INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Philosophy***
2. Person(s) completing the questionnaire: *Don Ciraulo*
3. Date of completion: *November 1, 2007*
4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☒ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☒ Occupational / Vocational Courses
- ☒ Student Support Services
- ☒ Academic Support Services
- ☒ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

Nothing to add

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Since the 06 program review, past department chair, Sandra LaFave, has moved to division chair; I am currently the department chair; we are also in process of evaluating our new faculty member, Barbara Upton; we have also completed our part-time pool hiring process. When personnel are changed, there is often a change in both teaching and leadership styles – we will adjust and maintain the same standard of excellence.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) Philosophy has maintained fairly high enrollment numbers, and 07 seems to be consistent with past numbers.

b) Excellent teaching: our teachers are passionate about philosophy, able to make difficult concepts accessible to the community college student, and are able to make the connections between theory and everyday life.

c) None

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) Gender: In the general population the ratio between males and females remains skewed (15%-20%) in favor of females; the philosophy department has the opposite problem - more males than females by about the same percentage.

Age: In terms of age, the majority of our students are between the ages of 18-21. This has been a consistent trend and is also below the college average. The over 60 group should be a target group for the future.

Ethnicity: I find the ratio of African Americans to whites an embarrassing statistic. The department numbers are a bit higher than the student general population (3.8/3.2). The percentage of Hispanic students in philosophy (16.3%) is about the same as the college average (16.7%).

b) I think the 25 to 50 age group is directed primarily to a vocation, and younger students are trying to transfer to a four year college.

c) I think that in order to attract more females, our department could propose a course concerning feminism, or women in philosophy.

a) Unfortunately, our department has a lower success and completion rate than the college average.

b) Philosophy is the most difficult reading material in the Humanities. Our students no longer read – that does not help! Philosophy also requires a higher level of analytical skills and writing capacity; these are rare skills at the community college level.

c) Tutoring should be encouraged much more than it has been.

In regard to our faculty: in the future (3-5 years), we will need two new faculty members to replace two who will be retiring.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

I have some serious reservations about the proposed A.A. degree in Social and Political Philosophy. I was not in the loop on this project and would like to have a second look.

We would like to propose some courses:

1) *Existential Phenomenology*
2) *Philosophy of Science*
3) *Women in Philosophy*

We would also like to revise the course description in the college catalog for the course:

1) *Philosophy 16 – Religious Pluralism in the U.S.*
2)

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

We would like to de-activate these classes:

1) *Philosophy 8 – Introduction to Asian Philosophy*
2) *Philosophy 9 – Introduction to Symbolic Logic*

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

Not sure here!

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

In the last three years our department has hired a full-time teacher and completed a part-time pool.

We have also instituted an A.A. degree in Philosophy; I am not sure of the status of the proposed A.A. degree in Social and Political Philosophy.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

Our curriculum is on a par with, or above, other Bay Area community colleges (I have taught at four others).

The feedback from our former philosophy students who are now doing both graduate and undergraduate work is that they are "better prepared" than other students, and have "learned a lot more" from our department.

2. Program Strengths:

A well rounded selection of course offerings; we also specialize in teaching the basic concepts of philosophy in a way which is understandable to beginning students; we encourage a charitable reading of each philosopher, and try not to be dismissive; we will continue to promote the Philosophy Club activities (our club is quite well known in the area).

3. Program Challenges:

I think we could offer a course on "Women in Philosophy" in order to attract more female students.

We should find some way to reach out to nonwhite students, especially African American students (perhaps in conjunction with Counseling).

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

Re-evaluate the A.A. degree in Social and Political Philosophy, reduce the redundancy in course offerings on religion, i.e., make the course descriptions in the schedule consonant with the way the courses are actually taught.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

By the end of Spring 2009

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Due to new faculty hiring, evaluations, committee work, scheduling classes, and of course teaching, we will need more time.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Associate faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

Administrative Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description):	☐ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Staff Development (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Other (please specify): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

N/A

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description):

Philosophy teachers, faculty evaluators, and a multitude of students have consistently complained about MU 24 – "stuffy," "too hot," and too much outside "noise."

I have been teaching at WVC for thirty years and many times have had to hustle up a room. This is no way to handle some of our most popular courses! Before we build a new campus we should make sure we have at least a room for philosophy! I would like to work on acquiring another classroom other than MU 24.

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

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