

Instructional Program Review Template

PHILOSOPHY

Indicate if AA; AS; AA-T; AS-T; Certificate

Program Name: Associate of Arts for Transfer, Philosophy

Submitter: Andrew Rehfeld

I. Program Description

In this section, programs will answer the questions “Who are we? What do we do?” The purpose of this section is to orient the reader/ reviewer to the program and provide context to the program review. This section should be kept short, a few paragraphs at the most, and include the following:

Mission/Vision

Students completing an Associate of Arts in Philosophy for Transfer degree will fulfill general education requirements for Psychology to be prepared to transfer into the CSU system.

Description – short description only

The Associate of Arts Philosophy degree for Transfer (AA-T) prepares the student to transfer to the CSUs as a junior to further their studies of Philosophy. This degree concentrates on providing students with knowledge of the primary methodologies and practices relevant to philosophy. As a practice, philosophy is concerned with the establishment and exploration of fundamental questions about human beings, the world they live in, and how to make good decisions. The practical skills learned in philosophy include the construction and critical evaluation of logical arguments, critical thinking skills, detailed analysis, problem solving, interpersonal relations, formulating new solutions, ethical reasoning, and a historical understanding of western thought. These skills are foundational for preparation for a number of careers including medicine, law, business, and education. Furthermore, a philosophy major not only provides a foundation for general career education, it is the foundation of creating good people that are active and concerned citizens.

Alignment to/ support of BCC Strategic Goal

The Philosophy program teaches expertise in various forms of communication, critical thinking skills, and cultural awareness—all of which help produce graduates with marketable skills in the workplace.

II. Program Effectiveness

In this section, programs will answer the question “How is the program doing?” by reviewing and analyzing data. The purpose of this section is to evaluate the program holistically in terms of fostering student success, helping students reach their goals, and furthering the mission of BCC.

Programs will be provided with data on Students, Courses, Program, and Faculty. For each item below, review the data provided. Look for trendlines, outliers, etc., and provide a short analysis (2-3 sentences) for each. If data are not available (i.e., student satisfaction surveys),

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indicate that on the form. For Program Learning Outcomes Assessment data, review the eLumen Report and summarize findings in the PLO section below.

Course Data and Analysis

Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Traditional courses had the highest success rate Pre-COVID, though online success rates increased during the COVID era when all courses were online. Since the sample sizes are pretty small and only from 2019-2020, scheduling time doesn't seem to have a significant correlation with success, though the evening courses seem to do a bit worse. Success rates don't show much difference between part-time and full-time faculty.

Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

There doesn't seem to be much difference in retention among different modalities; because of COVID, the sample for traditional courses is too small to make a meaningful comparison. However, retention rates for "day" scheduled courses is a quite a bit higher than the other times, though the sample size is too small. Retention rates are slightly higher among full-time, though I wouldn't consider this statistically significant.

Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Pre-COVID, approximately 6 times as many courses were taught online, as opposed to traditional. Traditional courses are fairly evenly scheduled at different times in the day. And about 2/3 of the sections are taught by full-time faculty.

Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Pre-COVID, online enrollment was about ten times as high as traditional. Overall, 2021-2022 enrollment is half of what it was in 2019-2020, but 2020-2021 was essentially the same as 2019-2020. I'm not quite sure how to explain the decline in a single year, since both school years were during COVID. I think this might have to do with the types humanities courses that were offered, starting in 2021-2022. Daytime classes had much higher enrollment in the past.

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Part-time faculty enrollment was previously about twice as high as full-time, but the numbers were close in 2021-2022.

Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Online enrollment is about 25% higher than traditional enrollment, though online enrollment has dipped since COVID. Evening courses have the highest enrollment for traditional courses. Full-time and part-time faculty have roughly the same numbers for class size.

Student Equity Data

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?

White, Asian, and Hispanic students have roughly the same success rates. Multiethnic, black and pacific islanders have lower success rates. There are no obvious gender differences in success rates. Age groups don't show significant differences in success, though 19 and under might be an outlier for higher success rates, since I assume these are high achieving students and possibly high schoolers. Philosophy and the humanities disciplines are actively working with student success and tutoring to help students achieve their goals.

Efficiency: WSCH, FTES

As a whole, efficiency is below targets. Targets are 525 and 17.5. Data is 425.3 and 14.3. Among disciplines within the program, HUMA is most efficient.

Curriculum – Course Outline of Record

As part of the curriculum reset, new CORs were submitted for every course in the program within the past few years. Several new courses have been submitted among the PHIL and HUMA disciplines, and the PHIL ADT was created in 2020.

Overall Observation of Data on Courses

This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture." There was a previous program review in 2015, but that was before the program even existed. The degree was created in 2020, so this is the first real program review for philosophy. There are many new philosophy and humanities courses which are being offered for the first time, which has contributed to enrollment declines. Further, there was some good momentum in enrollment before COVID that disappeared once the pandemic hit. However, we are optimistic about the future of the program as it is now in a position to strategize and begin to grow.

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Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1. Analyze critically and creatively the work of major figures in philosophy.	More than 80% of students meet or exceed expectations in PHIL and HIST disciplines. The number is slightly lower in HUMA courses.	Results are better in PHIL courses, but that is because these courses directly relate to the PLOs. HUMA and HIST are not as applicable.
2. Express philosophical ideas and defend them effectively in argument, both in writing and orally	More than 80% of students meet or exceed expectations in PHIL and HIST disciplines. The number is slightly lower in HUMA courses.	Results are better in PHIL courses, but that is because these courses directly relate to the PLOs. HUMA and HIST are not as applicable.
3. Demonstrate a basic understanding of methods of philosophy.	More than 80% of students meet or exceed expectations in PHIL and HIST disciplines. The number is slightly lower in HUMA courses.	Results are better in PHIL courses, but that is because these courses directly relate to the PLOs. HUMA and HIST are not as applicable.
4. Evaluate the most important topics in a range of areas which are typically regarded as lying at the center of contemporary philosophical thought, including ethics, logic, metaphysics, theory of knowledge, religion, aesthetics, political philosophy, Asian philosophy, or feminist philosophy.	More than 80% of students meet or exceed expectations in PHIL and HIST disciplines. The number is slightly lower in HUMA courses.	Results are better in PHIL courses, but that is because these courses directly relate to the PLOs. HUMA and HIST are not as applicable.

Program Data and Analysis

Demographics

Philosophy students are evenly distributed among the age groups, and the ethnic demographics are consistent with the Barstow College community at large.

Award Count

As a new program, there have been no graduates of the philosophy program, yet.

Student Equity Data

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?

Since there are no graduates, this there is no data on this.

Student or Program Satisfaction Survey Results

N/A

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CTE-specific data

- CTE Advisory Boards
- Labor Market data
- Program Viability

N/A

Comparative data (compared to BCC and/or compared to other programs)

N/A

Overall Observation of Data on Program

This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture.”

N/A

Guided Pathways and Response

List the other programs that are part of your Guided Pathway

PHIL, HUMA, HIST, ENGL, POLI

Provide a summary of the collaboration with other programs in the pathway.

Examples: meetings, projects, etc.

Collaboration has been in the form of meetings and open discussions between the disciplines. The disciplines coordinate to provide the appropriate schedule and path to completion. PHIL and HUMA coordinate to provide a consistent curriculum and cross-discipline application. The same instructors teach multiple disciplines, which helps bring courses together.

Faculty/ Program Staff Data and Analysis

Faculty Load (FTEF)

There 3 full-time faculty across the disciplines required in the philosophy degree. Per discipline, the umbers are:

PHIL: 1

HUMA: 3

HIST: 0

FT/PT Faculty Ratio

HUMA: 3:2

HIST: 3:0 (Rehfeld has history equivalency, but he hasn't taught any courses in the discipline, yet)

PHIL: 2:1

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Faculty Professional Development

Philosophy faculty continue to engage in professional development, including various types of collaborative training, such as faculty retreats, online teaching conferences, access training, disability training, diversity training, and bias training. Philosophy faculty have also furthered formal education in earning additional degrees or taking courses.

Program Staffing and Support

Since the last program review, there have been new full-time and part-time faculty hired. We now have a full-time HUMA/PHIL instructor, which hadn't been staffed in many years (Rehfeld). Rehfeld has also There are also two other full-time instructors who teach HUMA. PHIL part-time faculty have expanded in their capabilities and modes of instruction.

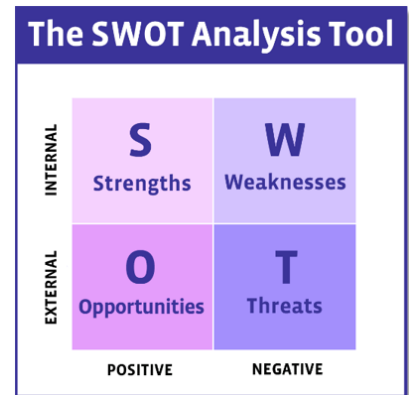
Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

We have full-time faculty covering all disciplines within the program, which is important for collaboration and advancing the program. Several full-time instructors are able to teach multiple disciplines, which creates additional value for this program, since this help create more collaboration and cohesion between the disciplines.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Diverse faculty Online/Traditional flexibility Consistent offerings at Ft Irwin (not provided in data) High percentage of full-time faculty Variety of course offerings Faculty who teach several disciplines Small class sizes	WEAKNESSES Efficiency rates are below targets for several disciplines Low enrollment in the past couple years Not enough offerings at Ft Irwin

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External	OPPORTUNITIES Connect with Barstow High Revamp DHWC	THREATS COVID: Enrollment has dropped Success has dropped BCC overall enrollment has dropped Irwin courses not available
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III. Program Goals

In this section, programs will answer the question “How can we improve? What do we need to meet our goals?” The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Program Goals** to maintain or enhance program strengths, or to address identified weaknesses.
 - Cite evidence from assessment data and/or other student achievement data, course, faculty, etc.
- Indicate how each Goal is **Aligned** with the College’s [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.
- Develop **Outcome** statements and appropriate measures for each objective.

GOAL #1

Increase enrollment and efficiency

Objective 1

Connect with Barstow High

Actions, Tasks

Faculty to reach out to instructors at the high school to schedule in-class presentations on the merits of Barstow college

Distribute materials to students

Provide BCC success stories

Outcomes, Measures, Assessment

Increase the number of Barstow High graduates who attend Barstow college by 20% by next program review

Objective 2

Connect with counseling

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Actions, Tasks

Present to counselors on the importance of philosophy

Outcomes, Measures, Assessment

Measure the students referred to philosophy courses by counselors

Objective 3

More Ft Irwin courses

Actions, Tasks

Increase the number of courses offered at Ft Irwin in the Humanities disciplines

Outcomes, Measures, Assessment

Increase Ft Irwin offerings by 30% and expect to increase enrollment at Ft Irwin by 30%

Objective 4

Expand course offerings

Actions, Tasks

Create new courses, such as philosophy of cultural diversity and philosophy of religion

Outcomes, Measures, Assessment

At least two new philosophy courses should have been scheduled by next program review

Objective 5

Revise course offerings

Actions, Tasks

Revise the existing HUMA courses to increase enrollment and cross-discipline application with philosophy

Outcomes, Measures, Assessment

At least two existing HUMA courses should be revised by next program review. A measurable increase in enrollment should be seen, too

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Build Community

Ignite a Culture of Learning and Innovation

Innovate to Achieve Equitable Student Success

Achieve Sustainable Excellence in all Operations

IV. Resource Requests:

What does the program need to meet its goals and objectives?

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Programs can submit their requests for resources by utilizing the Resource Request Form. Requests should be evidence-based and tied to goals and objectives stated above.

This form may also be updated and submitted in Years Two and Three if needed.
