Program Evaluation and Planning Verification Report
December 2009

Identification of Program: Philosophy
Program Evaluation Team: Sharon Gocke and Deborah Grenn
PEP Team Members: Edward Beanes, Kelly McCann, and Christina Rivera

Status of Curriculum Revision:
All courses were updated except for PHIL 130 during the summer and submitted to the Curriculum Committee for review. There were no substantive changes to the updates. One course, PHIL 130, will be moved to archive. The department is working with Erik Shearer on Student Learning Outcomes, updates, revisions and assessments and appears to be on track for the department's 2010 goals.

Statement of Completion:
The philosophy report was very thorough and comprehensive. It included and addressed all elements in the self-study of the program evaluation.

Strengths of the Program:
The following are strengths identified by the verification team:

- There is one full-time instructor and three adjunct instructors. Given these facts, the program has built in high standards as shown on all syllabi, which prepares students on how to critically think using philosophical techniques learned.

- During spring 2009, a new AA degree in Humanities and Philosophy was developed. This new major will increase enrollment as well as increase the ability for students to be accepted at a four-year university.

- The current courses offered tend to inspire students to major in philosophy.

- From national statistics published in the 2005-2006 Guide to the Use of Scores, philosophy prepares students for LSAT and GRE tests.

- Full-time instructor keeps herself current in the field as demonstrated by receiving the NEH Fellowship and a Ford Foundation Fellowship. From these awards, the full-time instructor developed two new philosophy courses. The full-time instructor continues to participate on outside committees and communicate with leaders in the philosophy field.
• Philosophy is one of the few programs that do not require a lot of funds to keep it current in the field.

• Philosophy has a strong enrollment and retention, which demonstrates the interest of students wanting to participate in the classes offered.

**Areas for Program Improvement:**
The philosophy instructors are doing a wonderful job. The following are areas for improvement:

• To assist with low student success rate, we support the addition of the ENGL 120 prerequisite for all philosophy courses. This prerequisite will be a successful method to improve student success in all courses. To further student success, we support the math prerequisites for PHIL 130; and PHIL 120, 121, 130 as prerequisite for PHIL 134.

• By developing a current philosophy website, it will advertise the program to students and colleagues as well as reach the equity groups who tend not to enroll: females, Hispanics, disabled and age groups from 30-50+.

• To address different learning styles, purchasing of additional DVDs and reference books will benefit visual and auditory learners. The addition of authors who represent ethnic diverse perspectives within the framework of Philosophy may also enhance the engagement level of our student population.

• Even though philosophy offers a series of foundation courses, it does lack a fuller complement of courses offered in lower division programs at four-year universities.

• To address ways to assist students at risk, we support suggestions provided by philosophy faculty.

**Summary of Verification Team Recommendations:**
Overall, philosophy is a very solid program that provides a high standard curriculum with one full-time instructor and three adjunct instructors. It is apparent that philosophy have highly qualified and dedicated faculty who are committed to teaching.

The following are the verification team’s recommendation:

• Since philosophy does not require a lot of funding, we recommend that media used in room 838 be updated with a new console.

• Implement prerequisites purposed by philosophy faculty.

• To assist with student success, find new textbooks for PHIL 133 and 134 as well as increase DVDs and other reference books in the Library and Media Center.
• Look into and develop strategies for different learning styles in the classroom. Engagement is critical for students in any classroom. The fact that the instructor speaks Spanish fluently is significant especially for Hispanic students enrolled in Philosophy. Octavio Paz and Carlos Fuentes are major figures that could be brought into the classroom based on their contributions to the discipline. Mentoring and developing activities that are culturally enriching should benefit every student enrolled in the class.

• Develop courses so that the philosophy department offers the full spectrum of courses. The challenge for the lead instructor is finding time to develop more courses. One idea is to offer a stipend to create new courses, or if possible, a sabbatical.

In order for some of the recommendations to be implemented, one-time funding will be needed. Also, it seems apparent that the program could better achieve the goals and action items defined in the PEP report with the addition of a second full-time instructor. Given the state budget, we know this will be a challenge for philosophy and the college.
Instructional Program Evaluation
Part 1

Program: PHILOSOPHY
Date: FALL 2009

1. Mission

A. Program Mission Statement
This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service/department contribute to Napa Valley College’s (NVC) Mission. Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

The mission of the Philosophy Department is to educate students in the principles and methods of philosophical inquiry; facilitate rigorous critical thinking based on logic and empirical investigation; promote mental agility and alacrity; provide understanding of the crucial role of philosophical tools applied to all social, political, religious and academic discourse; instill a passion for learning; engage students in a life-long quest to become healthy and whole individuals in body, mind, soul and spirit; and empower students to live the classic Good Life.

B. The program falls within one or more of the following categories (check all that apply):

- [X] Transfer/Degree
- [ ] Vocational
- [ ] Remediation
- [ ] Non-Credit/Community Services

2. Accreditation and External Reviews

A. Review NVC’s Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.
Not Applicable

B. Indicate the sources of information used in Question 2.A.

- [ ] Accreditation Self-Study Planning Agenda
- [ ] Accreditation Final Report
- [ ] Previous program evaluation recommendations

Not Applicable
C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Not Applicable

D. Reflect on your responses in Section 2. Accreditation and External Reviews and write objectives for improvement on Schedule A. Program/Discipline Plan.

Not Applicable

3. Curriculum and Instruction

A. Prepare/revise the Student Learning Outcomes Matrix.

Completed and sent via email to Erik Shearer and Debbie Saunders on March 5, 2009.

B. Review the course outlines of record.
   1) Assess the appropriateness of the degree and certificate requirements.

   Philosophy faculty has reviewed the requirements and finds them appropriate. NVC offers an A.A. degree in Humanities and Philosophy, which serves as a local degree. Philosophy faculty has determined that at this time implementing a transferable degree in Philosophy is unnecessary.

   2) Evaluate the appropriateness of courses to the program.

   Philosophy faculty has reviewed the appropriateness of the Philosophy offerings and finds them appropriate.

   3) Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have the pre- and co-requisites been validated through the NVC curriculum process?

   Philosophy faculty has reviewed the current pre- and co-requisites and recommended preparation and finds them appropriate. The NVC curriculum process has validated the requisites and recommended preparation.

   4) Determine which course outlines have not been updated since the last program evaluation or within the past five years.

   Curriculum Action Plan attached.
5) Write SLOs for the program and for each course.

SLOs have been written for all courses within the Philosophy Department as of March 5, 2009. See attached SLO matrix.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.

See attached Curriculum Action Plan.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

NVC has only one full-time Philosophy instructor. She provides the official course outline to each part-time instructor before the beginning of the semester and reviews the syllabus of each part-time instructor to ensure that it is reasonable congruent. If it is not congruent, the full-time instructor meets with the part-time instructor to remedy any incongruence.

E. Assess Student Learning Outcomes

1) Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).

Formal assessment procedures will be implemented once the ad hoc Assessment Committee completes its study.

Student learning outcomes are generally assessed through a combination of multiple-choice exams, written assignments/essays and/or evaluation of in-class performance and participation. All student learning outcomes listed on the Student Learning Outcome Matrix are addressed. See attached Student Learning Outcome Matrix.

2) Summarize your findings from the data.

Data have not yet been collected. We will collect and analyze data during the 2009 – 2010 academic year.

3) Describe how you used the data and the results to improve teaching and student learning?

Data have not yet been collected. We will collect and analyze data during the 2009-2010 academic year.
4) An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:

- [X] Syllabi
- [ ] Catalog
- [ ] Brochure
- [ ] Articulation/Transfer agreements
- [X] Website (under construction)
- [ ] Other_____________________________

F. Instructional Methods

1) Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

NVC has only one full-time instructor in Philosophy. She keeps in touch with part-time faculty through email and/or personal contact to ensure similar standards of academic rigor are exhibited throughout the curriculum.

2) Discuss the instructional methods used by the program faculty to address the diverse student population and to encourage retention and persistence?

The instructor treats each student as an individual and adapts her teaching style as necessary to meet individual needs. For example, the instructor speaks fluent Spanish and helps Spanish-speakers during her office hour with difficult philosophical concepts. Evening courses are offered for those who work during the day. The instructor encourages small study-groups and often meets off-campus with those groups at different ethnic restaurants – mostly Mexican, Pilipino and Vietnamese restaurants in Napa as well as the Napa Coffee Roasting Co. and the local Starbucks.

3) Discuss the instructional methods used by the program faculty to address the differences in learning styles and to encourage retention and persistence?

The instructor uses a variety of pedagogical methods within the classroom including lecture, small group discussion, film, internet podcasts, kinesthetic activities, and one-on-one interaction with students. She is a bilingual faculty member dedicated to teaching and helping students achieve success. SLOs were just recently developed for all Philosophy courses and enrollment has increased over the past few years.

G. On-line Services

1) List the on-line and hybrid courses that are offered in this program. None.

2) Is 50% or more of the program offered through a mode of distance or electronic delivery? Yes_____ No XX___
3) Discuss the program’s plans for future on-line offerings.

Philosophy courses are better taught in real-time dialogical exchange. The only course that seems amenable to an on-line offering is Logic since it is so closely akin to a course in mathematics. Perhaps we will offer Logic on-line in the future, but no plans have been made because the urgency is not great.

4) Describe any challenges that have been identified and needs that must be addressed to support the development of on-line offerings.

Not Applicable.

H. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not Applicable. The NVC Counseling Division oversees articulation agreements with other colleges for all programs.

I. Reflect on your responses in Section 3. Curriculum and Instruction, and write objectives for improvement on Schedule A.

See attached Schedule A.

4. Community Outreach and Articulation

A. Off-Campus Offerings

1) List the off-campus courses offered in the program and the location (Upper Valley Campus, American Canyon/South County, other/identify).

Two sections each of Philosophy 120 and 121 are offered at Justin Siena High School.

2) Discuss the program’s plans for future off-campus offerings.

None at the time. If the college had more funds to hire and retain qualified instructors in Philosophy, we would like to offer courses at the St. Helena satellite campus. We would like to augment the entire offerings in Philosophy.

3) Describe any identified challenges and needs that must be addressed to support off-campus offerings.

Money and a commitment to the epistemological importance of philosophy.

B. What recruitment and/or community outreach activities has the program engaged in or initiated?

We have just created and printed a brochure advertising the courses offered in philosophy. If we were to recruit more students, we wouldn't have the instructional
support. As it is, almost every course in philosophy is filled before the first day of class, and often a waiting list needs to be generated.

C. What has the program done to establish relationships with secondary schools and/or four-year institutions?

The full-time philosophy instructor meets with the instructor of Philosophy at Justin-Siena High School. More importantly, the instructor keeps in close contact with her former UC Berkeley professors and colleagues in order to know what UC Berkeley is offering and to keep abreast of the texts UCB is using. The instructor emulates her UC BERKELEY and UCLA professors in pedagogical styles.

D. What has the program done to establish relationships with the business community (if a vocational program)?

Not applicable.

E. How has the involvement of the advisory committee helped in improving and/or promoting the program (vocational programs only)?

Not applicable.

F. Reflect on your responses in Section 4. Community Outreach and Articulation and write objectives for improvement on Schedule A.

The instructor has reflected for many years on the infinite possibilities of augmenting the NVC Philosophy curriculum by hiring at least one more full-time Philosophy instructor. Money and commitment are lacking. Please see Schedule A for more lamenting juxtaposed with the dream and vision of a flourishing Philosophy Department. Excuse my lack of enthusiasm, but with a budget crunch always at hand, these exercises are largely, but not entirely, moot and superfluous. See attached Schedule A.

Reviews and Signatures

Part I of the program evaluation report is to be reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

Program Evaluation Chair Signature: ______________________________

Division Chair/Supervisor Signature: ______________________________

Date: ______________________________
Instructional Program Evaluation
Part 2

Program: PHILOSOPHY

Date: SPRING 2009

5. Enrollment Trends and Student Satisfaction

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

PROGRAM LEVEL: From 2006 – 2009, enrollment growth in PHILOSOPHY has exceeded enrollment growth among NVC credit programs. Between 2006 – 2007 and 2008 – 2009, enrollment in PHILOSOPHY increased by 52.3%, while over the same period enrollments among all NVC credit programs increased by 12.8%. Every year from 2006 – 2009, enrollment in PHIL has increased. In 2006 – 2007 total enrollment was 218; in 2007-2008, it was 316; and in 2008-2009, it was 332. This represents a 45% increase in 2007-2008 from the previous year, and a 5.1% increase in 2008-2009. College-wide, the increase was 5.7% and 6.8% respectively for the same years. Below is a chart of the enrollment in specific courses in PHIL over the three-year period.

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<tr>
<td>PHIL 120</td>
<td>60</td>
<td>93</td>
<td>106</td>
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<tr>
<td>PHIL 121</td>
<td>41</td>
<td>88</td>
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<td>PHIL 125</td>
<td>35</td>
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<td>PHIL 130</td>
<td>25</td>
<td>27</td>
<td>0</td>
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<tr>
<td>PHIL 133</td>
<td>0</td>
<td>33</td>
<td>33</td>
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<tr>
<td>PHIL 134</td>
<td>57</td>
<td>16</td>
<td>33</td>
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Factoring in the number of sections offered in each course listed above, data show that the average class size in 2006-2007, 2007-2008, and 2008-2009 was 27.3, 26.3 and 36.7 respectively.

Explanation: Data show increased enrollments in some courses (such as PHIL 120, 121, and 125) as well as increased course offerings such as PHIL 133, which was not offered in 2006-2007. Plan: These figures may warrant considering hiring another full-time philosophy instructor if the lead instructor can augment the PHIL curriculum with new courses such as Existentialism, Philosophy and Literature, Philosophy and Film, Philosophy and Language, Political Philosophy, The Self, etc. At the very least, NVC can begin planning to hire a full-time instructor in the future when the current instructor retires in about 10 - 15 years. Also, at some point it would be folly to attempt exponential growth sacrificing quality of instruction. That said, enrollments have increased even with a decrease in the number of sections in recent years (particularly between 2007-2008 and 2008-2009, when three fewer sections were offered). Between those two years, there was also a significant decrease in the number of FTEF affiliated
with the program; a 25% decrease in FTEF. Trends in enrollment and section (and/or staffing) data between 2007-2008 and 2008-2009 indicate an ability to meet recent demand for philosophy courses more efficiently.

COURSE LEVEL: The enrollment growth in the PHILOSOPHY program has not been evenly distributed across individual PHILOSOPHY courses. PHIL 130 and 134 show enrollment decreases of more than 10%, while enrollments in PHIL 120, 121 and 125 increased by at least 76% over the past three years. Explanation: PHIL 130 is offered sporadically as it is difficult to find adjunct faculty to teach it. PHIL 134 is a relatively new course taught mostly by adjunct faculty. The lead PHIL faculty instructor has had a difficult time locating a text that is satisfying and pedagogically effective for our student population. She has begun writing her own materials, but time hasn’t permitted completing the project. In addition, the last time the lead faculty member taught PHIL 134, it was offered in the afternoon. Enrollment in afternoon PHIL courses traditionally has been low because students work in the restaurant, hotel and wine industries. Plan: PHIL 130 is Introduction to Logic, a course that rarely retains a high percentage of students across the nation. It often proves difficult for even the brightest of students, so this fact coupled with our offering it sporadically will not easily avail itself of a remedy. The trend in leading universities is to establish a Department of Logic independent of Philosophy Departments. With the obsolescence of formal symbolic Logic in philosophy curricula, we may be able to archive PHIL 130 without adverse impact on students planning to major in philosophy. For PHIL 134 the lead instructor will continue to search for an appropriate text and/or complete her own written materials. We will continue to monitor PHIL 133 since the data is sparse on it. Part of this plan is the recommendation to NVC to lessen the burden on faculty of having so many administrative duties outside of teaching so that more time can be spent on augmentation of the curriculum within a discipline. These classes are transferable and carry the same weight as undergraduate, lower division university courses. Our responsibility is to provide the same quality of instruction so that our students can adequately compete when they transfer to universities. University instructors have two or three classes at the most to teach per semester in order to give them appropriate time to prepare to deliver the highest quality instruction and to do research in their respective fields. As part of our plan, I advocate modeling our academic, transferable, credit programs after the universities famous for their excellence in teaching, where instructors are encouraged to teach to the highest standards and are given the opportunity to do so.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

AVERAGE CLASS SIZE: The average class size for PHIL courses tends to exceed the average class size for NVC credit courses. Increased enrollments in PHIL courses particularly between 2006-2007 and 2007-2008 along with a decrease in the number of section offerings during 2007-2008 and 2008-2009 yielded an increase in average class size. Explanation: We have introduced new classes in the last several years (PHIL 133 and PHIL 134), and there is an increasing demand for PHIL 120, 121, and 125. Students are interested in the subject matter, and PHIL courses fulfill requirements such as critical thinking and diversity. Plan: If the average enrollment exceeds 60 per class, then we need to hire more adjunct faculty in order to bring the class size down to the average of the college.
Below are two charts indicating 1.) LOAD DATA for the academic years 2006 – 2009, showing WSCH and FTEF and 2.) PRODUCTIVITY DATA for years 2006 – 2009.

### LOAD DATA SHOWING TOTAL FOR ACADEMIC YEARS 2006 - 2009

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<tr>
<td>WSCH</td>
<td>654.00</td>
<td>957.00</td>
<td>996.00</td>
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<tr>
<td>FTEF</td>
<td>1.60</td>
<td>2.40</td>
<td>1.80</td>
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<tr>
<td>LOAD (WSCH.FTEF)</td>
<td>408.75</td>
<td>398.75</td>
<td>553.33</td>
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### PRODUCTIVITY DATA SHOWING TOTAL FOR ACADEMIC YEARS 2006 – 2009

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<tr>
<td>FTES</td>
<td>21.80</td>
<td>31.90</td>
<td>33.20</td>
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<tr>
<td>FTEF</td>
<td>1.60</td>
<td>2.40</td>
<td>1.80</td>
</tr>
<tr>
<td>PRODUCTIVITY (FTES/FTEF)</td>
<td>13.63</td>
<td>13.29</td>
<td>18.44</td>
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**LOAD (WSCH/FTEF):** Changes in WSCH and FTEF over the past three years have created a fluctuation in PHIL load. WSCH increased across the three-year period, most prominently between 2006-2007 and 2007–2008. Load across college credit programs exceeded PHIL load in 2006-2007 and 2007-2008. In 2008-2009, PHIL load exceeded college load. PHIL load has ranged from approximately 398 to 553 compared with a range of 406-409 across the college. The target for faculty load is 525. **Explanation:** In 2008-2009 we had fewer PHIL courses taught by adjunct faculty. **Plan:** Do a comparison study of the number of courses taught by adjunct faculty and WSCH from 2006 – 2008 and compare those figures with the numbers in 2008-2009. The goal will be to maintain load at a level about 500, which was achieved in 2008-2009. One way to contribute to a higher load is to not offer Logic, reduce the number of classes taught by adjunct faculty, and perhaps to avoid offering afternoon classes. However, the higher the load beyond a certain number, the more likely quality of instruction is impaired. Instructors generally agree that for most PHIL classes, the ideal number is from between 30 and 50 students per class. If the class size is too small, then lecture does not work, and the class should be conducted as a seminar. Over 50 students becomes unwieldy administratively, and it is difficult to offer individual attention to everyone who might seek it.

**PRODUCTIVITY (FTES/FTEF):** Changes in FTES and FTEF have also contributed to fluctuations in PHIL load over the past three years. In 2006-2007 PHIL productivity was the same as college credit programs across the college. In 2007-2008, college productivity exceeded that of PHIL. In 2008-2009 PHIL productivity exceeded that of the college. Target for productivity is 17.5. PHIL productivity has ranged from approximately
13.3 to 18.4 as compared with a range of 13 to 14 across the college. FTEF has fluctuated between 1.6 and 2.4. Potential goal is to maintain load at a level above 17.5, which PHIL achieved in 2008-2009. **Explanation:** NVC has only one full-time instructor in PHIL, so the load is higher with fewer offerings, especially with a decrease in courses taught by adjunct faculty. **Plan:** Maintain the load at a level at or above 17.5 by taking action based on the study mentioned above under LOAD (WSCH/FTEF). With those figures, we can determine better how many adjunct instructors can be most effectively utilized each semester.

C. Review the program’s schedule of classes and the student satisfaction survey results. Discuss whether the courses are scheduled appropriately to meet student needs.

**SCHEDULE OF CLASSES AND STUDENT SATISFACTION:** In answer to the question regarding whether PHIL courses were offered at convenient times, 72% of respondents agreed/strongly agreed; 19% were neutral; and 4% disagreed. The open-ended responses indicated an interest in a greater variety in class times and class length. **Explanation:** This survey most likely underestimates the number of students who may be dissatisfied with the times PHIL courses are offered, since they were not present to participate in the survey. For those asking for greater class length, often the lead instructor finds students sighing with genuine regret that the class has ended especially when the topic is particularly engaging. We do offer night classes (three hours long). We have offered afternoon PHIL classes with very low enrollment because of students having jobs they need to go to. **Plan:** The lead PHIL instructor would venture to teach more classes in the afternoon if the administration would offer a guarantee not to penalize her for low enrollment by assigning an additional class the following semester or cancelling the class with low enrollment causing the instructor to take the place of an adjunct instructor in that semester. **Suggestion:** Take into consideration the total WSCH of one instructor for the semester or over a year’s period of time when making these decisions, as opposed to judging one class in isolation. The lead PHIL instructor will explore options for expanding course offerings and varying class times with the Office of Instruction and the Division Chair.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

**STUDENT SATISFACTION SURVEY – IMPROVEMENT AND CONTINUED SUCCESS:** Responding to whether PHIL courses offered an appropriate balance of lecture, group work and other activities, 59% of respondents agreed/strongly agreed; 26% were neutral; 24% disagreed/strongly disagreed. Students expressed an interest in more activities such as “group work” or “possibly more things involving class participation.” Similarly, in response to the question as to whether the instructors employed a variety of teaching techniques to address different ways students learn, 49% of respondents agreed/strongly agreed; 36% were neutral; 14% disagreed/strongly disagreed. Responses to open-ended questions indicated an interest in a greater variety of teaching techniques and one respondent claimed that the course included “no projects or assignments other than lectures and exams.” **Explanation:** Philosophy is a highly conceptualized discipline not lending itself readily to a variety of techniques. The very nature of philosophy is presentation of essential ideas and discussion of those ideas submitting them to logical and empirical scrutiny. PHIL courses require a great deal of lecture time to cover the required canon. Faculty experts are the ones
qualified to make appropriate decisions regarding curriculum and delivery of instruction within the discipline. Student satisfaction and dissatisfaction with respect to in-class activities are likely to continue in the future (i.e. emerge on future surveys) because PHIL faculty will be focusing on skills in logical reasoning, content, and other canonical aspects necessary to help students succeed in their subsequent courses. More variety is not appropriate to delivery of the canon. A need exists to balance the student need for variety and the faculty need to cover the canon within a semester. Options for addressing students’ interest in more variety of activities will be explored among the faculty. That said, PHIL is a discipline that teaches focus and concentration without the need for external activities. Focus and concentration are great aids to adults with responsible jobs.

In response to the one student who expressed a need for more variety, that student was in all probability absent a great deal of the time since we do engage in activities such as eXperience THE GAME, an interactive card game used at the United Nations to spark understanding among people; class discussion; challenging mind exercises; small group discussion every time we review for an upcoming test; films; projects such as handing in written homework related to Eckhart Tolle’s book *A NEW EARTH* presented on Oprah.com, where students download chapters and listen to Tolle and Oprah discuss his ideas on a new consciousness; analysis of music played in class in relation to philosophical ideas discussed in class; and more. This generation tends to demand to be entertained at every moment, but often the time taken to teach serious thinking demands solitary work examining one’s own consciousness and innate logic. **Plan:** Instructors will explain to students that philosophy is a different kind of subject requiring a great deal of lecture and discussion leaving little time for other exercises. A concentration on lectures and exams ensures that those who are serious about PHIL will be well trained in the discipline. In addition, instructors will consider offering to students maybe five minutes every once in a while to get into groups to express to one another how a particular topic can be employed, or is employed, in each of their lives. Practical application is always a good thing.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable.

F. Reflect on your responses to Section 5. Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A.

See attached Schedule A.

Approved: ________________________________________________ Date_________

Director, Institutional Research
6. Student Success and Equity

A. Review the data on enrollment, retention, and successful course completion. Discuss program trends relative to college-wide and course level trends. Identify areas where disparity exists for any demographic group (race/ethnicity, gender, age, disability).

NOTE: For the following narratives, please refer to graphs, charts and statistics found appended to this report. The data spans three academic years: 2006-2007, 2007-2008 and 2008-2009.

ENROLLMENT BY EQUITY GROUPS vs. COLLEGE-WIDE ENROLLMENT – (DEMOGRAPHICS [Race/Ethnicity, Gender, Age, and Disability]): For the years 2006-2007, 2007-2008, and 2008-2009, the following groups of students consistently claimed significantly lower proportions of the PHIL student population than they did among the credit-student population college-wide: females, Hispanics, disabled students and students ranging in age from 30-39, 40-49, and 50+. EXPLANATION: The differences in age distribution may be attributable to the fact that younger students enrolling in PHIL courses are typically seeking degrees or intending to transfer to a four-year institution as opposed to older students, who are not seeking these goals. PLAN: Target the identified groups with advertisements of what philosophy courses offer – posters, philosophy club discussions, campus presentations. The lead faculty will alert counselors that the lead instructor speaks Spanish and that everyone is welcome.

RETENTION AT THE PROGRAM LEVEL vs. COLLEGE LEVEL: Ranging from 85.7% to 88.3%, retention within PHIL tends to exceed the college-wide retention rate (approximately 86%) and fall near or above the median rate among all instructional programs. In 2008-2009, retention within PHIL was slightly lower than the college-wide retention rate and slightly lower that the median rate among instructional programs. EXPLANATION and PLAN: Overall, with the exception of two courses, PHIL 130 and PHIL 133, the PHIL program is doing well in the area of retention. Retention challenges in PHIL 130 and 133 are addressed below in the paragraph on RETENTION AT THE COURSE LEVEL vs. PROGRAM LEVEL.

SUCCESSFUL COURSE COMPLETION AT THE PROGRAM LEVEL vs. COLLEGE LEVEL: Ranging from 65.6% to 71.2% over the past three years, the successful course completion rate within PHIL tends to be lower than it is college-wide for the years 2006-2007 and 2008-2009. In 2007-2008, successful course completion within PHIL slightly exceeded the college-wide rate, which was 71%. In 2006-2007, PHIL’S successful course completion rate fell below the median rate among NVC’s credit instructional programs; however, since that time, the PHIL program’s successful course completion rate has been equal to the median (2008-2009) or exceeded the median (2007-2008) among college programs. (See graphs and summary statistics appended.) EXPLANATION: Philosophy is a challenging subject requiring commitment to disciplined study and the cultivation of critical thinking skills. For PHIL 134 specifically, many good texts exist as this course is a traditional course; however, it is a quite difficult subject assuming some background in logic and critical thinking. The texts used in previous years have proven too obscure. PLAN: Beginning fall 2010, the PHIL program will designate English 120 or higher as a recommended prerequisite to all PHIL courses. The lead instructor will explore with adjunct faculty members ways to improve strategies for successful course completion rates in both PHIL 130 and 134, traditionally both highly challenging subjects.
SUPPLEMENTAL DATA SHOWING SUBSEQUENT SUCCESS RATES OF PHILOSOPHY MAJORS OUTSIDE OF THE PROGRAM: Nationally, philosophy majors, as compared to those majoring in other disciplines, score higher on the LSAT and the GRE. (Please see the charts at the end of this report (pages 4 – 7) for links to the statistical significance of these data - NATIONAL STATISTICS ON LSAT AND GRE SUCCESS RATES BY UNDERGRADUATE DISCIPLINE) NVC does not keep data of this kind on our transfer students. **PLAN:** The Philosophy Department will advertise these statistics in order to galvanize student motivation in studying for philosophy, thereby raising student retention and success rates.

**RETENTION AT THE COURSE LEVEL vs. PROGRAM LEVEL:** PHIL 130 and 133 retention rates have been consistently lower than the rate in the overall PHIL program. **EXPLANATION:** Retention in PHIL 130 and 133 has been consistently lower than program-level rate over the past three years. Both courses have been taught by various adjunct faculty members. Very few textbooks exist for PHIL 133, since it has only recently been introduced into the canon of philosophy courses offered nation-wide. **PLAN:** The lead instructor will meet with the adjuncts to explore different retention strategies for these two courses. We will continue to look for a suitable textbook for PHIL 133 or create our own materials.

**SUCCESSFUL COURSE COMPLETION AT THE COURSE LEVEL vs. PROGRAM LEVEL:** Over the past three years, successful course completion within the PHIL program has ranged from 65.6% to 71.2%. The difference between retention and successful course completion rates within PHIL has ranged from 17% to 22% over the past three years. This indicates that at least 17% of the students who were retained in PHIL courses received grades of D, F, NC/NP or I. In PHIL 130 and 134 the successful course completion rate has been consistently lower than the program-level rate. **EXPLANATION:** PHL 130, Introduction to Logic, is a different kind of course, requiring a different process and skill set than students might have developed in the past. Textbook choices exist for PHIL 134; however, most have proven too esoteric for our student population. **PLAN:** For PHIL 130 the lead faculty member will discuss the possibility of adding a prerequisite or recommended course preparation in mathematics, probably algebra. We will also explore adding a Supplemental Instruction component to the course. The lead faculty member together with the adjuncts will continue to search for an accessible textbook for PHIL 134, or we will create our own materials. We may consider making PHIL 120, 121, or 130 a prerequisite or a recommended course to be taken before PHIL 134. Other strategies are listed above under SUCCESSFUL COURSE COMPLETION AT THE PROGRAM LEVEL vs. COLLEGE-WIDE: **PLAN.**

**RETENTION BY EQUITY GROUP vs. COLLEGE-WIDE:** The retention rates of equity groups within the PHIL program have tended to exceed the institutional retention rate in recent years. This pattern is reflected in the performance of the equity groups within PHIL (program retention by equity group vs. college-wide retention by equity group). However, the program-level retention rate dipped below the college-wide retention rate in 2008-2009 and this is mirrored in the equity groups within PHIL. No equity group consistently claimed significantly lower retention rates in PHIL than they did across the college from 2006 – 2009. Within PHIL, the equity analysis did not yield any significant differences in the retention of different groups of students.
SUCCESSFUL COURSE COMPLETION RATE AMONG EQUITY GROUPS vs. COLLEGE RATES:
The successful course completion rates claimed by PHIL tend to be lower than successful course completion rates across NVC’s credit instructional programs. This pattern is reflected in the performance of the equity groups within PHIL (program successful course completion by equity group vs. college successful course completion by equity group). In 2006-2007 and 2008-2009, most equity groups (12 out of 16) claimed lower successful course completion rates in PHIL than they did across the college. Specifically, the following groups claimed significantly lower successful course completion rates than their counterparts across the college: 2006-2007 (females, Native Americans, Whites, students age 21 - 29, non-disabled students); 2007-2008 (students age 50+); and 2008-2009 (African Americans and students age 40 – 49). However, the differences for most groups were not statistically significant, and the differences were not consistent over the three years examined in this report. Within PHIL, the equity analysis did not yield any significant differences in the successful course completion of different groups. **EXPLANATION:** Philosophy instructors have embodied the philosophical principles of social justice, equity and fairness in their teaching styles and this is reflected in the fact that the equity groups in PHIL claimed a success rate commensurate with all groups across the board. The age distribution (program vs. college) may be appropriate for the program, given that students who are enrolling in PHIL courses tend to be more likely to be seeking degrees or intending to transfer, both of which are more typical educational goals among younger students than they are among older students. Philosophy has traditionally attracted more males than females across the nation in colleges and universities. The language barrier may be a challenge for some Hispanics. **PLAN:** Instructors will spread the word that culturally, females have been given short-shrift on the confidence conferred upon them by society regarding being successful in certain disciplines. Lead instructor speaks Spanish and will alert the counselors to this fact, so they can encourage more Hispanics to take philosophy. The various age groups can be targeted with posters and other advertising devices.

RETENTION AMONG EQUITY GROUPS vs. WITHIN THE PHIL PROGRAM: The Equity Index for all designated groups is at or near 1.0, except for the 40-49 age group (.39). **EXPLANATION:** Most people age 40-49 take a philosophy class for enjoyment rather than for fulfillment of a degree requirement. The amount of course preparation may be more than they expected, and their life exigencies impede them from putting in the necessary time for study. **PLAN:** The lead instructor will confer with adjunct faculty to devise strategies for encouraging this age group to stay in class. One strategy is to be more sensitive to this group and to talk with them personally offering motivation.

SUCCESSFUL COURSE COMPLETION AMONG EQUITY GROUPS vs. SUCCESSFUL COMPLETION RATES WITHIN PHIL PROGRAM: Over the past three years, the successful course completion within the PHIL program has ranged from 65.6% to 71.2%. The Equity Index is at or near 1.0 for all designated groups except African American (.56), Native American (.67) and age group 40 – 49 (.50). **EXPLANATION:** For the 40-49 age group, please see EXPLANATION and PLAN above. For African American and Native American groups, a plethora of literature exists on the reasons these groups tend to be less successful than other groups. As a nation, we are working at remedying this problem. **PLAN:** Philosophy instructors will plan to attend more conferences on the latest research in the sociology, politics and psychology of these two groups in order to identify effective strategies for successful course completion.
Combined Analysis of 2008-2009 Retention & Successful Course Completion Rates among Equity Groups

Result: No equity groups claimed significantly lower proportions of retained or successful populations, given population proportions the groups claimed among the population of students enrolled in PHIL courses in 2008-2009.

B. Compare student enrollment, retention, and successful course completion rates for online courses to equivalent data for conventional and hybrid courses. N/A.

ON-LINE COURSES: We have no online PHIL courses at NVC.

C. Compare student enrollment, retention, and successful course completion rates for off-campus courses to equivalent data for on-campus offerings.

OFF-CAMPUS OFFERINGS: Off-campus offerings of PHIL 120, PHIL 121, and PHIL 133 tend to have higher retention rates and higher successful course completion rates than their on-campus equivalents. The overall differences in retention rates (on-campus vs. off-campus; all three courses combined) and successful course completion rates (on-campus vs. off-campus; all three courses combined) are statistically significant. (Please see chart below.) **EXPLANATION:** Note that the off-campus courses show enrollment significantly lower than the enrollments numbers for the on-campus courses, which gives instructor and students more opportunity for individual conferences, and extra attention can be offered to individual students. The higher the enrollment numbers, the higher the chances are of unsuccessful completion rates. Also, PHIL 120 and 121 are offered off-campus at Justin-Siena High School, where staying in the class is mandatory, which explains the 100% retention. 100% successful completion rate in a philosophy class is rare. **PLAN:** The lead instructor’s suggestion is to extend a warm welcome to Justin-Siena High School students to come to the NVC campus to take a philosophy course in order to experience how a college-level course is taught. They might take night classes, or a special arrangement to come to day classes could be made by the high school. The lead instructor has met with the philosophy instructor at Justin-Siena and has often expressed her concerns to the college over the qualifications of this instructor in teaching philosophy, especially if NVC is offering its imprimatur on these courses. We need to revisit this concern.

D. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

**STUDENTS AT RISK:** Philosophy instructors haven’t done this formally. We welcome suggestions from other disciplines. Lead instructor regularly meets both on and off-campus with students requesting extra help. Adjunct faculty members meet with students during office hours. We will work with other faculty in our division to solicit suggestions and implement those deemed appropriate for philosophy.

E. What has the program done to formalize links with support services for students?

**STUDENT SUPPORT SERVICES:** Lead instructor always includes a page contained in every syllabus with full information on where and how to seek out help from every sector of the college. Campus resources included on the syllabus include, but not limited to,
tutoring services, campus writing center, counseling, campus nurse, campus police, admissions and records, disabilities office, EOPS office, and the like. She also seeks out the best students willing to go through tutor training to become tutors in philosophy. In the past, we have had some quite good tutors. Some semesters no one comes forward. This semester (fall 2009) the Learning Center has no funds for philosophy tutors; nevertheless, two students have volunteered their tutoring services to PHIL students.

F. Review the full-time/part-time instructor ratio. Discuss trends and needs.

**FULL-TIME/PART-TIME INSTRUCTOR RATIO:** Currently, we have one full-time philosophy instructor, who also teaches one Humanities 104 course each semester. We have three adjunct faculty members teaching for the college, each of whom generally teach one philosophy course and/or one humanities course per semester. NVC has employed one instructor to teach PHIL at Justin-Siena High School. **TRENDS AND NEEDS:** It seems for the time being, the status quo is working well. The lead instructor has the desire to augment the PHIL offerings, and when that happens in the future, we can revisit the possibility of hiring a new full-time instructor.

G. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

In the past, NVC has not offered a degree or certificate in philosophy; however, philosophy has contributed to the large number of degrees awarded in Social Sciences. This year is the first year that we have introduced a new degree entitled Humanities and Philosophy; therefore, we have no data on completion or job placement.

H. Reflect on your responses in Section 6. Student Success and Equity and write objectives for improvement on Schedule A.

See attached Schedule A.
The following is presented to supplement Section 6 responses:

**NATIONAL STATISTICS ON LSAT AND GRE SUCCESS RATES BY UNDERGRADUATE MAJOR SUPPLEMENTAL DATA**

Physics/Math, Economics Majors Ace the LSAT; Criminal Justice, Prelaw Majors Bomb the Test

Michael Nieswiadomy (University of North Texas, Department of Economics) has posted LSAT Scores of Economics Majors: The 2008-2009 Class Update on SSRN. Here is the abstract:

Using 1994-1995 and 2002-2003 data, Nieswiadomy (1998, 2006) found that economics majors scored well on the LSAT. These results are frequently posted on university web sites by Economics and other departments. This note, which updates the prior studies using current 2007-2008 data for the 2008-2009 class of students entering law school, finds that Economics majors still perform at or near the top of all majors taking the test. Economics majors (LSAT score of 157.4) are tied for first (with Philosophy) of the 12 largest disciplines (those with more than 1,900 students entering law school). Economics is tied for second (with Philosophy/Religion (157.4)) behind Physics/Math (160.0) in a set of 29 discipline groupings that are created to yield at least 450 students with similar majors.
### TABLE 2. Average 2007-2008 LSAT Scores

<table>
<thead>
<tr>
<th>Rank</th>
<th>Major Field</th>
<th>Average score</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physics/Math</td>
<td>160.0</td>
<td>577</td>
</tr>
<tr>
<td>2</td>
<td>Economics</td>
<td>157.4</td>
<td>3,047</td>
</tr>
<tr>
<td>3</td>
<td>Philosophy/Theology</td>
<td>157.4</td>
<td>2,581</td>
</tr>
<tr>
<td>4</td>
<td>International Relations</td>
<td>156.5</td>
<td>1,520</td>
</tr>
<tr>
<td>5</td>
<td>Engineering</td>
<td>156.2</td>
<td>2,197</td>
</tr>
<tr>
<td>6</td>
<td>Government/Service</td>
<td>156.1</td>
<td>578</td>
</tr>
<tr>
<td>7</td>
<td>Chemistry</td>
<td>156.1</td>
<td>632</td>
</tr>
<tr>
<td>8</td>
<td>History</td>
<td>155.9</td>
<td>4,169</td>
</tr>
<tr>
<td>9</td>
<td>Interdisciplinary Studies</td>
<td>155.5</td>
<td>652</td>
</tr>
<tr>
<td>10</td>
<td>Foreign Languages</td>
<td>155.3</td>
<td>1,084</td>
</tr>
<tr>
<td>11</td>
<td>English</td>
<td>155.2</td>
<td>5,899</td>
</tr>
<tr>
<td>12</td>
<td>Biology/Natural Sciences</td>
<td>154.8</td>
<td>2,201</td>
</tr>
<tr>
<td>13</td>
<td>Arts</td>
<td>154.2</td>
<td>1,438</td>
</tr>
<tr>
<td>14</td>
<td>Computer Science</td>
<td>154.0</td>
<td>682</td>
</tr>
<tr>
<td>15</td>
<td>Finance</td>
<td>153.4</td>
<td>2,267</td>
</tr>
<tr>
<td>16</td>
<td>Political Science</td>
<td>153.1</td>
<td>15,181</td>
</tr>
<tr>
<td>17</td>
<td>Psychology</td>
<td>152.5</td>
<td>4,355</td>
</tr>
<tr>
<td>18</td>
<td>Liberal Arts</td>
<td>152.4</td>
<td>3,892</td>
</tr>
<tr>
<td>19</td>
<td>Anthropology/Geography</td>
<td>152.2</td>
<td>808</td>
</tr>
<tr>
<td>20</td>
<td>Accounting</td>
<td>151.7</td>
<td>1,439</td>
</tr>
<tr>
<td>21</td>
<td>Journalism</td>
<td>151.5</td>
<td>3,408</td>
</tr>
<tr>
<td>22</td>
<td>Sociology/Social Work</td>
<td>151.2</td>
<td>3,123</td>
</tr>
<tr>
<td>23</td>
<td>Marketing</td>
<td>150.8</td>
<td>1,574</td>
</tr>
<tr>
<td>24</td>
<td>Business Management</td>
<td>149.7</td>
<td>4,629</td>
</tr>
<tr>
<td>25</td>
<td>Education</td>
<td>149.4</td>
<td>484</td>
</tr>
<tr>
<td>26</td>
<td>Business Administration</td>
<td>149.1</td>
<td>1,984</td>
</tr>
<tr>
<td>27</td>
<td>Health Professions</td>
<td>148.4</td>
<td>703</td>
</tr>
<tr>
<td>28</td>
<td>Peref</td>
<td>148.3</td>
<td>1,078</td>
</tr>
<tr>
<td>29</td>
<td>Criminal Justice</td>
<td>146.0</td>
<td>4,016</td>
</tr>
</tbody>
</table>

September 1, 2009 in [Legal Education, Scholarship](#) | Permalink

**TrackBack**

TrackBack URL for this entry:
http://www.typepad.com/services/trackback/6a00d8341c4eab53ef0120a592d983970c
### Average GRE Scores by Intended Graduate Major, 7/1/01-6/30/04

<table>
<thead>
<tr>
<th>Verbal Reasoning</th>
<th>Quantitative Reasoning</th>
<th>Analytical Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. PHILOSOPHY</strong></td>
<td>589</td>
<td><strong>1. PHILOSOPHY</strong></td>
</tr>
<tr>
<td>2. English Lang. &amp; Lit.</td>
<td>559</td>
<td>2. English Lang. &amp; Lit.</td>
</tr>
<tr>
<td>3. Humanities &amp; Arts – other</td>
<td>558</td>
<td>3. Arts &amp; Humanities – other</td>
</tr>
<tr>
<td>4. History</td>
<td>543</td>
<td>4. History</td>
</tr>
<tr>
<td>5. Arts – History, Theory</td>
<td>538</td>
<td>5. Political Science</td>
</tr>
<tr>
<td>6. Religion</td>
<td>538</td>
<td>6. Religion</td>
</tr>
<tr>
<td>7. Physics / Astronomy</td>
<td>534</td>
<td>7. Engineering – other</td>
</tr>
<tr>
<td>17. Engineering – other</td>
<td>490</td>
<td>17. Psychology</td>
</tr>
<tr>
<td>20. Sociology</td>
<td>487</td>
<td>20. Earth/Atmos./Marine Scs.</td>
</tr>
<tr>
<td>22. Engineering – Chemical</td>
<td>485</td>
<td>22. Education – Eval. &amp; Res.</td>
</tr>
<tr>
<td>23. Natural Sciences – other</td>
<td>482</td>
<td>23. Engineering – other</td>
</tr>
<tr>
<td>27. Psychology</td>
<td>470</td>
<td>27. Anthropology/Archaeology</td>
</tr>
<tr>
<td>33. Agriculture</td>
<td>461</td>
<td>33. Health &amp; Med. Sciences</td>
</tr>
<tr>
<td>34. Engineering – Electrical</td>
<td>461</td>
<td>34. Public Administration</td>
</tr>
<tr>
<td>35. Engineering – Civil</td>
<td>457</td>
<td>35. Agriculture</td>
</tr>
<tr>
<td>36. Public Administration</td>
<td>452</td>
<td>36. Sociology</td>
</tr>
</tbody>
</table>
7. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be your program plan and will be sent to your division chair to be included as part of the division plan. Complete Schedules B-F, as needed, to justify requests for additional resources.

A. Program Plan. Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B. Request for Permanent Faculty and Staff form as needed.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.

D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.
E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.

G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.

*Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.*

H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H Learning Resources/Media Materials Request form as needed.

I. Research. If the program/department needs additional data or research conducted to inform decision making or planning, complete Schedule I, Research Project Request form.
<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>1. Increase successful course completion rate.</td>
<td>1.</td>
<td>1a. Find new texts, or, in the alternative, create one for Philosophy 133 and 134.</td>
<td>1a. Time to devote to academic endeavors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b. DVDs, periodicals, textbooks and instructional equipment (new sound system in Room 838.) <em>(Please refer to Schedules D, G and H for lists and prices.)</em></td>
<td>b. Please refer to Schedules D, G and H for lists and prices. (Saves precious resource of paper given up by the EARTH.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c. Workshops and conferences to identify strategies for successful course completion.</td>
<td>c. $2,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Increase student retention.</td>
<td>2.</td>
<td>2. Implement new courses for Philosophy</td>
<td>2. Time.</td>
</tr>
</tbody>
</table>

*Please refer to Schedules D, G and H for lists and prices.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Priority</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.28</td>
<td>3,5,6,5</td>
<td>Increase enrollments, persistence and retention</td>
</tr>
<tr>
<td>3.31</td>
<td>3</td>
<td>Increase diversity among faculty.</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td>Same as #2 above and inform counselors that lead instructor speaks Spanish. Advertise. Increase course offerings in the afternoon if there is no penalty for lower enrollment in afternoon classes. Meet with faculty to discover different options to assist at-risk students.</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
<td>New hires for FTE faculty and adjuncts.</td>
</tr>
<tr>
<td>1,3</td>
<td>4,5,6</td>
<td>Philosophy website.</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Create and publish website detailing Philosophy offerings.</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>$500 stipend to Philosophy instructor</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>Archive Philosophy 130 (will add to CAP)</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Submit Philosophy 130 to the Curriculum Committee for archiving.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Find new, galvanizing texts for Philosophy 133 and 134.</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>FTEF will continue to explore the market or create her own materials.</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**

2. Accreditation & External Reviews
3. Curriculum & Instruction
4. Community Outreach & Articulation
5. Enrollment Trends & Student Satisfaction
6. Student Success & Equity
**REQUEST FOR NEW PERMANENT FACULTY AND STAFF**  
**PROGRAM/UNIT NAME: PHILOSOPHY**  

**Accreditation reference:** Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. **List in priority order.** Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy Instructor</td>
<td>N</td>
<td>1.0</td>
<td>TBD</td>
</tr>
<tr>
<td>(within 5 – 10 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy Instructor</td>
<td>R</td>
<td>1.0</td>
<td>TBD</td>
</tr>
<tr>
<td>(within 10-15 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Plan is to implement new philosophy courses with current FTE faculty and adjuncts teaching them. Depending on enrollment and retention trend in these new courses coupled with trends in the current courses, hire a new FTE philosophy instructor within 5-10 years, and a replacement when the full-time instructor retires.

*N=New, R=Replacement

Submitted By: ___________________________  
Approved By: ___________________________

Budget Center Manager  
President/Vice President
<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>54301 – Workshops and conferences.</td>
<td>$2,000.00</td>
<td>Keeping current in the discipline and in the new modes of delivering the lessons augments instructional quality.</td>
</tr>
</tbody>
</table>

Submitted By: _________________________________  
Approved By: _________________________________

Budget Center Manager  
President/Vice President

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New console in Room 838.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Pixie Pro) or (Similar to the one that is currently in use.)</td>
<td>$400-$500</td>
<td>Minimal.</td>
<td>Current one is malfunctioning.</td>
</tr>
<tr>
<td>$2,000 - $3,000</td>
<td>Minimal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If Pixie Pro compromises the sound quality in Room 838, then we need to purchase the more expensive, high-quality system because at NVC we instill the students with the value of quality endeavors, so we need to reflect and practice what we preach. In a practical sense, good sound quality is essential for good learning. Pixie Pro in other classrooms does not deliver the quality sound needed in philosophy. We cover a section in the Aesthetics, arguing for the existence of, and necessity of, objective quality in all aesthetic delivery systems, including sound. It would be highly ironic to use a compromised system after learning about objective quality in art.

1. Philosophy of Mind: Brains, Consciousness, and Thinking Machines, taught by Patrick Grim. ($254.95)
2. Great Ideas in Philosophy, 2nd Edition, taught by Daniel N. Robinson. ($624.95)
4. Story of Language, John McWhorter. ($99.95)
5. Ethics of Aristotle, taught by Father Joseph Koterski, SJ. ($19.95)
6. Science of Self, taught by Lee M. Silver. ($69.95)
<table>
<thead>
<tr>
<th>Item</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Biology and Human Behavior: The Neurological Origins of Individuality, 2nd Edition</td>
<td>taught by Robert Sapolsky.</td>
<td>($254.95)</td>
</tr>
<tr>
<td>8</td>
<td>Mathematics, Philosophy and the Real World</td>
<td>taught by Judith V. Grabiner.</td>
<td>($275)</td>
</tr>
<tr>
<td>9</td>
<td>Jewish Intellectual History: 16th – 20th Century</td>
<td>taught by Professor David B. Ruderman.</td>
<td>($69.95)</td>
</tr>
<tr>
<td>10</td>
<td>Exploring the Roots of Religion</td>
<td>taught by John R. Hale.</td>
<td>($99.95)</td>
</tr>
<tr>
<td>11</td>
<td>How to Listen to and Understand Great Music</td>
<td>taught by Professor Robert Greengberg.</td>
<td>($179.95)</td>
</tr>
<tr>
<td>12</td>
<td>Beethoven’s Piano Sonatas</td>
<td>taught by Robert Greenberg</td>
<td>($99.95)</td>
</tr>
<tr>
<td>13</td>
<td>Museum Masterpieces: Metropolitan Museum of Modern Art</td>
<td>Richard Brettell.</td>
<td>($69.95)</td>
</tr>
<tr>
<td>14</td>
<td>Mindwalk with Liv Ullman</td>
<td></td>
<td>($19.95)</td>
</tr>
<tr>
<td>15</td>
<td>Eastern and Western Philosophy</td>
<td>Studio Kultur.</td>
<td>($49.95)</td>
</tr>
<tr>
<td>16</td>
<td>Total Eclipse with Leonardo DiCaprio</td>
<td></td>
<td>($24.98)</td>
</tr>
<tr>
<td>17</td>
<td>Eric Rohmer’s Six Moral Tales (The Criterion Collection)</td>
<td></td>
<td>($67.99)</td>
</tr>
</tbody>
</table>

Items 14 – 17 can be purchased from Amazon or DVD Empire.com

Estimated cost for new materials: $2,385.00

B. Non-instructional

None.

Submitted By: 

Approved By:

Budget Center Manager 

President/Vice President

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
SCHEDULE E

TECHNOLOGY REQUEST
PROGRAM/UNIT NAME PHILOSOPHY

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

N/A for Philosophy.

Cost estimates will be provided for priority projects only.

Submitted By: Approved By:

Budget Center Manager President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
SCHEDULE F

FACILITIES IMPROVEMENT/RENOVATIONS REQUEST
PROGRAM/UNIT NAME PHILOSOPHY

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Small projects include remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $20,000.

Larger scale projects include construction and renovation projects costing more than $20,000.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

Describe Small Project(s) under $20,000

Describe Large Project(s) over $20,000

None for Philosophy.

Cost estimates will be provided for priority projects only.

Submitted By: ____________________  Approved By: ____________________

Budget Center Manager  President/Vice President
**PROFESSIONAL DEVELOPMENT NEEDS**  
**PROGRAM/UNIT NAME: PHILOSOPHY**

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?

   Conferences offered by the American Philosophical Association and other academic organizations to stay current with philosophical topics. Specific training in current topics. (One attendee.)

2. What pedagogical training needs have been identified in your program review?

   None.

3. What types of technology does your program use? What technology training needs have you identified?

   FTE faculty member needs to learn to create an appealing website for philosophy. TLC will assist her, or she can attend off-campus workshops that offer training in computer skills. (One attendee.)

4. What are the leading publications specific to your discipline and/or program?

   In order of preference for purchasing:
   1.) American Philosophical Newsletter
   2.) American Philosophical Quarterly
   3.) Philosophy in Review
   4.) Philosophical Quarterly
   5.) Journal of Applied Philosophy
   6.) Linguistics and Philosophy
   7.) Mind and Language
   8.) American Journal of Bioethics

Submitted By: Approved By:

__________________________  __________________________
Budget Center Manager        President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
**LEARNING RESOURCES/MEDIA MATERIALS REQUEST**  
**PROGRAM/UNIT NAME**  
**PHILOSOPHY**

Books including Reference:

Number of titles to add: __8___

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

Recommendations/ comments in order of preference and need:

1. **The Nag Hammadi Codices** (all)  ($600)
4. **Jurisprudence, Text and Readings on the Philosophy of Law** (American Casebook Series), by George C. Christie and Patrick H. Martin.  ($151)
5. **Ghosts, Metaphor and History in Toni Morrison’s Beloved and in Gabriel Garcia Marquez’s One Hundred Years of Solitude**, by Daniel Erickson.  ($85)

Estimated cost for new materials: $900

**Periodical Titles:**  
*(Newspapers, Journals, Magazines)*

Number of titles to add: ___3 - 4___

Recommendations/comments: Please see Schedule G, item 4 for recommended titles in order of preference.

Estimated cost for new materials: $500

**Electronic Databases and Indexes:**

Number of databases to add: _______

Recommendations/comments:

Estimated cost for new materials: None.
**Media Collection** (closed captioned or DVD):

<table>
<thead>
<tr>
<th>Number of titles to add: _____</th>
</tr>
</thead>
</table>

Recommendations/comments: DVDs in order of preference and need:

Items 1 – 9 can be purchased from THE TEACHING COMPANY:

1. Philosophy of Mind: Brains, Consciousness, and Thinking Machines, taught by Patrick Grim. ($254.95)
2. Ethics of Aristotle, taught by Father Joseph Koterski, SJ. ($19.95)
4. Jewish Intellectual History: 16th – 20th Century, taught by Professor David B. Ruderman. ($69.95)
5. Exploring the Roots of Religion, taught by John R. Hale. ($99.95)
6. How to Listen to and Understand Great Music, taught by Professor Robert Greeneberg. ($179.95)
7. Beethoven’s Piano Sonatas, taught by Robert Greenberg ($99.95)

Items 10 – 12 can be purchased from Amazon or DVD Empire.com

9. Mindwalk with Liv Ullman. (This one is a priority.) ($19.95)
10. Eastern and Western Philosophy. Studio Kultur. ($49.95)
11. Total Eclipse with Leonardo DiCaprio. ($24.98)
12. Eric Rohmer’s Six Moral Tales (The Criterion Collection). ($67.99)

Estimated cost for new materials: $1,860.00

Are library/ learning resource service hours adequate for this course/ program? Yes _X_ No__

Is the quantity of materials sufficient for students within needed time frame? Yes___ No _X_

Will library/learning resources assignments be used in your course? Yes___ No _X_

Will this course/program require the assistance of library faculty for orientations or other information competency instruction? Yes___ No _X_

_____ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

____X___ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
RESEARCH PROJECT REQUEST  
PROGRAM/UNIT NAME  PHILOSOPHY  

Accreditation references:

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. (Standard I.B.3)

The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions. (Standard IV.B.2.b)

If a need for research or interest in a research project is identified through the Program Evaluation & Planning (PEP) process, please complete this form. If you have any questions, contact the Office of Institutional Research for assistance.

List research projects/requests in priority order.  
Provide the following information about each project/request:

**FIRST PRIORITY PROJECT**

- **Project Description**  
  Keep a running record of how many philosophy students enter a four-year institution to major in philosophy and a running record of their subsequent career choices. Do the same for all graduating students of NVC to track the success record of each of our students.

- **Purpose of Project**  
  Purpose is to keep in touch with alumni of NVC and to gather information on the efficacy of our teaching in each discipline. This kind of study seems to be more efficacious than the usual faculty evaluation process. We could identify areas needing improvement in teaching to facilitate the strategic goal below.

- **Link between Project and NVC’s Strategic Goals**  
  This project will support Strategic Goal to Increase Student Success, particularly numbers 1.3 – Increase number of transfers to four-year colleges and universities.

- **Question(s) Project Is Intended to Answer**  
  1. How many philosophy students enter a four-year institution of higher learning?  
  2. What is the success rate of our philosophy students at the four-year institution?  
  3. What careers do our philosophy students successfully obtain?
4. All of the above questions applied to all graduating students at NVC.
5. Any other pertinent questions posed by Dr. Wornall.

- **Potential Changes to Current Practice that Will Result from Research Findings**
  1. Change in delivery of instruction.
  2. Change in limit on number of students NVC will enroll in each philosophy class.
  3. Additional courses implemented to support higher transfer and subsequent success rate.

- **Relevant Page(s)/section(s) of PEP Report Identifying Need for Research**
  Sections 5 and 6 of Philosophy PEP Report.

---

**SECOND PRIORITY PROJECT**

- **Project Description**
  Coordinate with the Office of Institutional Research and Scheduling Office to identify the statistically relevant factors regarding load and productivity in order to justify hiring a new FTEF philosophy instructor.

- **Purpose of Project**
  While current data show WSCH to FTEF is financially effective for NVC, this study will determine the financial efficacy of increasing FTEF if WSCH remains the same. This scenario may decrease the number of students in each philosophy class thereby providing smaller ratios of student to teacher and greater opportunity for more effective learning. The study may show that with a new FTEF member, the savings on not needing any adjuncts would be advantageous. Optimal learning in each class is the goal. Every educator knows that smaller class size yields better learning outcomes.

- **Link between Project and NVC’s Strategic Goals**
  Strategic Goals 3, 5 and 6.

- **Question(s) Project Is Intended to Answer**
  1. If WSCH remains at or near 17.5 level, could NVC justify hiring a new FTEF member?
  2. If answer to above is “NO”, then what would be the target WSCH?
  3. How many new courses in Philosophy would raise the needed WSCH?

- **Potential Changes to Current Practice that Will Result from Research Findings**
  Expanded philosophy curriculum, potentially smaller class size, better scheduling coordination within Philosophy Department, potentially higher WSCH with the expanded course offerings.

- **Relevant Page(s)/Section(s) of PEP Report Identifying Need for Research**
  Section 5.B.

Submitted By: __________________________  Approved By: __________________________

Budget Center Manager  President/Vice President
Program Evaluation Summary

Program:  ___PHILOSOPHY______________________________________________

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)  FTE Instructor won NEH Fellowship and a Ford Foundation Fellowship; created Philosophy 133 and 134; hired new adjuncts; sent many students on to UC Berkeley and other places of higher learning as successful Philosophy majors; helped set up the Philosophy Club. Two new courses have been introduced since the last program review (Philosophy 133 and 134). The Philosophy Department and Humanities Department have collaborated to offer a new degree in Humanities and Philosophy. Philosophy statistics on enrollment and retention trends showed no adverse impact on any ethnic, gender or religious group. Retention in philosophy courses is remarkable.

Strengths (unique characteristics, special capacities): Historically, philosophy is the provenance of all of our current disciplines. It provides the epistemological and methodological justification for all disciplines. In addition, philosophy provides students with the tools to live a meaningful existence offering them the “Good Life.” Philosophy is unique in that it does not require a great deal of technological equipment beyond access to the internet for podcasts, equipment to show films and a microphone. Philosophy requires low overhead, yet generates a higher student population in each class than the average class at NVC. Philosophy is among the top majors that provide the mental training for scoring highest in graduate school entrance exams such as the LSAT, MCAT, GRE, etc. (Please see attachments in Section 6.) According to Newsweek Magazine, Philosophy/Humanities majors show the highest mental acuity and flexibility to learn any profession. (Google Newsweek archives.) Employers seek out philosophy majors because they characteristically demonstrate this mental agility, which aids in the training of new employees. This special capacity alone lends justification for expanding and promoting the Philosophy Program at NVC.

Challenges (concerns, difficulties, areas for improvement.) The FTE instructor is currently on Willie Brown leave, where she is teaching an 80% load. Her aspiration is to create several more philosophy courses for NVC so that students have the full complement of the equivalent of university offerings at the lower-division level. Currently, NVC offers all the necessary foundational courses, which inspire students to major in philosophy (Philosophy 120, 121, 125), but lacks the fuller complement of courses offered in lower division programs such as Philosophy of the Self, Existentialism, Philosophy of Political Science, etc. The FTE instructor plans to create new courses while on the Willie Brown leave, and then go back to full-time teaching to launch all of the new courses and to make sure the program is coordinated. Lastly, she will request that NVC hire a new FTE to replace her in about 10 – 15 years. The enrollment numbers may justify hiring another FTE before that time. We need a new console in Room 838. It has been malfunctioning for nearly a year and is a constant source of frustration.

Briefly describe the process used to complete the PEP.

The FTE instructor collaborated with Dr. Robyn Wornall, Debbie Saunders and the adjunct faculty to complete PEP. We followed the NVC procedures dictated by the process.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the V.P. (Instruction or Student Services) or President with a copy to the Office of Research, Planning and Development for the verification phase.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |

**Verification Phase**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified, it is forwarded to the appropriate Vice President or President (for administrative services).

| Verified on: ______________________________ |
| Verification Committee Signatures: ______________________________ |

**Acknowledgement Phase**

The Vice President/President reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to (1) base discussions and decision making on data and evaluation provided by program evaluation; (2) inform program planning; and (3) advocate for program needs.

<p>| Vice President/President: ______________________________ |
| Date Letter Sent: ______________________________ |
| Recommend review in 2 years: Yes  No |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
<th>SLO #6</th>
<th>SLO #7</th>
<th>SLO #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 120</td>
<td>Diverse Ethno-Cultural Groups and American Society</td>
<td>Philosophical Systems in Western and Non-Western traditions</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>PHIL 121</td>
<td>Examine and evaluate the major philosophical systems of the Western world from the Pre-Socratics to St. Thomas Aquinas.</td>
<td>Critically analyze philosophical systems applying analytic a priori propositions and synthetic a posteriori propositions to the logical analysis.</td>
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<tr>
<td>PHIL 125</td>
<td>Examine and evaluate the major ethical systems of the Western world from Socrates to present-day philosophers.</td>
<td>Critically analyze ethical systems applying analytic a priori propositions and synthetic a posteriori propositions to the logical analysis.</td>
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<tr>
<td>PHIL 126</td>
<td>Examine and evaluate major contemporary ethical issues.</td>
<td>Critically analyze opposing views on ethical issues.</td>
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<tr>
<td>PHIL 130</td>
<td>Examine, compare and evaluate the various logical tools used to discern the efficacy of a given</td>
<td>Critically analyze the mathematical and</td>
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<tr>
<td>Course Code</td>
<td>Course Description</td>
<td>Critical Analysis</td>
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<tr>
<td>PHIL 133</td>
<td>Examine, compare and evaluate culturally divergent philosophical systems from around the world.</td>
<td>Critically analyze the ontological efficacy of culturally divergent philosophical systems comparing and contrasting the most salient elements between and among systems.</td>
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<tr>
<td>PHIL 134</td>
<td>Examine and evaluate various themes in the philosophy of religion including the arguments for the existence of God, notions of faith, reason, belief, knowledge, religious language, fate, mysticism, human destiny and religious experience.</td>
<td>Critically analyze divergent viewpoints on topics found in the philosophy of religion.</td>
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</table>

**NOTE:** Philosophy 199 (Independent Study) and Philosophy 298 (Selected Topics) are not included in this matrix because of the variable nature of these courses.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

CURRICULUM ACTION PLAN

PROGRAM: PHILOSOPHY

PROGRAM FACULTY: Dr. Sharon Gocke

DATE: MARCH 5, 2009

1. COURSE REVIEW LIST AND TIMELINE
   A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS: DUE BY THE END OF SPRING 2009
      The following courses have been revised within the last five (5) years and/or do NOT require substantive changes to remain current. (None. Not applicable.)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
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</table>

PLAN FOR COMPLETION OF NON-SUBSTANTIVE REVISIONS / COURSE REVIEW:

Not applicable.
B. COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2009

The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, or conditions on enrollment.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy 120</td>
<td>Philosophy 121</td>
<td>Philosophy 125</td>
</tr>
<tr>
<td>Philosophy 126</td>
<td>Philosophy 130</td>
<td>Philosophy 133</td>
</tr>
<tr>
<td>Philosophy 134</td>
<td>Philosophy 199</td>
<td>Philosophy 298</td>
</tr>
</tbody>
</table>

PLAN FOR COMPLETION OF SUBSTANTIVE REVISIONS:

The philosophy instructor will revise each of the above courses in the summer of 2009 and submit the revisions for curriculum review and approval in the fall of 2009.

As of the date of revision of this PEP report, all of the above courses have been revised except for Philosophy 130 and are awaiting final approval from the Curriculum Committee. (November 27, 2009)
C. COURSES TO BE MOVED TO OBSOLETE OR ARCHIVED STATUS: DUE BY FALL 2008

The following courses or course numbers are no longer relevant to our program. Those listed as Obsolete are outdated course numbers that correspond to currently offered courses. Those listed as Archive are courses that are no longer offered and which will be moved to Archived status. All requests for course archiving must be entered into WebCMS and approved through the regular curriculum process. (NONE.)

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<th>COURSE NUMBER: OBSOLETE</th>
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TIMELINE FOR COMPLETION OF COURSE ARCHIVING
**NEW COURSES**

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<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>PROPOSED UNITS/HOURS</th>
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<tr>
<td></td>
<td>None at this time</td>
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**PLAN FOR SUBMISSION AND IMPLEMENTATION OF NEW COURSES**

Not applicable.

2. **COURSE-LEVEL STUDENT LEARNING OUTCOMES**

The philosophy program and course-level student learning outcome matrix is complete. The full-time philosophy instructor will enter the course-level outcomes into the WebCMS archive for every Philosophy course by Fall 2009.

3. **DEGREE OR CERTIFICATE REVISION TIMELINE**

Not applicable.
Instructional Program Evaluation
Part 1

Program: PHILOSOPHY
Date: FALL 2009

1. Mission

A. Program Mission Statement
   This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service/department contribute to Napa Valley College’s (NVC) Mission. Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

   The mission of the Philosophy Department is to educate students in the principles and methods of philosophical inquiry; facilitate rigorous critical thinking based on logic and empirical investigation; promote mental agility and alacrity; provide understanding of the crucial role of philosophical tools applied to all social, political, religious and academic discourse; instill a passion for learning; engage students in a life-long quest to become healthy and whole individuals in body, mind, soul and spirit; and empower students to live the classic Good Life.

B. The program falls within one or more of the following categories (check all that apply):

   X Transfer/Degree
   [] Vocational
   [] Remediation
   [] Non-Credit/Community Services

2. Accreditation and External Reviews

   A. Review NVC’s Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.
   Not Applicable

   B. Indicate the sources of information used in Question 2.A.

      [] Accreditation Self-Study Planning Agenda
      [] Accreditation Final Report
      [] Previous program evaluation recommendations

      Not Applicable
C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Not Applicable

D. Reflect on your responses in Section 2. Accreditation and External Reviews and write objectives for improvement on Schedule A. Program/Discipline Plan.

Not Applicable

3. Curriculum and Instruction

A. Prepare/revise the Student Learning Outcomes Matrix.

Completed and sent via email to Erik Shearer and Debbie Saunders on March 5, 2009.

B. Review the course outlines of record.
   1) Assess the appropriateness of the degree and certificate requirements.

   Philosophy faculty has reviewed the requirements and finds them appropriate. NVC offers an A.A. degree in Humanities and Philosophy, which serves as a local degree. Philosophy faculty has determined that at this time implementing a transferable degree in Philosophy is unnecessary.

   2) Evaluate the appropriateness of courses to the program.

   Philosophy faculty has reviewed the appropriateness of the Philosophy offerings and finds them appropriate.

   3) Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have the pre- and co-requisites been validated through the NVC curriculum process?

   Philosophy faculty has reviewed the current pre- and co-requisites and recommended preparation and finds them appropriate. The NVC curriculum process has validated the requisites and recommended preparation.

   4) Determine which course outlines have not been updated since the last program evaluation or within the past five years.

   Curriculum Action Plan attached.

   5) Write SLOs for the program and for each course.
SLOs have been written for all courses within the Philosophy Department as of March 5, 2009. See attached SLO matrix.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.

See attached Curriculum Action Plan.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

NVC has only one full-time Philosophy instructor. She provides the official course outline to each part-time instructor before the beginning of the semester and reviews the syllabus of each part-time instructor to ensure that it is reasonable congruent. If it is not congruent, the full-time instructor meets with the part-time instructor to remedy any incongruence.

E. Assess Student Learning Outcomes

1) Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).

Formal assessment procedures will be implemented once the ad hoc Assessment Committee completes its study.

Student learning outcomes are generally assessed through a combination of multiple-choice exams, written assignments/essays and/or evaluation of in-class performance and participation. All student learning outcomes listed on the Student Learning Outcome Matrix are addressed. See attached Student Learning Outcome Matrix.

2) Summarize your findings from the data.

Data have not yet been collected. We will collect and analyze data during the 2009 – 2010 academic year.

3) Describe how you used the data and the results to improve teaching and student learning?

Data have not yet been collected. We will collect and analyze data during the 2009-2010 academic year.

4) An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
   X Syllabi
   □ Catalog
F. Instructional Methods

1) Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

NVC has only one full-time instructor in Philosophy. She keeps in touch with part-time faculty through email and/or personal contact to ensure similar standards of academic rigor are exhibited throughout the curriculum.

2) Discuss the instructional methods used by the program faculty to address the diverse student population and to encourage retention and persistence?

The instructor treats each student as an individual and adapts her teaching style as necessary to meet individual needs. For example, the instructor speaks fluent Spanish and helps Spanish-speakers during her office hour with difficult philosophical concepts. Evening courses are offered for those who work during the day. The instructor encourages small study-groups and often meets off-campus with those groups at different ethnic restaurants – mostly Mexican, Pilipino and Vietnamese restaurants in Napa as well as the Napa Coffee Roasting Co. and the local Starbucks.

3) Discuss the instructional methods used by the program faculty to address the differences in learning styles and to encourage retention and persistence?

The instructor uses a variety of pedagogical methods within the classroom including lecture, small group discussion, film, internet podcasts, kinesthetic activities, and one-on-one interaction with students.

G. On-line Services

1) List the on-line and hybrid courses that are offered in this program. None.

2) Is 50% or more of the program offered through a mode of distance or electronic delivery? Yes____ No XX____

3) Discuss the program’s plans for future on-line offerings.

Philosophy courses are better taught in real-time dialogical exchange. The only course that seems amenable to an on-line offering is Logic since it is so closely akin to a course in mathematics. Perhaps we will offer Logic on-line in the future, but no plans have been made because the urgency is not great.

4) Describe any challenges that have been identified and needs that must be addressed to support the development of on-line offerings.
Not Applicable.

H. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not Applicable. The NVC Counseling Division oversees articulation agreements with other colleges for all programs.

I. Reflect on your responses in Section 3. Curriculum and Instruction, and write objectives for improvement on Schedule A.

See attached Schedule A.

4. Community Outreach and Articulation

A. Off-Campus Offerings

1) List the off-campus courses offered in the program and the location (Upper Valley Campus, American Canyon/South County, other/identify).

Two sections each of Philosophy 120 and 121 are offered at Justin Siena High School.

2) Discuss the program’s plans for future off-campus offerings.

None at the time. If the college had more funds to hire and retain qualified instructors in Philosophy, we would like to offer courses at the St. Helena satellite campus. We would like to augment the entire offerings in Philosophy.

3) Describe any identified challenges and needs that must be addressed to support off-campus offerings.

Money and a commitment to the epistemological importance of philosophy.

B. What recruitment and/or community outreach activities has the program engaged in or initiated?

We have just created and printed a brochure advertising the courses offered in philosophy. If we were to recruit more students, we wouldn’t have the instructional support. As it is, almost every course in philosophy is filled before the first day of class, and often a waiting list needs to be generated.

C. What has the program done to establish relationships with secondary schools and/or four-year institutions?

The full-time philosophy instructor meets with the instructor of Philosophy at Justin-Siena High School. More importantly, the instructor keeps in close contact with her former UC Berkeley professors and colleagues in order to know what UC Berkeley is offering and to keep abreast of the texts UCB is using. The instructor emulates her
classes after the same classes taught at UC Berkeley.

D. What has the program done to establish relationships with the business community (if a vocational program)?

Not applicable.

E. How has the involvement of the advisory committee helped in improving and/or promoting the program (vocational programs only)?

Not applicable.

F. Reflect on your responses in Section 4. Community Outreach and Articulation and write objectives for improvement on Schedule A.

The instructor has reflected for many years on the infinite possibilities of augmenting the NVC Philosophy curriculum by hiring at least one more full-time Philosophy instructor. Money and commitment are lacking. Please see Schedule A for more lamenting juxtaposed with the dream and vision of a flourishing Philosophy Department. Excuse my lack of enthusiasm, but with a budget crunch always at hand, these exercises are largely, but not entirely, moot and superfluous. See attached Schedule A.
Reviews and Signatures

Part I of the program evaluation report is to be reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ____________________________ |
Instructional Program Evaluation
Part 2

Program: PHILOSOPHY
Date: SPRING 2009

5. Enrollment Trends and Student Satisfaction

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

PROGRAM LEVEL: From 2006 – 2009, enrollment growth in PHILOSOPHY has exceeded enrollment growth among NVC credit programs. Between 2006 – 2007 and 2008 – 2009, enrollment in PHILOSOPHY increased by 52.3%, while over the same period enrollments among all NVC credit programs increased by 12.8%. Every year from 2006 – 2009, enrollment in PHIL has increased. In 2006 – 2007 total enrollment was 218; in 2007-2008, it was 316; and in 2008-2009, it was 332. This represents a 45% increase in 2007-2008 from the previous year, and a 5.1% increase in 2008-2009.

College-wide, the increase was 5.7% and 6.8% respectively for the same years. Below is a chart of the enrollment in specific courses in PHIL over the three-year period.

ENROLLMENT IN SPECIFIC PHILOSOPHY COURSES

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<tr>
<td>PHIL 120</td>
<td>60</td>
<td>93</td>
<td>106</td>
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<tr>
<td>PHIL 121</td>
<td>41</td>
<td>88</td>
<td>76</td>
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<td>PHIL 125</td>
<td>35</td>
<td>59</td>
<td>82</td>
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<td>PHIL 130</td>
<td>25</td>
<td>27</td>
<td>0</td>
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<tr>
<td>PHIL 133</td>
<td>0</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>PHIL 134</td>
<td>57</td>
<td>16</td>
<td>33</td>
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Factoring in the number of sections offered in each course listed above, data show that the average class size in 2006-2007, 2007-2008, and 2008-2009 was 27.3, 26.3 and 36.7 respectively.

Explanation: Data show increased enrollments in some courses (such as PHIL 120, 121, and 125) as well as increased course offerings such as PHIL 133, which was not offered in 2006-2007. Plan: These figures may warrant considering hiring another full-time philosophy instructor if the lead instructor can augment the PHIL curriculum with new courses such as Existentialism, Philosophy and Literature, Philosophy and Film, Philosophy and Language, Political Philosophy, The Self, etc. At the very least, NVC can begin planning to hire a full-time instructor in the future when the current instructor retires in about 10 - 15 years. Also, at some point it would be folly to attempt exponential growth sacrificing quality of instruction. That said, enrollments have increased even with a decrease in the number of sections in recent years (particularly between 2007-2008 and 2008-2009, when three fewer sections were offered). Between those two years, there was also a significant decrease in the number of FTEF affiliated
with the program; a 25% decrease in FTEF. Trends in enrollment and section (and/or staffing) data between 2007-2008 and 2008-2009 indicate an ability to meet recent demand for philosophy courses more efficiently.

**COURSE LEVEL:** The enrollment growth in the PHILOSOPHY program has not been evenly distributed across individual PHILOSOPHY courses. PHIL 130 and 134 show enrollment decreases of more than 10%, while enrollments in PHIL 120, 121 and 125 increased by at least 76% over the past three years. **Explanation:** PHIL 130 is offered sporadically as it is difficult to find adjunct faculty to teach it. PHIL 134 is a relatively new course taught mostly by adjunct faculty. The lead PHIL faculty instructor has had a difficult time locating a text that is satisfying and pedagogically effective for our student population. She has begun writing her own materials, but time hasn’t permitted completing the project. In addition, the last time the lead faculty member taught PHIL 134, it was offered in the afternoon. Enrollment in afternoon PHIL courses traditionally has been low because students work in the restaurant, hotel and wine industries. **Plan:** PHIL 130 is Introduction to Logic, a course that rarely retains a high percentage of students across the nation. It often proves difficult for even the brightest of students, so this fact coupled with our offering it sporadically will not easily avail itself of a remedy. The trend in leading universities is to establish a Department of Logic independent of Philosophy Departments. With the obsolescence of formal symbolic Logic in philosophy curricula, we may be able to archive PHIL 130 without adverse impact on students planning to major in philosophy. For PHIL 134 the lead instructor will continue to search for an appropriate text and/or complete her own written materials. We will continue to monitor PHIL 133 since the data is sparse on it. Part of this plan is the recommendation to NVC to lessen the burden on faculty of having so many administrative duties outside of teaching so that more time can be spent on augmentation of the curriculum within a discipline. These classes are transferable and carry the same weight as undergraduate, lower division university courses. Our responsibility is to provide the same quality of instruction so that our students can adequately compete when they transfer to universities. University instructors have two or three classes at the most to teach per semester in order to give them appropriate time to prepare to deliver the highest quality instruction and to do research in their respective fields. As part of our plan, I advocate modeling our academic, transferable, credit programs after the universities famous for their excellence in teaching, where instructors are encouraged to teach to the highest standards and are given the opportunity to do so.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

**AVERAGE CLASS SIZE:** The average class size for PHIL courses tends to exceed the average class size for NVC credit courses. Increased enrollments in PHIL courses particularly between 2006-2007 and 2007-2008 along with a decrease in the number of section offerings during 2007-2008 and 2008-2009 yielded an increase in average class size. **Explanation:** We have introduced new classes in the last several years (PHIL 133 and PHIL 134), and there is an increasing demand for PHIL 120, 121, and 125. Students are interested in the subject matter, and PHIL courses fulfill requirements such as critical thinking and diversity. **Plan:** If the average enrollment exceeds 60 per class, then we need to hire more adjunct faculty in order to bring the class size down to the average of the college.
Below are two charts indicating 1.) LOAD DATA for the academic years 2006 – 2009, showing WSCH and FTEF and 2.) PRODUCTIVITY DATA for years 2006 – 2009.

**LOAD DATA SHOWING TOTAL FOR ACADEMIC YEARS 2006 - 2009**

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<tr>
<td><strong>WSCH</strong></td>
<td>654.00</td>
<td>957.00</td>
<td>996.00</td>
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<tr>
<td><strong>FTEF</strong></td>
<td>1.60</td>
<td>2.40</td>
<td>1.80</td>
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<td><strong>LOAD (WSCH.FTEF)</strong></td>
<td>408.75</td>
<td>398.75</td>
<td>553.33</td>
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**PRODUCTIVITY DATA SHOWING TOTAL FOR ACADEMIC YEARS 2006 – 2009**

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<td><strong>FTES</strong></td>
<td>21.80</td>
<td>31.90</td>
<td>33.20</td>
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<tr>
<td><strong>FTEF</strong></td>
<td>1.60</td>
<td>2.40</td>
<td>1.80</td>
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<tr>
<td><strong>PRODUCTIVITY (FTES/FTEF)</strong></td>
<td>13.63</td>
<td>13.29</td>
<td>18.44</td>
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**LOAD (WSCH/FTEF):** Changes in WSCH and FTEF over the past three years have created a fluctuation in PHIL load. WSCH increased across the three-year period, most prominently between 2006-2007 and 2007–2008. Load across college credit programs exceeded PHIL load in 2006-2007 and 2007-2008. In 2008-2009, PHIL load exceeded college load. PHIL load has ranged from approximately 398 to 553 compared with a range of 406-409 across the college. The target for faculty load is 525. **Explanation:** In 2008-2009 we had fewer PHIL courses taught by adjunct faculty. **Plan:** Do a comparison study of the number of courses taught by adjunct faculty and WSCH from 2006 – 2008 and compare those figures with the numbers in 2008-2009. The goal will be to maintain load at a level about 500, which was achieved in 2008-2009. One way to contribute to a higher load is to not offer Logic, reduce the number of classes taught by adjunct faculty, and perhaps to avoid offering afternoon classes. However, the higher the load beyond a certain number, the more likely quality of instruction in impaired. Instructors generally agree that for most PHIL classes, the ideal number is from between 30 and 50 students per class. If the class size is too small, then lecture does not work, and the class should be conducted as a seminar. Over 50 students becomes unwieldy administratively, and it is difficult to offer individual attention to everyone who might seek it.
PRODUCTIVITY (FTES/FTEF): Changes in FTES and FTEF have also contributed to fluctuations in PHIL load over the past three years. In 2006-2007 PHIL productivity was the same as college credit programs across the college. In 2007-2008, college productivity exceeded that of PHIL. In 2008-2009 PHIL productivity exceeded that of the college. Target for productivity is 17.5. PHIL productivity has ranged from approximately 13.3 to 18.4 as compared with a range of 13 to 14 across the college. FTEF has fluctuated between 1.6 and 2.4. Potential goal is to maintain load at a level above 17.5, which PHIL achieved in 2008-2009. Explanation: NVC has only one full-time instructor in PHIL, so the load is higher with fewer offerings, especially with a decrease in courses taught by adjunct faculty. Plan: Maintain the load at a level at or above 17.5 by taking action based on the study mentioned above under LOAD (WSCH/FTEF). With those figures, we can determine better how many adjunct instructors can be most effectively utilized each semester.

C. Review the program’s schedule of classes and the student satisfaction survey results. Discuss whether the courses are scheduled appropriately to meet student needs.

SCHEDULE OF CLASSES AND STUDENT SATISFACTION: In answer to the question regarding whether PHIL courses were offered at convenient times, 72% of respondents agreed/strongly agreed; 19% were neutral; and 4% disagreed. The open-ended responses indicated an interest in a greater variety in class times and class length. Explanation: This survey most likely underestimates the number of students who may be dissatisfied with the times PHIL courses are offered, since they were not present to participate in the survey. For those asking for greater class length, often the lead instructor finds students sighing with genuine regret that the class has ended especially when the topic is particularly engaging. We do offer night classes (three hours long). We have offered afternoon PHIL classes with very low enrollment because of students having jobs they need to go to. Plan: The lead PHIL instructor would venture to teach more classes in the afternoon if the administration would offer a guarantee not to penalize her for low enrollment by assigning an additional class the following semester or cancelling the class with low enrollment causing the instructor to take the place of an adjunct instructor in that semester. Suggestion: Take into consideration the total WSCH of one instructor for the semester or over a year’s period of time when making these decisions, as opposed to judging one class in isolation. The lead PHIL instructor will explore options for expanding course offerings and varying class times with the Office of Instruction and the Division Chair.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

STUDENT SATISFACTION SURVEY – IMPROVEMENT AND CONTINUED SUCCESS: Responding to whether PHIL courses offered an appropriate balance of lecture, group work and other activities, 59% of respondents agreed/strongly agreed; 26% were neutral; 24% disagreed/strongly disagreed. Students expressed an interest in more activities such as “group work” or “possibly more things involving class participation.” Similarly, in response to the question as to whether the instructors employed a variety of teaching techniques to address different ways students learn, 49% of respondents agreed/strongly agreed; 36% were neutral; 14% disagreed/strongly disagreed. Responses to open-ended questions indicated an interest in a greater variety of teaching techniques and one respondent claimed that the course included “no
projects or assignments other than lectures and exams.” Explanation: Philosophy is a highly conceptualized discipline not lending itself readily to a variety of techniques. The very nature of philosophy is presentation of essential ideas and discussion of those ideas submitting them to logical and empirical scrutiny. PHIL courses require a great deal of lecture time to cover the required canon. Faculty experts are the ones qualified to make appropriate decisions regarding curriculum and delivery of instruction within the discipline. Student satisfaction and dissatisfaction with respect to in-class activities are likely to continue in the future (i.e. emerge on future surveys) because PHIL faculty will be focusing on skills in logical reasoning, content, and other canonical aspects necessary to help students succeed in their subsequent courses. More variety is not appropriate to delivery of the canon. A need exists to balance the student need for variety and the faculty need to cover the canon within a semester. Options for addressing students’ interest in more variety of activities will be explored among the faculty. That said, PHIL is a discipline that teaches focus and concentration without the need for external activities. Focus and concentration are great aids to adults with responsible jobs.

In response to the one student who expressed a need for more variety, that student was in all probability absent a great deal of the time since we do engage in activities such as eXperience THE GAME, an interactive card game used at the United Nations to spark understanding among people; class discussion; challenging mind exercises; small group discussion every time we review for an upcoming test; films; projects such as handing in written homework related to Eckhart Tolle’s book A NEW EARTH presented on Oprah.com, where students download chapters and listen to Tolle and Oprah discuss his ideas on a new consciousness; analysis of music played in class in relation to philosophical ideas discussed in class; and more. This generation tends to demand to be entertained at every moment, but often the time taken to teach serious thinking demands solitary work examining one’s own consciousness and innate logic. Plan: Instructors will explain to students that philosophy is a different kind of subject requiring a great deal of lecture and discussion leaving little time for other exercises. A concentration on lectures and exams ensures that those who are serious about PHIL will be well trained in the discipline. In addition, instructors will consider offering to students maybe five minutes every once in a while to get into groups to express to one another how a particular topic can be employed, or is employed, in each of their lives. Practical application is always a good thing.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable.

F. Reflect on your responses to Section 5. Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A.

See attached Schedule A.

Approved: _______________________________    Date_________

Director, Institutional Research
6. Student Success and Equity

A. Review the data on enrollment, retention, and successful course completion. Discuss program trends relative to college-wide and course level trends. Identify areas where disparity exists for any demographic group (race/ethnicity, gender, age, disability).

**NOTE:** For the following narratives, please refer to graphs, charts and statistics found appended to this report. The data spans three academic years: 2006-2007, 2007-2008 and 2008-2009.

**ENROLLMENT BY EQUITY GROUPS vs. COLLEGE-WIDE ENROLLMENT – (DEMOGRAPHICS [Race/Ethnicity, Gender, Age, and Disability]):** For the years 2006-2007, 2007-2008, and 2008-2009, the following groups of students consistently claimed significantly lower proportions of the PHIL student population than they did among the credit-student population college-wide: females, Hispanics, disabled students and students ranging in age from 30-39, 40-49, and 50+. **EXPLANATION:** The differences in age distribution may be attributable to the fact that younger students enrolling in PHIL courses are typically seeking degrees or intending to transfer to a four-year institution as opposed to older students, who are not seeking these goals. **PLAN:** Target the identified groups with advertisements of what philosophy courses offer – posters, philosophy club discussions, campus presentations. The lead faculty will alert counselors that the lead instructor speaks Spanish and that everyone is welcome.

**RETENTION AT THE PROGRAM LEVEL vs. COLLEGE LEVEL:** Ranging from 85.7% to 88.3%, retention within PHIL tends to exceed the college-wide retention rate (approximately 86%) and fall near or above the median rate among all instructional programs. In 2008-2009, retention within PHIL was slightly lower than the college-wide retention rate and slightly lower that the median rate among instructional programs. **EXPLANATION and PLAN:** Overall, with the exception of two courses, PHIL 130 and PHIL 133, the PHIL program is doing well in the area of retention. Retention challenges in PHIL 130 and 133 are addressed below in the paragraph on RETENTION AT THE COURSE LEVEL vs. PROGRAM LEVEL.

**SUCCESSFUL COURSE COMPLETION AT THE PROGRAM LEVEL vs. COLLEGE LEVEL:** Ranging from 65.6% to 71.2% over the past three years, the successful course completion rate within PHIL tends to be lower than it is college-wide for the years 2006-2007 and 2008-2009. In 2007-2008, successful course completion within PHIL slightly exceeded the college-wide rate, which was 71%. In 2006-2007, PHIL’S successful course completion rate fell below the median rate among NVC’s credit instructional programs; however, since that time, the PHIL program’s successful course completion rate has been equal to the median (2008-2009) or exceeded the median (2007-2008) among college programs. (See graphs and summary statistics appended.) **EXPLANATION:** Philosophy is a challenging subject requiring commitment to disciplined study and the cultivation of critical thinking skills. For PHIL 134 specifically, many good texts exist as this course is a traditional course; however, it is a quite difficult subject assuming some background in logic and critical thinking. The texts used in previous years have proven too obscure. **PLAN:** Beginning fall 2010, the PHIL program will designate English 120 or higher as a recommended prerequisite to all PHIL courses. The lead instructor will explore with adjunct faculty members ways to improve
strategies for successful course completion rates in both PHIL 130 and 134, traditionally both highly challenging subjects.

SUPPLEMENTAL DATA SHOWING SUBSEQUENT SUCCESS RATES OF PHILOSOPHY MAJORS OUTSIDE OF THE PROGRAM: Nationally, philosophy majors, as compared to those majoring in other disciplines, score higher on the LSAT and the GRE. (Please see the charts at the end of this report (pages 4 – 7) for links to the statistical significance of these data - NATIONAL STATISTICS ON LSAT AND GRE SUCCESS RATES BY UNDERGRADUATE DISCIPLINE) NVC does not keep data of this kind on our transfer students.  **PLAN:** The Philosophy Department will advertise these statistics in order to galvanize student motivation in studying for philosophy, thereby raising student retention and success rates.

RETENTION AT THE COURSE LEVEL vs. PROGRAM LEVEL: PHIL 130 and 133 retention rates have been consistently lower than the rate in the overall PHIL program.  **EXPLANATION:** Retention in PHIL 130 and 133 has been consistently lower than program-level rate over the past three years. Both courses have been taught by various adjunct faculty members. Very few textbooks exist for PHIL 133, since it has only recently been introduced into the canon of philosophy courses offered nation-wide.  **PLAN:** The lead instructor will meet with the adjuncts to explore different retention strategies for these two courses. We will continue to look for a suitable textbook for PHIL 133 or create our own materials.

SUCCESSFUL COURSE COMPLETION AT THE COURSE LEVEL vs. PROGRAM LEVEL: Over the past three years, successful course completion within the PHIL program has ranged from 65.6% to 71.2%. The difference between retention and successful course completion rates within PHIL has ranged from 17% to 22% over the past three years. This indicates that at least 17% of the students who were retained in PHIL courses received grades of D, F, NC/NP or I. In PHIL 130 and 134 the successful course completion rate has been consistently lower than the program-level rate.  **EXPLANATION:** PHIL 130, Introduction to Logic, is a different kind of course, requiring a different process and skill set than students might have developed in the past. Textbook choices exist for PHIL 134; however, most have proven too esoteric for our student population.  **PLAN:** For PHIL 130 the lead faculty member will discuss the possibility of adding a prerequisite or recommended course preparation in mathematics, probably algebra. We will also explore adding a Supplemental Instruction component to the course. The lead faculty member together with the adjuncts will continue to search for an accessible textbook for PHIL 134, or we will create our own materials. We may consider making PHIL 120, 121, or 130 a prerequisite or a recommended course to be taken before PHIL 134. Other strategies are listed above under SUCCESSFUL COURSE COMPLETION AT THE PROGRAM LEVEL vs. COLLEGE-WIDE: PLAN.

RETENTION BY EQUITY GROUP vs. COLLEGE-WIDE: The retention rates of equity groups within the PHIL program have tended to exceed the institutional retention rate in recent years. This pattern is reflected in the performance of the equity groups within PHIL (program retention by equity group vs. college-wide retention by equity group). However, the program-level retention rate dipped below the college-wide retention rate in 2008-2009 and this is mirrored in the equity groups within PHIL. No equity group consistently claimed significantly lower retention rates in PHIL than they did across the college from 2006 – 2009. Within PHIL, the equity analysis did not yield any significant differences in the retention of different groups of students.
SUCCESSFUL COURSE COMPLETION RATE AMONG EQUITY GROUPS vs. COLLEGE RATES:
The successful course completion rates claimed by PHIL tend to be lower than successful course completion rates across NVC’s credit instructional programs. This pattern is reflected in the performance of the equity groups within PHIL (program vs. college successful course completion by equity group). In 2006-2007 and 2008-2009, most equity groups (12 out of 16) claimed lower successful course completion rates in PHIL than they did across the college. Specifically, the following groups claimed significantly lower successful course completion rates than their counterparts across the college: 2006-2007 (females, Native Americans, Whites, students age 21 - 29, non-disabled students); 2007-2008 (students age 50+); and 2008-2009 (African Americans and students age 40 – 49). However, the differences for most groups were not statistically significant, and the differences were not consistent over the three years examined in this report. Within PHIL, the equity analysis did not yield any significant differences in the successful course completion of different groups. **EXPLANATION:** Philosophy instructors have embodied the philosophical principles of social justice, equity and fairness in their teaching styles and this is reflected in the fact that the equity groups in PHIL claimed a success rate commensurate with all groups across the board. The age distribution (program vs. college) may be appropriate for the program, given that students who are enrolling in PHIL courses tend to be more likely to be seeking degrees or intending to transfer, both of which are more typical educational goals among younger students than they are among older students. Philosophy has traditionally attracted more males than females across the nation in colleges and universities. The language barrier may be a challenge for some Hispanics. **PLAN:** Instructors will spread the word that culturally, females have been given short-shrift on the confidence conferred upon them by society regarding being successful in certain disciplines. Lead instructor speaks Spanish and will alert the counselors to this fact, so they can encourage more Hispanics to take philosophy. The various age groups can be targeted with posters and other advertising devices.

RETENTION AMONG EQUITY GROUPS vs. WITHIN THE PHIL PROGRAM: The Equity Index for all designated groups is at or near 1.0, except for the 40-49 age group (.39). **EXPLANATION:** Most people age 40-49 take a philosophy class for enjoyment rather than for fulfillment of a degree requirement. The amount of course preparation may be more than they expected, and their life exigencies impede them from putting in the necessary time for study. **PLAN:** The lead instructor will confer with adjunct faculty to devise strategies for encouraging this age group to stay in class. One strategy is to be more sensitive to this group and to talk with them personally offering motivation.

SUCCESSFUL COURSE COMPLETION AMONG EQUITY GROUPS vs. SUCCESSFUL COMPLETION RATES WITHIN PHIL PROGRAM: Over the past three years, the successful course completion within the PHIL program has ranged from 65.6% to 71.2%. The Equity Index is at or near 1.0 for all designated groups except African American (.56), Native American (.67) and age group 40 – 49 (.50). **EXPLANATION:** For the 40-49 age group, please see EXPLANATION and PLAN above. For African American and Native American groups, a plethora of literature exists on the reasons these groups tend to be less successful than other groups. As a nation, we are working at remediying this problem. **PLAN:** Philosophy instructors will plan to attend more conferences on the latest research in the sociology, politics and psychology...
of these two groups in order to identify effective strategies for successful course completion.

Combined Analysis of 2008-2009 Retention & Successful Course Completion Rates among Equity Groups

Result: No equity groups claimed significantly lower proportions of retained or successful populations, given population proportions the groups claimed among the population of students enrolled in PHIL courses in 2008-2009.

B. Compare student enrollment, retention, and successful course completion rates for online courses to equivalent data for conventional and hybrid courses. N/A.

ON-LINE COURSES: We have no online PHIL courses at NVC.

C. Compare student enrollment, retention, and successful course completion rates for off-campus courses to equivalent data for on-campus offerings.

OFF-CAMPUS OFFERINGS: Off-campus offerings of PHIL 120, PHIL 121, and PHIL 133 tend to have higher retention rates and higher successful course completion rates than their on-campus equivalents. The overall differences in retention rates (on-campus vs. off-campus; all three courses combined) and successful course completion rates (on-campus vs. off-campus; all three courses combined) are statistically significant. (Please see chart below.) EXPLANATION: Note that the off-campus courses show enrollment significantly lower than the enrollments numbers for the on-campus courses, which gives instructor and students more opportunity for individual conferences, and extra attention can be offered to individual students. The higher the enrollment numbers, the higher the chances are of unsuccessful completion rates. Also, PHIL 120 and 121 are offered off-campus at Justin-Siena High School, where staying in the class is mandatory, which explains the 100% retention. 100% successful completion rate in a philosophy class is rare. PLAN: The lead instructor’s suggestion is to extend a warm welcome to Justin-Siena High School students to come to the NVC campus to take a philosophy course in order to experience how a college-level course is taught. They might take night classes, or a special arrangement to come to day classes could be made by the high school. The lead instructor has met with the philosophy instructor at Justin-Siena and has often expressed her concerns to the college over the qualifications of this instructor in teaching philosophy, especially if NVC is offering its imprimatur on these courses. We need to revisit this concern.

D. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

STUDENTS AT RISK: Philosophy instructors haven’t done this formally. We welcome suggestions from other disciplines. Lead instructor regularly meets both on and off-campus with students requesting extra help. Adjunct faculty members meet with students during office hours. We will work with other faculty in our division to solicit suggestions and implement those deemed appropriate for philosophy.

E. What has the program done to formalize links with support services for students?
**STUDENT SUPPORT SERVICES:** Lead instructor always includes a page contained in every syllabus with full information on where and how to seek out help from every sector of the college. Campus resources included on the syllabus include, but or not limited to, tutoring services, campus writing center, counseling, campus nurse, campus police, admissions and records, disabilities office, EOPS office, and the like. She also seeks out the best students willing to go through tutor training to become tutors in philosophy. In the past, we have had some quite good tutors. Some semesters no one comes forward. This semester (fall 2009) the Learning Center has no funds for philosophy tutors; nevertheless, two students have volunteered their tutoring services to PHIL students.

F. Review the full-time/part-time instructor ratio. Discuss trends and needs.

**FULL-TIME/PART-TIME INSTRUCTOR RATIO:** Currently, we have one full-time philosophy instructor, who also teaches one Humanities 104 course each semester. We have three adjunct faculty members teaching for the college, each of whom generally teach one philosophy course and/or one humanities course per semester. NVC has employed one instructor to teach PHIL at Justin-Siena High School. **TRENDS AND NEEDS:** It seems for the time being, the status quo is working well. The lead instructor has the desire to augment the PHIL offerings, and when that happens in the future, we can revisit the possibility of hiring a new full-time instructor.

G. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

In the past, NVC has not offered a degree or certificate in philosophy; however, philosophy has contributed to the large number of degrees awarded in Social Sciences. This year is the first year that we have introduced a new degree entitled Humanities and Philosophy; therefore, we have no data on completion or job placement.

H. Reflect on your responses in Section 6. Student Success and Equity and write objectives for improvement on Schedule A.

See attached Schedule A.
The following is presented to supplement Section 6 responses:

**NATIONAL STATISTICS ON LSAT AND GRE SUCCESS RATES BY UNDERGRADUATE MAJOR SUPPLEMENTAL DATA**

Physics/Math, Economics Majors Ace the LSAT; Criminal Justice, Prelaw Majors Bomb the Test

Michael Nieswiadomy (University of North Texas, Department of Economics) has posted LSAT Scores of Economics Majors: The 2008-2009 Class Update on SSRN. Here is the abstract:

Using 1994-1995 and 2002-2003 data, Nieswiadomy (1998, 2006) found that economics majors scored well on the LSAT. These results are frequently posted on university web sites by Economics and other departments. This note, which updates the prior studies using current 2007-2008 data for the 2008-2009 class of students entering law school, finds that Economics majors still perform at or near the top of all majors taking the test. Economics majors (LSAT score of 157.4) are tied for first (with Philosophy) of the 12 largest disciplines (those with more than 1,900 students entering law school). Economics is tied for second (with Philosophy/Religion (157.4)) behind Physics/Math (160.0) in a set of 29 discipline groupings that are created to yield at least 450 students with similar majors.
### TABLE 2. Average 2007-2008 LSAT Scores

<table>
<thead>
<tr>
<th>Rank</th>
<th>Major Field</th>
<th>Average score</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physics/Math</td>
<td>160.0</td>
<td>577</td>
</tr>
<tr>
<td>2</td>
<td>Economics</td>
<td>157.4</td>
<td>3,047</td>
</tr>
<tr>
<td>3</td>
<td>Philosophy/Theology</td>
<td>157.4</td>
<td>2,581</td>
</tr>
<tr>
<td>4</td>
<td>International Relations</td>
<td>156.5</td>
<td>1,520</td>
</tr>
<tr>
<td>5</td>
<td>Engineering</td>
<td>156.2</td>
<td>2,197</td>
</tr>
<tr>
<td>6</td>
<td>Government/Service</td>
<td>156.1</td>
<td>578</td>
</tr>
<tr>
<td>7</td>
<td>Chemistry</td>
<td>156.1</td>
<td>632</td>
</tr>
<tr>
<td>8</td>
<td>History</td>
<td>155.9</td>
<td>4,169</td>
</tr>
<tr>
<td>9</td>
<td>Interdisciplinary Studies</td>
<td>155.5</td>
<td>652</td>
</tr>
<tr>
<td>10</td>
<td>Foreign Languages</td>
<td>155.3</td>
<td>1,084</td>
</tr>
<tr>
<td>11</td>
<td>English</td>
<td>155.2</td>
<td>5,899</td>
</tr>
<tr>
<td>12</td>
<td>Biology/Natural Sciences</td>
<td>154.8</td>
<td>2,201</td>
</tr>
<tr>
<td>13</td>
<td>Arts</td>
<td>154.2</td>
<td>1,438</td>
</tr>
<tr>
<td>14</td>
<td>Computer Science</td>
<td>154.0</td>
<td>682</td>
</tr>
<tr>
<td>15</td>
<td>Finance</td>
<td>153.4</td>
<td>2,267</td>
</tr>
<tr>
<td>16</td>
<td>Political Science</td>
<td>153.1</td>
<td>15,181</td>
</tr>
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<td>17</td>
<td>Psychology</td>
<td>152.5</td>
<td>4,355</td>
</tr>
<tr>
<td>18</td>
<td>Liberal Arts</td>
<td>152.4</td>
<td>3,892</td>
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<tr>
<td>19</td>
<td>Anthropology/Geography</td>
<td>152.2</td>
<td>808</td>
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<td>20</td>
<td>Accounting</td>
<td>151.7</td>
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<td>21</td>
<td>Journalism</td>
<td>151.5</td>
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<tr>
<td>22</td>
<td>Sociology/Social Work</td>
<td>151.2</td>
<td>3,123</td>
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<td>23</td>
<td>Marketing</td>
<td>150.8</td>
<td>1,574</td>
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<tr>
<td>24</td>
<td>Business Management</td>
<td>149.7</td>
<td>4,629</td>
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<tr>
<td>25</td>
<td>Education</td>
<td>149.4</td>
<td>484</td>
</tr>
<tr>
<td>26</td>
<td>Business Administration</td>
<td>149.1</td>
<td>1,984</td>
</tr>
<tr>
<td>27</td>
<td>Health Professions</td>
<td>148.4</td>
<td>703</td>
</tr>
<tr>
<td>28</td>
<td>Preflaw</td>
<td>148.3</td>
<td>1,078</td>
</tr>
<tr>
<td>29</td>
<td>Criminal Justice</td>
<td>146.0</td>
<td>4,016</td>
</tr>
</tbody>
</table>

September 1, 2009 in Legal Education, Scholarship | Permalink

**TrackBack**

TrackBack URL for this entry:
http://www.typepad.com/services/trackback/6a00d8341c4eab53ef0120a592d983970c
### Average GRE Scores by Intended Graduate Major, 7/1/01-6/30/04

<table>
<thead>
<tr>
<th>Verbal Reasoning</th>
<th>Quantitative Reasoning</th>
<th>Analytical Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. PHILOSOPHY</strong></td>
<td>589</td>
<td><strong>J. PHILOSOPHY</strong></td>
</tr>
<tr>
<td>2. English Lang. &amp; Lit.</td>
<td>559</td>
<td>2. English Lang. &amp; Lit.</td>
</tr>
<tr>
<td>3. Humanities &amp; Arts – other</td>
<td>558</td>
<td>3. Arts &amp; Humanities – other</td>
</tr>
<tr>
<td>4. History</td>
<td>543</td>
<td>4. History</td>
</tr>
<tr>
<td>5. Arts – History, Theory</td>
<td>538</td>
<td>5. Political Science</td>
</tr>
<tr>
<td>6. Religion</td>
<td>538</td>
<td>6. Religion</td>
</tr>
<tr>
<td>7. Physics / Astronomy</td>
<td>534</td>
<td>7. Anthropology/Archaeology</td>
</tr>
<tr>
<td>11. Political Science</td>
<td>522</td>
<td>11. Sociology</td>
</tr>
<tr>
<td>17. Engineering – other</td>
<td>490</td>
<td>17. Psychology</td>
</tr>
<tr>
<td>20. Sociology</td>
<td>487</td>
<td>20. Agriculture</td>
</tr>
<tr>
<td>22. Engineering – Chemical</td>
<td>485</td>
<td>22. Humanities &amp; Arts – other</td>
</tr>
<tr>
<td>23. Natural Sciences – other</td>
<td>482</td>
<td>23. Political Science</td>
</tr>
<tr>
<td>26. Communications</td>
<td>470</td>
<td>26. Foreign Lang. &amp; Lit.</td>
</tr>
<tr>
<td>27. Psychology</td>
<td>470</td>
<td>27. Anthropology/Archaeology</td>
</tr>
<tr>
<td>32. Education – Curr. &amp; Instr.</td>
<td>462</td>
<td>32. Engineering – Chemical</td>
</tr>
<tr>
<td>33. Agriculture</td>
<td>461</td>
<td>33. English Lang. &amp; Lit.</td>
</tr>
<tr>
<td>35. Engineering – Civil</td>
<td>457</td>
<td>35. Public Administration</td>
</tr>
<tr>
<td>36. Public Administration</td>
<td>452</td>
<td>36. Business – Administration</td>
</tr>
</tbody>
</table>
7. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be your program plan and will be sent to your division chair to be included as part of the division plan. Complete Schedules B-F, as needed, to justify requests for additional resources.

A. Program Plan. Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B. Request for Permanent Faculty and Staff form as needed.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.

D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.
E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.

G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.

*Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.*

H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H Learning Resources/Media Materials Request form as needed.

I. Research. If the program/department needs additional data or research conducted to inform decision making or planning, complete Schedule I, Research Project Request form.
# Schedule A

## Instruction Program/Discipline Plan

### Program Name: Philosophy

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The specific activities you will implement to accomplish the objectives (e.g. implement a new course).</td>
<td></td>
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<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>1. Increase successful course completion rate.</td>
<td>1.</td>
<td>1. Find new texts, or, in the alternative, create one for Philosophy 133 and 134.</td>
<td>1. Time to devote to academic endeavors.</td>
</tr>
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<tr>
<td></td>
<td></td>
<td>2. Increase student retention.</td>
<td>2.</td>
<td>2. Implement new courses for Philosophy.</td>
<td>2. Time.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Increase enrollments, persistence and retention</td>
<td>3.</td>
<td>3. Same as #2 above.</td>
<td>3. Time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Increase diversity among faculty.</td>
<td>4.</td>
<td>4. New hires for FTE faculty and adjuncts.</td>
<td>4. Administrative approval.</td>
</tr>
<tr>
<td>1.4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Philosophy website.</td>
<td>5.</td>
<td>5. Create and publish website detailing Philosophy offerings.</td>
<td>5. $500 stipend to Philosophy instructor</td>
</tr>
<tr>
<td>3.28</td>
<td>3, 5, 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.31</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Archive Philosophy 130 (will add to CAP)</td>
<td>6.</td>
<td>6. Submit Philosophy 130 to the Curriculum Committee for archiving.</td>
<td>6. Time.</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Find new, galvanizing texts for Philosophy 133 and 134.</td>
<td>7.</td>
<td>7. FTEF will continue to explore the market or create her own materials.</td>
<td>7. Time. Stipend for creating course materials.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.
<table>
<thead>
<tr>
<th>Program Evaluation Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Accreditation &amp; External Reviews</td>
</tr>
<tr>
<td>3. Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>4. Community Outreach &amp; Articulation</td>
</tr>
<tr>
<td>5. Enrollment Trends &amp; Student Satisfaction</td>
</tr>
<tr>
<td>6. Student Success &amp; Equity</td>
</tr>
</tbody>
</table>
REQUEST FOR NEW PERMANENT FACULTY AND STAFF PROGRAM/UNIT NAME PHILOSOPHY

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. **List in priority order.** Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy Instructor</td>
<td>N</td>
<td>1.0</td>
<td>TBD</td>
</tr>
<tr>
<td>(within 5 – 10 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy Instructor</td>
<td>R</td>
<td>1.0</td>
<td>TBD</td>
</tr>
<tr>
<td>(within 10-15 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Plan is to implement new philosophy courses with current FTE faculty and adjuncts teaching them. Depending on enrollment and retention trend in these new courses coupled with trends in the current courses, hire a new FTE philosophy instructor within 5-10 years, and a replacement when the full-time instructor retires.

*N=New, R=Replacement

Submitted By: ___________________________  Approved By: ___________________________

Budget Center Manager  President/Vice President
REQUEST FOR OPERATING BUDGET AUGMENTATION

PROGRAM/UNIT NAME: PHILOSOPHY

Budget Center: 6301 - Social Sciences Activity: 150900 - Philosophy

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

1. Philosophy of Mind: Brains, Consciousness, and Thinking Machines, taught by Patrick Grim. ($254.95)
2. Great Ideas in Philosophy, 2nd Edition, taught by Daniel N. Robinson. ($624.95)
4. Story of Language, John McWhorter. ($99.95)
5. Ethics of Aristotle, taught by Father Joseph Koterski, SJ. ($19.95)
6. Science of Self, taught by Lee M. Silver. ($69.95)
8. Mathematics, Philosophy and the Real World, taught by Judith V. Grabiner. ($275)
9. Jewish Intellectual History: 16th – 20th Century, taught by Professor David B. Ruderman. ($69.95)
10. Exploring the Roots of Religion, taught by John R. Hale. ($99.95)
11. How to Listen to and Understand Great Music, taught by Professor Robert Greeneberg. ($179.95)
12. Beethoven’s Piano Sonatas, taught by Robert Greenberg ($99.95)

Items 14 – 17 can be purchased from Amazon or DVD Empire.com

14. Mindwalk with Liv Ullman. (This one is a priority.) ($19.95)
15. Eastern and Western Philosophy. Studio Kultur. ($49.95)
17. Eric Rohmer’s Six Moral Tales (The Criterion Collection). ($67.99)

Estimated cost for new materials: $2,385.00

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>54301 – DVD (Items 1 – 17 above)</td>
<td>$2,385.00</td>
<td>Student Success and Retention: Sections 5 and 6 – Our culture relates to visual modes of understanding the world. DVDs</td>
</tr>
</tbody>
</table>
provide vital information in a format that is an engaging variation from lecture/discussion mode. Cognitive studies on learning styles confirm the vital need to learn from variegated modes.

Submitted By: Budget Center Manager

Approved By: President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
PROGRAM SPECIFIC EQUIPMENT REQUEST
PROGRAM/UNIT NAME PHILosophy

Accreditation rationale: Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. List in priority order.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
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<tr>
<td>New console in Room 838.</td>
<td>$400-$500</td>
<td>Minimal.</td>
<td>Current one is malfunctioning.</td>
</tr>
<tr>
<td>(Pixie Pro) or (Similar to the one that is currently in use.)</td>
<td>$2,000 - $3,000</td>
<td>Minimal.</td>
<td></td>
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</tbody>
</table>

If Pixie Pro compromises the sound quality in Room 838, then we need to purchase the more expensive, high-quality system because at NVC we instill the students with the value of quality endeavors, so we need to reflect and practice what we preach. In a practical sense, good sound quality is essential for good learning. Pixie Pro in other classrooms does not deliver the quality sound needed in philosophy. We cover a section in the Aesthetics, arguing for the existence of, and necessity of, objective quality in all aesthetic delivery systems, including sound. It would be highly ironic to use a compromised system after learning about objective quality in art.

B. Non-instructional None.

Submitted By:  
Approved By:  

________________________  __________________________
Budget Center Manager President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
TECHNOLOGY REQUEST
PROGRAM/UNIT NAME PHILOSOPHY

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

N/A for Philosophy.

Cost estimates will be provided for priority projects only.

Submitted By:  
Approved By:

Budget Center Manager  
President/Vice President

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST
PROGRAM/UNIT NAME PHILOSOPHY

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Small project include remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $20,000.

Larger scale projects include construction and renovation projects costing more than $20,000.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

Describe Small Project(s) under $20,000

Describe Large Project(s) over $20,000

None for Philosophy.

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________ Approved By: ___________________________

Budget Center Manager President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS
PROGRAM/UNIT NAME  PHILOSOPHY

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?

   Conferences offered by the American Philosophical Association and other academic organizations to stay current with philosophical topics. Specific training in current topics. (One attendee.)

2. What pedagogical training needs have been identified in your program review?

   None.

3. What types of technology does your program use? What technology training needs have you identified?

   FTE faculty member needs to learn to create an appealing website for philosophy. TLC will assist her, or she can attend off-campus workshops that offer training in computer skills. (One attendee.)

4. What are the leading publications specific to your discipline and/or program?

   In order of preference for purchasing:
   1.) American Philosophical Newsletter
   2.) American Philosophical Quarterly
   3.) Philosophy in Review
   4.) Philosophical Quarterly
   5.) Journal of Applied Philosophy
   6.) Linguistics and Philosophy
   7.) Mind and Language
   8.) American Journal of Bioethics

Submitted By:  

Approved By:  

Budget Center Manager  

President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
LEARNING RESOURCES/MEDIA MATERIALS REQUEST
PROGRAM/UNIT NAME  PHILOSOPHY

Books including Reference:

Number of titles to add: __8___

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

Recommendations/comments in order of preference and need:

1. **The Nag Hammadi Codices** (all)  ($600)
4. **Jurisprudence, Text and Readings on the Philosophy of Law** (American Casebook Series), by George C. Christie and Patrick H. Martin. ($151)
5. **Ghosts, Metaphor and History in Toni Morrison’s Beloved and in Gabriel Garcia Marquez’s One Hundred Years of Solitude**, by Daniel Erickson. ($85)

Estimated cost for new materials: $900

Periodical Titles: (Newspapers, Journals, Magazines)

Number of titles to add: ___3 - 4___

Recommendations/comments: Please see Schedule G, item 4 for recommended titles in order of preference.

Estimated cost for new materials: $500

Electronic Databases and Indexes:

Number of databases to add: _______

Recommendations/comments:

Estimated cost for new materials: None.
**Media Collection** (closed captioned or DVD):

Number of titles to add: ______

Recommendations/comments: DVDs in order of preference and need:

Items 1 – 9 can be purchased from THE TEACHING COMPANY:

<table>
<thead>
<tr>
<th>Item</th>
<th>Title</th>
<th>Instructor</th>
<th>Publisher</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Philosophy of Mind: Brains, Consciousness, and Thinking Machines, taught by Patrick Grim.</td>
<td></td>
<td></td>
<td>($254.95)</td>
</tr>
<tr>
<td>2.</td>
<td>Ethics of Aristotle, taught by Father Joseph Koterski, SJ.</td>
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<td>4.</td>
<td>Jewish Intellectual History: 16th – 20th Century, taught by Professor David B. Ruderman.</td>
<td></td>
<td></td>
<td>($69.95)</td>
</tr>
<tr>
<td>5.</td>
<td>Exploring the Roots of Religion, taught by John R. Hale.</td>
<td></td>
<td></td>
<td>($99.95)</td>
</tr>
<tr>
<td>6.</td>
<td>How to Listen to and Understand Great Music, taught by Professor Robert Greengberg.</td>
<td></td>
<td></td>
<td>($179.95)</td>
</tr>
<tr>
<td>7.</td>
<td>Beethoven’s Piano Sonatas, taught by Robert Greenberg</td>
<td></td>
<td></td>
<td>($99.95)</td>
</tr>
</tbody>
</table>

Items 10 – 12 can be purchased from Amazon or DVD Empire.com

<table>
<thead>
<tr>
<th>Item</th>
<th>Title</th>
<th>Publisher</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Mindwalk with Liv Ullman.</td>
<td></td>
<td>($19.95)</td>
</tr>
<tr>
<td>10.</td>
<td>Eastern and Western Philosophy.</td>
<td></td>
<td>($49.95)</td>
</tr>
<tr>
<td>11.</td>
<td>Total Eclipse with Leonardo DiCaprio.</td>
<td></td>
<td>($24.98)</td>
</tr>
<tr>
<td>12.</td>
<td>Eric Rohmer’s Six Moral Tales (The Criterion Collection).</td>
<td></td>
<td>($67.99)</td>
</tr>
</tbody>
</table>

Estimated cost for new materials: $1,860.00

Are library/learning resource service hours adequate for this course/program? Yes _X_ No __

Is the quantity of materials sufficient for students within needed time frame? Yes ___ No _X_

Will library/learning resources assignments be used in your course? Yes ___ No _X_

Will this course/program require the assistance of library faculty for orientations or other information competency instruction? Yes ___ No _X_

I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center. _X__ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
Accreditation references:

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. (Standard I.B.3)

The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions. (Standard IV.B.2.b)

If a need for research or interest in a research project is identified through the Program Evaluation & Planning (PEP) process, please complete this form. If you have any questions, contact the Office of Institutional Research for assistance.

List research projects/requests in priority order.
Provide the following information about each project/request:

**FIRST PRIORITY PROJECT**

- **Project Description**
  Keep a running record of how many philosophy students enter a four-year institution to major in philosophy and a running record of their subsequent career choices. Do the same for all graduating students of NVC to track the success record of each of our students.

- **Purpose of Project**
  Purpose is to keep in touch with alumni of NVC and to gather information on the efficacy of our teaching in each discipline. This kind of study seems to be more efficacious than the usual faculty evaluation process. We could identify areas needing improvement in teaching to facilitate the strategic goal below.

- **Link between Project and NVC’s Strategic Goals**
  This project will support Strategic Goal to Increase Student Success, particularly numbers 1.3 – Increase number of transfers to four-year colleges and universities.

- **Question(s) Project Is Intended to Answer**
  1. How many philosophy students enter a four-year institution of higher learning?
  2. What is the success rate of our philosophy students at the four-year institution?
  3. What careers do our philosophy students successfully obtain?
4. All of the above questions applied to all graduating students at NVC.
5. Any other pertinent questions posed by Dr. Wornall.

- **Potential Changes to Current Practice that Will Result from Research Findings**
  1. Change in delivery of instruction.
  2. Change in limit on number of students NVC will enroll in each philosophy class.
  3. Additional courses implemented to support higher transfer and subsequent success rate.
- **Relevant Page(s)/section(s) of PEP Report Identifying Need for Research**
  Sections 5 and 6 of Philosophy PEP Report.

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**SECOND PRIORITY PROJECT**

- **Project Description**
  Coordinate with the Office of Institutional Research and Scheduling Office to identify the statistically relevant factors regarding load and productivity in order to justify hiring a new FTEF philosophy instructor.

- **Purpose of Project**
  While current data show WSCH to FTEF is financially effective for NVC, this study will determine the financial efficacy of increasing FTEF if WSCH remains the same. This scenario may decrease the number of students in each philosophy class thereby providing smaller ratios of student to teacher and greater opportunity for more effective learning. The study may show that with a new FTEF member, the savings on not needing any adjuncts would be advantageous. Optimal learning in each class is the goal. Every educator knows that smaller class size yields better learning outcomes.

- **Link between Project and NVC’s Strategic Goals**
  Strategic Goals 3, 5 and 6.

- **Question(s) Project Is Intended to Answer**
  1. If WSCH remains at or near 17.5 level, could NVC justify hiring a new FTEF member?
  2. If answer to above is “NO”, then what would be the target WSCH?
  3. How many new courses in Philosophy would raise the needed WSCH?

- **Potential Changes to Current Practice that Will Result from Research Findings**
  Expanded philosophy curriculum, potentially smaller class size, better scheduling coordination within Philosophy Department, potentially higher WSCH with the expanded course offerings.

- **Relevant Page(s)/Section(s) of PEP Report Identifying Need for Research**
  Section 5.B.

Submitted By: ___________________________  Approved By: ___________________________

Budget Center Manager President/Vice President
Program Evaluation Summary

Program: PHILOSOPHY

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review) FTE Instructor won NEH Fellowship and a Ford Foundation Fellowship; created Philosophy 133 and 134; hired new adjuncts; sent many students on to UC Berkeley and other places of higher learning as successful Philosophy majors; helped set up the Philosophy Club. Two new courses have been introduced since the last program review (Philosophy 133 and 134). The Philosophy Department and Humanities Department have collaborated to offer a new degree in Humanities and Philosophy. Philosophy statistics on enrollment and retention trends showed no adverse impact on any ethnic, gender or religious group. Retention in philosophy courses is remarkable.

Strengths (unique characteristics, special capacities): Historically, philosophy is the provenance of all of our current disciplines. It provides the epistemological and methodological justification for all disciplines. In addition, philosophy provides students with the tools to live a meaningful existence offering them the “Good Life.” Philosophy is unique in that it does not require a great deal of technological equipment beyond access to the internet for podcasts, equipment to show films and a microphone. Philosophy requires low overhead, yet generates a higher student population in each class than the average class at NVC. Philosophy is among the top majors that provide the mental training for scoring highest in graduate school entrance exams such as the LSAT, MCAT, GRE, etc. (Please see attachments in Section 6.) According to Newsweek Magazine, Philosophy/Humanities majors show the highest mental acuity and flexibility to learn any profession. (Google Newsweek archives.) Employers seek out philosophy majors because they characteristically demonstrate this mental agility, which aids in the training of new employees. This special capacity alone lends justification for expanding and promoting the Philosophy Program at NVC.

Challenges (concerns, difficulties, areas for improvement.) The FTE instructor is currently on Willie Brown leave, where she is teaching an 80% load. Her aspiration is to create several more philosophy courses for NVC so that students have the full complement of the equivalent of university offerings at the lower-division level. Currently, NVC offers all the necessary foundational courses, which inspire students to major in philosophy (Philosophy 120, 121, 125), but lacks the fuller complement of courses offered in lower division programs such as Philosophy of the Self, Existentialism, Philosophy of Political Science, etc. The FTE instructor plans to create new courses while on the Willie Brown leave, and then go back to full-time teaching to launch all of the new courses and to make sure the program is coordinated. Lastly, she will request that NVC hire a new FTE to replace her in about 10 – 15 years. The enrollment numbers may justify hiring another FTE before that time. We need a new console in Room 838. It has been malfunctioning for nearly a year and is a constant source of frustration.
Briefly describe the process used to complete the PEP.

The FTE instructor collaborated with Dr. Robyn Wornall, Debbie Saunders and the adjunct faculty to complete PEP. We followed the NVC procedures dictated by the process.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the V.P. (Instruction or Student Services) or President with a copy to the Office of Research, Planning and Development for the verification phase.

**Program Evaluation Chair Signature:** ______________________________

**Division Chair/Supervisor Signature:** ______________________________

**Date:** _______________________________________________________

### Verification Phase

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified, it is forwarded to the appropriate Vice President or President (for administrative services).

**Verified on:** ________________________________________________

**Verification Committee Signatures:** ______________________________

### Acknowledgement Phase

The Vice President/President reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to (1) base discussions and decision making on data and evaluation provided by program evaluation; (2) inform program planning; and (3) advocate for program needs.

**Vice President/President** ______________________________

**Date Letter Sent:** ____________________________________________

**Recommend review in 2 years:** Yes No
# STUDENT LEARNING OUTCOME (SLO) MATRIX

## PHILOSOPHY PROGRAM

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
<th>SLO #6</th>
<th>SLO #7</th>
<th>SLO #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse Ethno-Cultural Groups and American Society</td>
<td>X</td>
<td>X</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>PHIL 121</td>
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<td>PHIL 126</td>
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<td>PHIL 134</td>
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</table>

**NOTE:** Philosophy 199 (Independent Study) and Philosophy 298 (Selected Topics) are not included in this matrix because of the variable nature of these courses.
### INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

### CURRICULUM ACTION PLAN

**PROGRAM: PHILOSOPHY**

**PROGRAM FACULTY:** Dr. Sharon Gocke

**DATE:** MARCH 5, 2009

---

1. **COURSE REVIEW LIST AND TIMELINE**

   A. **COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS: DUE BY THE END OF SPRING 2009**

   The following courses have been revised within the last five (5) years and/or do NOT require substantive changes to remain current. (None. Not applicable.)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
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</table>

**PLAN FOR COMPLETION OF NON-SUBSTANTIVE REVISIONS / COURSE REVIEW:**

Not applicable.
B. **COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2009**

The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, or conditions on enrollment.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
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<tbody>
<tr>
<td>Philosophy 120</td>
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<td>Philosophy 121</td>
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<td>Philosophy 125</td>
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<td>Philosophy 134</td>
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<td>Philosophy 199</td>
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<tr>
<td>Philosophy 298</td>
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</tbody>
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**PLAN FOR COMPLETION OF SUBSTANTIVE REVISIONS:**

The philosophy instructor will revise each of the above courses in the summer of 2009 and submit the revisions for curriculum review and approval in the fall of 2009.
The following courses or course numbers are no longer relevant to our program. Those listed as Obsolete are outdated course numbers that correspond to currently offered courses. Those listed as Archive are courses that are no longer offered and which will be moved to Archived status. All requests for course archiving must be entered into WebCMS and approved through the regular curriculum process. (NONE.)

<table>
<thead>
<tr>
<th>COURSE NUMBER:</th>
<th>COURSE NUMBER:</th>
<th>COURSE NUMBER:</th>
<th>COURSE NUMBER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBSOLETE</td>
<td>OBSOLETE</td>
<td>ARCHIVE</td>
<td>ARCHIVE</td>
</tr>
</tbody>
</table>

**TIMELINE FOR COMPLETION OF COURSE ARCHIVING**
NEW COURSES

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>PROPOSED UNITS/HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None at this time</td>
<td></td>
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</table>

PLAN FOR SUBMISSION AND IMPLEMENTATION OF NEW COURSES

Not applicable.

2. COURSE-LEVEL STUDENT LEARNING OUTCOMES

The philosophy program and course-level student learning outcome matrix is complete. The full-time philosophy instructor will enter the course-level outcomes into the WebCMS archive for every Philosophy course by Fall 2009.

3. DEGREE OR CERTIFICATE REVISION TIMELINE

Not applicable.