

College of Alameda










Annual Program Update

Supplemental/Revised Template 2014-2015

| I. Overview | | | |
|---------------------|--|--------------|-----------------|
| BI Download: | September 19, 2014 | Dept. Chair: | Jennifer Murphy |
| Subject/Discipline: | Philosophy | Dean: | Myron Jordan |
| Campus: | College of Alameda | | |
| Mission Statement | <p>Philosophy is a discipline that examines fundamental questions about everyday life and the natural world. The main objectives of studying philosophy at the College of Alameda are: (1) to critically analyze ideas, texts, arguments, traditions, and contemporary culture, and (2) to synthesize knowledge for the purposes of inspiring personal and social change. By studying philosophy, our students gain wisdom, clarity, and awareness about a wide variety of philosophical issues that arise within different cultural and historical contexts. Philosophy prepares our students to transfer to any discipline of their choice within the Humanities and Social Sciences at a college or university. In addition, our students learn valuable life skills such as critical thinking, cultural competence, social activism, community-building, and conflict resolution.</p> <p>Currently, our philosophy 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. The Department is currently working on an AA-T Transfer Degree designed to meet AA-T Transfer Curriculum Model course work for students wanting to address the requirements to pursue the AA-T to attend the CSUs.</p> <p>Our courses train students for a range of future goals beyond transferring to a four-year college. Students enroll in professional schools, continue lifelong learning, and improve self-understanding. They explore the range of human experiences from the everyday to extraordinary. Our vision for Philosophy is to continually create courses that are practical and meaningful to students' everyday lives in the twenty-first century. A degree in Philosophy can be applied to a range of careers in law, education, business, medicine, nursing, law, psychology, sociology, anthropology, theology, social work, grass-roots and non-profit organizations.</p> | | |

II. Enrollment –

Alameda PHIL Spring Semesters

| TERM | SECT | CENSUS | FTES TOTL | FTEF TOTL | PROD |
|-----------|------|--------|-----------|-----------|---|
| Spring-14 | 5 | 209 | 20.90 | 1.00 |  20.90 |
| Spring-13 | 5 | 210 | 21.11 | 1.00 |  21.11 |
| Spring-12 | 2 | 117 | 11.70 | 0.40 |  29.25 |
| Spring-11 | 4 | 188 | 18.80 | 0.80 |  23.50 |
| Spring-10 | 4 | 191 | 15.40 | 0.80 |  19.25 |
| Spring-09 | 5 | 206 | 19.57 | 1.00 |  19.57 |
| Spring-08 | 7 | 192 | 19.28 | 1.41 |  13.64 |
| Spring-07 | 6 | 178 | 18.33 | 1.21 |  15.11 |
| Spring-06 | 4 | 129 | 13.14 | 0.80 |  16.43 |
| Spring-05 | 4 | 181 | 18.58 | 0.80 |  23.23 |

Alameda PHIL Fall Semesters

| TERM | SECT | CENSUS | FTES TOTL | FTEF TOTL | PROD |
|---------|------|--------|-----------|-----------|-------|
| Fall-14 | 4 | 141 | 14.10 | 0.80 | 17.63 |
| Fall-13 | 3 | 140 | 14.00 | 0.60 | 23.33 |
| Fall-12 | 2 | 110 | 11.00 | 0.40 | 27.50 |
| Fall-11 | 4 | 166 | 16.60 | 0.80 | 20.75 |
| Fall-10 | 4 | 192 | 19.20 | 0.80 | 24.00 |
| Fall-09 | 6 | 247 | 22.03 | 1.20 | 18.36 |
| Fall-08 | 6 | 212 | 18.37 | 1.19 | 15.38 |
| Fall-07 | 5 | 186 | 17.40 | 0.99 | 17.51 |
| Fall-06 | 6 | 162 | 15.57 | 1.20 | 12.99 |
| Fall-05 | 6 | 187 | 19.51 | 1.20 | 16.29 |
| Fall-04 | 5 | 201 | 21.34 | 1.00 | 21.34 |

III. Student Success–

| Subject | Term | TOTAL GRADED | SUCCESS | SUCCESS RATE | WITHDRAWAL | WITHDRAWAL RATE |
|---------|-------------|--------------|---------|--------------|------------|-----------------|
| PHIL | 2008 Fall | 209 | 130 | 62.20% | 46 | 22% |
| PHIL | 2009 Spring | 188 | 117 | 62.20% | 41 | 22% |
| PHIL | 2009 Fall | 244 | 159 | 65.20% | 39 | 16% |
| PHIL | 2010 Spring | 180 | 125 | 69.40% | 29 | 16% |
| PHIL | 2010 Fall | 165 | 100 | 60.60% | 19 | 12% |
| PHIL | 2011 Spring | 178 | 130 | 73.00% | 18 | 10% |
| PHIL | 2011 Fall | 161 | 105 | 65.20% | 21 | 13% |
| PHIL | 2012 Spring | 115 | 86 | 74.80% | 10 | 9% |
| PHIL | 2012 Fall | 109 | 62 | 56.90% | 12 | 11% |
| PHIL | 2013 Spring | 208 | 157 | 75.50% | 19 | 9% |

IV. Faculty –

| SUB | SECT | CENSUS | FTES TOTL | FTEF CONT | FTEF EXSV | FTEF TEMP | FTEF TOTL |
|------|------|--------|-----------|-----------|-----------|-----------|-----------|
| FA13 | 3 | 140 | 14 | 0 | 0.2 | 0.4 | 0.6 |
| SP14 | 5 | 209 | 20.9 | 0.2 | 0.4 | 0.4 | 1 |

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need

N/A

| | |
|---|--|
| based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion. | The department offers a variety of courses that meet CSU and UC transfer requirements. |

| VI. Course SLOs and Assessment | |
|--|------------------|
| | Fall 2014 |
| Number of active courses in your discipline | 8 |
| Number with SLOs | 8 |
| % SLOs/Active Courses | 100% |
| Number of courses with SLOs that have been assessed | 4 |
| % Assessed/SLOs | 50% |
| Describe types of assessment methods you are using Essays, research papers, oral presentations, quizzes, and exams. | |
| Describe results of your SLO assessment progress It is difficult to get an accurate assessment with only 1-2 adjunct instructors teaching each semester. | |
| Describe how assessment results and reflection on those results have led to improvements. We are looking to hire more instructors so that more Philosophy courses can be offered to better meet all SLO's. We have several active Philosophy courses that are not being offered, this limiting the ability for all SLO's to be met. | |

VII. Program Learning Outcomes and Assessment

| | Fall 2014 |
|--|-----------|
| Number of degrees and certificates in your discipline | 0 |
| Number with Program Learning Outcomes | N/A |
| Number assessed | N/A |
| % Assessed | N/A |
| Describe assessment methods you are using | N/A |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. | N/A |

VIII. Strategic Planning Goals

| | |
|--|--|
| <p>Check all that apply.</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Advance Student Access, Success & Equity<input type="checkbox"/> Engage our Communities & Partners<input type="checkbox"/> Build Programs of Distinction<input checked="" type="checkbox"/> Create a Culture of Innovation & Collaboration<input type="checkbox"/> Develop Resources to Advance & Sustain Mission | <p>Describe how goals apply to your program.</p> <p>We would like to expand online course offerings to expand student access and equity. The online classes that have been offered have been extremely successful so far. The department can provide more opportunities for collaboration and innovation as more instructors are hired. Philosophy students would be able to cross collaborate with Communication students in a debate club to develop faculties of logic and reasoning.</p> |
|--|--|

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.

Philosophy classes maintain steady enrollment every semester. Numbers dropped below 20 for the first time in five years during Fall 2013 but recovered during the Spring 2014 semester that followed. The Philosophy Department is in desperate need for growth. However this is not possible with only 1-2 adjunct instructors each semester. We plan to hire more adjunct instructors so that we can revise curriculum, re-build the program, and eventually create a need for a full-time instructor.

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

The department has active classes that are not being taught due to a shortage of faculty members.

Please describe and prioritize any **equipment, material, and supply** needs.

Basic needs remain for office supplies and educational DVD's, books, and resources.

Please describe and prioritize any **facilities** needs.

Continued access to smart classrooms.

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!

District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District’s Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

Strategic Focus for 2014-2015: 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 & 2014-2015 Institutional Objectives | |
|---|---|
| A: Advance Student Access, Equity, and Success | <p>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.</p> <p>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.</p> <p>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.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> |
| B: Engage and Leverage Partners | <p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> |
| C: Build Programs of Distinction | <p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p> |

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.