity**
We commit to equity for all we serve.

**Excellence**
We honor and build upon our tradition of excellence.

**Growth**
We expect everyone to continue growing and learning.

**Inclusivity**
We support the involvement of all in the decision-making process.

**Innovation**
We support innovation in teaching and learning.

**Integrity**
We act in accordance with personal integrity and high ethical standards.

**Partnership**
We work together with our educational and community partners.

**Respect**
We support an environment of mutual respect and trust that embraces the individuality of all.

**Responsibility**
We accept our responsibility for the betterment of the world around us.