College of Alameda

Annual Program Update

Supplemental/Revised **Template 2015-2016**

I. Overview

BI Download:	October 2015	Dept. Chair:	Jennifer Fowler
Subject/Discipline:	Philosophy	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	Philosophy examines fundamental questions about everyday life and the natural world. By studying philosophy, students will gain wisdom, clarity, and awareness about a wide variety of philosophical issues that arise within different cultural and historical contexts.		

II. Enrollment –

CENSUS_TOTAL	Term ▼								
Course ▼	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
PHIL 1 - INTRO TO PHILOSOPHY	78	62	91	54	84	134	23	123	82
PHIL 10 - LOGIC	38	48	81	33	56	73	24	54	85
PHIL 4 - PHIL OF RELIGION				38					
Grand Total	116	110	210	87	140	207	47	177	167

III. Student Success–

Success%	Term ▼								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	78.76%	56.88%	75.48%	75.86%	63.57%	52.66%	53.19%	61.58%	61.08%

IV. **Faculty** –

Fall`15 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
PHIL	4	156	156	14.80	0.80	15.60	0.00	0.20	0.60	0.80	19.50

Fall`14 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
PHIL	4	177	178	17.00	0.70	17.70	0.20	0.20	0.40	0.80	22.13

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.	N/A at this point in time.
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	Our department offers an Associate in Arts (A.A.) degree in Philosophy and several courses that meet IGETC and the CSU breadth requirements for transfer to UC and CSUs.

VI. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	8
Number with SLOs	8
% SLOs/Active Courses	4
Number of courses with SLOs that have been assessed	0
% Assessed/SLOs	0%

Describe types of assessment methods you are using

Currently, we only have one adjunct instructor in the Philosophy Department and no full-time instructor. As a result we have only been offering two classes every semester. Our adjunct instructor is currently in the process for entering SLO data for last year to get the Department caught up.

Describe results of your SLO assessment progress

Once the instructor working on SLO's is finished by the end of Fall 2015 semester we will have lucratvie results to share.

Describe how assessment results and reflection on those results have led to improvements.

Our main priority this semester is to bring our SLO assessment up to date so we have results to reflect and improve on.

VII. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	1
Number with Program Learning Outcomes	1
Number assessed	0
% Assessed	0

Describe assessment methods you are using

Once we get caught up on SLO's we will assess PLO's.

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

Once we get caught up on SLO's we will assess PLO's.

VIII. Prioritized Resource Requests Summary

College: _____College of Alameda_____

Discipline, Department or Program: _____Philosophy_____

Contact Person: _____Jennifer Fowler, Department Chair_____

Date: _____11/9/2015_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	Our Department currently consists of one adjunct instructor. Without a full-time instructor to grow and lead the department it will be difficult to build the program. We are one of the only departments on campus that not only doesn't have at least one full-time instructor, but has a department that only consists of one adjunct instructor. Productivity in our Philosophy classes has been at 19.5 and 22 respectively over the last two semesters. We are more than exceeding the college's goal of 17. A full-time instructor is essential in continuing this growth and having the ability to offer more than just two or three classes each semester. We have 6 other active courses that are currently not being taught because we only have one adjunct instructor.	1	$85,000	N/A. Our program review is scheduled for the 2016-2017 academic year.	E.4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.
Human Resources: Classified					
Human Resources: Student Workers					
Technology					
Equipment					
Supplies					
Facilities					

Professional Development					
Other (specify)					

IX. Alignment of Goals Template

College: ___College of Alameda_____

Discipline, Department or Program: ____Philosophy_____

Contact Person: ___Jennifer Fowler, Department Chair_____

Date: __11/9/2015_____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Critically analyze ideas, texts, arguments, traditions, and contemporary culture.	Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	A: Advance Student Access, Equity, and Success
2. Synthesize knowledge for the purposes of inspiring personal and social change.	Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	A: Advance Student Access, Equity, and Success
3.		
4.		
5.		
6.		
7.		
8.		

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.