**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: PHILOSOPHY

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

**Describe how the program supports the Bakersfield College Mission**:

Philosophy has always been and continues to be one of the strongest traditional liberal arts majors in higher education. Some students major in Philosophy as a precursor to graduate work and academic careers, teaching and doing research in Philosophy, Education, and other fields. Philosophy’s emphasis on critical thinking, theories of knowledge, value and reality, truth, rational argument and proof make it an excellent pre-professional undergraduate major (e.g., for law, theology, medicine, business, computer science) or minor (e.g., for the natural, physical and social science and humanities majors). Philosophy is consistently among the top three pre-law majors, as indicated by philosophy majors’ average performance on the LSAT, which largely determines their placement into Law Schools.

The Philosophy Department—its description and mission—are very in line with the mission of our institution as stated: “Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer...” With a deliberately diverse and integrated curriculum, the philosophy department is in a unique position to provide opportunities to each prong of the three-pronged institutional mission of baccalaureate degrees, CTE, and transfer/general education. Moreover, however, we are committed to providing educational opportunities for basic skills.

Having completed and received state approval for our A.A.T. philosophy degree, we are aligned with SB1440 and the more recent SB440 bill to facilitate the rates of student transfers, a key mission of Bakersfield College. Not a single course is taught in our department that is not transferable to both CSUs and UCs. We are committed to upholding the transferability of our course to increase transfer rates from our institution to four-year institutions.

Our department was one of only three other departments to create and develop a baccalaureate upper-division course in ethics of engineering and technology. We are committed to helping our institution develop and maintain the integrity of its first baccalaureate degree ever offered at the institution.

With regard to career and technical education, we have created and supported relationships with and course curriculum for the nursing department. Our Phil B12 is consistently promoted by the nursing department and has become a prerequisite course for nursing students entering into the nursing program. With a view toward student success and student workforce preparedness, we are in the process of establishing dialogues with STEM related disciplines to identify synergistic courses such as a building a writing for engineers course or build said course into one of our existing critical thinking courses. From these conversations, our department agreed to reduce our Advanced Critical Thinking course (Phil B9) from 4 to 3 units to support science transfer majors complete their general education requirements within the 60 unit maximum. Thus, we believe that creating strategic partnerships between philosophy and other departments is one of the strengths of our department. In particular, the relationships between philosophy and other disciplines would not only create economies of scale but would in effect provide more opportunities for other majors to develop academic writing and critical

Finally, with regard to basic skills, none of our courses have prerequisites, save for Phil B9, and, we serve basic students directly in our courses. BC’s philosophy department provides explicit, focused, and targeted instruction on the basic skills of reading, writing, and critical thinking. Our advantage is that we provide content that is both accessible but highly critical and, based on student and faculty testimonies, inspires students to discover reasons to write, read and think better. All of our courses are writing and reading intensive courses and many students find the value and motivation in addition to developing the requisite skills needed for collegiate level courses to persist in their academic journey.

**Program Mission Statement**:

The mission of BC’s Philosophy Department is to promote student learning and success by providing quality instruction and services to majors and general education, transfer and vocational students, emphasizing critical thinking, reading, and writing in the areas of philosophy and religion.

**II. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. Complete Transfer degree in philosophy | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_S2015\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | All are courses are now CID approved and our A.A.T. has been accepted by the state. |
| 2. Assess two program PLOs | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_ S2015\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) |  |
| 3. Assess at least one course level SLOs for every course offered this year. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_S2015\_\_\_\_ (Date) | We completed our goal of assessing at least one course level SLO for last year. |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 1. Create a social media presence for our philosophy program. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Create social media page to share and advertise our program’s activities and program course offerings. |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 1. Develop new curricula for the following: B.C.’s new Bachelor’s Degree in Industrial Technology, A.A.T. Degree in Philosophy, and online instruction to help create an online pathway for students to obtain their A.A.T. in our program. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Create upper division opportunities for our students, help create a seamless transfer pathway for transfers, and generate new additional digital pathways to obtaining a degree and transfer. |
| 1. Review and clean up course descriptions and update SLOs for appropriate course. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement |  |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

No significant changes have occurred in our student demographics areas since last year’s comprehensive review. With regard to gender and age, there have been no significant changes (f/m: 60/40; 20-29 still our highest age served at 58%). That being said, there has been a significant switch over the four years between Hispanic/Latino and White ethnicities. In 2008-09, the ratio was 44%/35%, whereas last year, the ratio of Hispanic to White was 66%/22%. Whites ethnicity decreased by 3% since last year. We now serve the prominent ethnicity of Hispanics. We have seen a steady African American group (5% in 2009-10 to 3% in 2013-14).

1. Changes in enrollment (headcount, sections, course enrollment and productivity).  
   In comparing 2011-12 headcount, sections, and student/section to 2014-15 years, one recognizes that the total number of sections has remained the relatively the same, hovering around 80, but this is significantly down from our 2010-2011 year in which we offered 88 sections. While operating with two less faculty members last year, we saw a decrease in the total unduplicated headcount from 3185 to 2968 (-7%). We saw an decrease of 2 from 44 students/section to 42 students/section. Our department remains committed to ensuring that students find our courses accessible. That being said, our productivity has always remained significantly higher than the collegewide productivity numbers with a ratio of 19.7 (down from 20.3 last year) for philosophy and 17.3 for the campus (notice this decreased from 17.5). Thus, while we were for the second year in a row without two full-time faculty, the philosophy department only saw a slight .6% dip in productivity levels from last year and only a .4% dip from levels in 2012-13 when we had seven full-time faculty members.
2. Success and retention for face-to-face, as well as online/distance courses.  
   Given the degree of critical thinking, reading, and writing involved in our courses, we would expect that we would be slightly below collegewide retention and success rates. As it turns out, we are very close when comparing F-t-F numbers. In our subject area, we have 86% retention rates compared to the collegewide 87% rates for F-t-F courses. Our 69%% success rates, 2% higher than last years, are still comparable to the 70% success rates for F-t-F collegewide. As for our online sections, we saw a significant drop in distance education retention and success rates from 77% to 60% and 59% to 42% respectively. The two variables that might have influenced this change was 1) a new campus policy of combining two sections of 40 students into a double course that seats 100 students and 2) we had a faculty member who was experimenting with a new grading methodology. Perhaps creating one large section online of 100 students instead of keeping the two sections of 40 students, which adds 20 extra students into the course, might be a policy worth revisiting.
3. Changes in the achievement gap and disproportionate impact (Equity).  
   Given that the data provided is a summary of years from 2010-2015, the challenge is to see where the data shows increase or decrease impact points. That said, overall, most of our achievement gaps are consistent with the colleges, save for only three groups. The three groups are 30-39 year olds, 40 & older, and American Indian. We actually exceed the college average in the area of African American.
4. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

We are proud to highlight the data point that our majors have increased from 37 to 47 within that last year, an increase of 10!

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.   
     
   Last year was our first year assessing SLOs effectively and as such represent for us our first set of data points. We plan on completing another year of SLO assessment for the same courses to provide for us an opportunity for comparison. We do not believe any drastic changes should be made until one has a clear picture of the data points. Two years of assessment results can help us maintain the integrity of our findings and help us make prudent, instead of rash, decisions.   
   * How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.  
       
     Last year was our first year assessing SLOs effectively and as such represent for us our first set of data points. We plan on completing another year of SLO assessment for the same courses to provide for us an opportunity for comparison. We do not believe any drastic changes should be made until one has a clear picture of the data points. Two years of assessment results can help us maintain the integrity of our findings and help us make prudent, instead of rash, decisions.
2. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
3. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.  
     
   In combining questions C and D, the philosophy department is quite deliberate in ensuring each of the student learning outcomes for each course aligns with our program learning outcomes and institutional learning outcomes. To show this, we created a chart of sorts:

How to understand our chart: each of the our course level SLOs will have in parenthesis the corresponding ILOs and PLOs. This makes it very clear as to which SLO aligns with both program and institutional level outcomes.

INSTITUTIONAL PROGRAM

Institutional Level Outcomes (ILOs)

1. Think critically and evaluate sources and information for validity and usefulness.
2. Communicate effectively in both written and oral forms.
3. Demonstrate competency in a field of knowledge or with job-related skills.
4. Engage productivity in all levels of society – interpersonal, community, the state and nation, and the world.

PHILOSOPHY PROGRAM

Program Level Outcomes (PLOs)

1. Explicate and evaluate arguments.
2. Explain major philosophical or religious ideas.   
   3. Defend personal positions on important philosophical issues.   
   4. Demonstrate clear writing and speaking about philosophical or religious ideas.

Course Level or Student Learning Outcomes (SLOs)

Phil B6a:

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1.Read, analyze and evaluate philosophical texts **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 4)**

2. Distinguish between major philosophical positions and explain the way these positions

Interrelate **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

3.Identify and explain, in writing, a specific philosophical problem or issue **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B7:

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1.       Demonstrate the ability to distinguish, evaluate and criticize an argument: a.

Identify conclusion and premise(s) b. Distinguish whether the argument is deductive or

inductive c. Apply the appropriate criteria of evaluation as to the argument is valid/sound (deductive) or strong/cogent (inductive) **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 4)**

2.       Identify and demonstrate the validity of a deductive argument using 4 of the following 5

methods: a. Substitution Method b. Venn Diagrams c. Mood-Figure d. Truth Tables e.

Natural Deduction e. natural deduction **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 4)**

       3. Critique the strength of a inductive argument using 3 or more of the following methods:

a. argument from analogy b. counter-example c. causal inference d. generalization e.

identification and evaluation of informal fallacies **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 4)**

4.       Analyze and evaluate an argumentative essay in respect to: a. strength/authority of

evidence b. perspective/view point c. underlying assumptions/bias d. fairness/balance

**(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B9  
STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Summarize an argumentative essay, noting its main and supporting points.

Outline the argument presented in an essay, showing how the supporting points

contribute to the main point. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

2. Synthesize various arguments presented in essays on a single topic, comparing and

contrasting the main points. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

3. Analyze and evaluate an essay’s arguments with respect to: 1. clarity of key terms 2.

emotive value of language 3. informal fallacies 4. underlying assumptions and values 5.

validity, soundness, and strength of arguments **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

4. Write an argument which does the following, as appropriate: 1. clearly states the main

point 2. supports the main point with clearly stated reasons 3. uses credible sources and

documents them 4. remains relevant to the main point 5. considers alternative

viewpoints and presents them fairly 6. withholds judgment when reasons are insufficient

7. seeks as much precision as the subject permits 8. clarifies key terms 9. avoids

unnecessary emotional appeals 10. attempts a resolution of the issue 11. includes the

opponents as members of the audience and is sensitive to their feelings and beliefs. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

5.Demonstrate an understanding of and sensitivity to the perspectives of women and

members of minority groups as those perspectives pertain to the issues under discussion. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B10  
STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to  
1.Describe their ideas verbally and in writing. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

2. Evaluate the importance of, primary philosophical text. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

3. Analyze, assess, and construct arguments. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

4. Analyze ethical issues like the nature of goodness and the sort of life that is worth living. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B12  
STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1.       Explicate, evaluate and analyze the central views of traditional ethical theorios and

principles such as those representative of utilitarianism, Kantian ethics (deontological

theories), virtue ethics, and religious natural law. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

2.       Define the nature of controversial issues concerning living and dying; such as, physician

assisted suicide, euthanasia, suicide, abortion, informed consent, adolescent patient's

rights, withholding treatment on religious grounds, medical ethics in wartime conditions,

medical ethics in disaster conditions, intensity of care, advance directives, and sanctity

of life versus quality of life decisions. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

3.       Explicate the emotional/psychological and the philosophical/spiritual aspects of dying as

developed in such works as Tolstoy's "The Death of Ivan Ilych," and On Death and Dying

by Elisabeth Kubler-Ross. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

4.       Communicate their ideas more effectively verbally and in written form. Students

demonstrate this through their abilty to express basic philosophical concepts and

definitions and in turn utilize them to demonstrate the ability to appreciate the

complexity and significance of life and death issues. To this end students will complete

several college level essays (for a total of not less than 2500 words or ten pages)

identifying and explaining a specific philosophical problem or issue as it relates to issues

of living and dying and the relationship between them. Students will also participate in

classroom discussions. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B18  
STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1.Define the nature of philosophy and distinguish it from religion and science **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

2. Explicate the central views of the major philosophers of the ancient period  
3. Explain how the viewpoints of the major philosophers of the ancient period emerged as

a result of critical reflection upon the issues and viewpoints of the time **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

4.Explicate, analyze and evaluate the central arguments of the major philosophers of the

ancient period **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

5.Formulate and defend personal positions on the views of the philosophers of the ancient

Period. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B37

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1.Demonstrate an understanding of issues and practices in Western and Eastern religious

traditions. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

2. Examine world religions with an informed cross-cultural understanding. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

3. Compare and contrast various sacred dimensions within the religions of the world. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

4. Explain the role religions play in the lives of individuals, societies, and cultures, with

particular emphasis on religion in America. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

5.Explain at least one sacred dimension of either a Western or Eastern religious tradition in

a critical, academic and/or personal way. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

1. Describe *any significant changes* in your program’s strengths since last year.

We were able to hire two new faculty members to replace the two we lost two years ago, which has significantly helped us rebuild our commitment to serving on the various committees across campus and open up new sections of our bottle-necked advanced critical thinking course (Phil B9). Thus, we are now more able to serve our institutional needs via committee work and our transfer students via more course offerings in more effective ways than we were able to last year with less faculty members.

1. Describe *any significant changes* in your program’s weaknesses since last year.

N/A.

1. If applicable, describe any unplanned events that affected your program.  
   N/A

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

As of now, we have 7 full-time faculty members, but one of them has already submitted a formal letter of retirement at the end of Spring 2016. Thus, we are in need of a replacement hire for the following reasons:

a. The faculty member that is retiring consistently taught 2 courses overload per semester during the year and 3 during the summer. Thus we will lose what is equivalent to 7 courses/semester plus 3 in summer or 17 courses/year, or approximately 70 FTES. This is a significant loss and will significantly lower our productivity numbers.

b. Our department helps the institution reach its FTES’s goals but needs a replacement to keep this increase sustainable!

c. Adjunct faculty members are not readily available in Kern County. There are no local institutions that support a M.A. in philosophy, making it difficult to attract adjuncts to absorb the loss.

d. Drawing on the budget decision criteria of whether this request is worth the cost, note that philosophy instructors are typically known for their high-level of productivity. We are among the best bang for your buck in the district. We can run 381.2 FTES on essentially faculty salaries alone. While the collegewide average for students/section for traditional courses is 32 and online courses 46, ours are 44 and 59 respectively.

e. In order to maintain our support for Allied Health and our core Critical Thinking function on campus, we need this replacement. This meets both the student success and Transfer mission of our institution.

a. More specifically, a replacement will help us meet the new high demand for our Phil B9: Advanced Critical Thinking and Composition courses. Currently, the faculty member that is retiring teaches four sections of this course which is the only consistently taught course that meets the UC critical thinking requirement! Without such a position, the Transfer mission of our institution will be negatively impacted on a significant level.

b. Also, the faculty in questions also teaches 13 sections/year of Phil B12, which is a prerequisite to the nursing program. To ensure a steady pathway for nursing students, we will need to ensure the continued availability of this course.

f) Every one of our 80+ courses offered are waitlisted within a month or two into registration. Not a single traditional course is canceled for low enrollment. This suggests high demand for our course offerings.

g) Philosophy professors initiate services (student pantry) and programs (Gadfly Cafe) that contribute to the overall growth, learning and citizenship in ways that far surpass our mere contribution to GE.

h) Anticipating this retirement our department is being proactive in ensuring the continued success and course offerings for students.

i) Finally, since we are now developing new courses to align with the CIDs and ADT requirements outlined by the state in addition to creating a new course on the ethics of engineering for Bakersfield College’s first ever Baccalaureate degree, we will need a full-set of instructors to make this possible without losing our participation on campus wide committees.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.   
     
   Our program has a high-level of professional development effectiveness. Some of the professional development that our program or faculty members have either lead or participated in include all of the following: Delivered a talk at the Equity Conference, Facilitated at least 6 Gadfly Cafe' Discussions per year, Attended a National Endowment for the Humanities Digital Humanities Institute at Lane Community College, Attended several conferences related to curriculum, leadership, and equity.
3. What professional development opportunities and contributions can your program make to the college in the future?

Our department is invested in making our campus great and our participation, either as leaders or participants, embodies our commitment. Our goal is to continue to be leaders for the Gadfly Café discussions, BCDREAMERS group, and TED talks in addition to providing programs that directly involve students, like the Student Essay Competition and the Student Colloquium. Also, we plan on hosting a flex meeting on integrating technology into the classroom.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
3. How will your Facilities Request for next year contribute to student success?   
   Answering 1 and 2 together:   
   --Our rooms in the Humanities building, namely 104 and 105, still have crumbling walls and falling ceiling tiles. The Humanities building still has an ineffective and unreliable elevator. These points negatively impact student’s success in two ways: it shows the students that the campus does not care about the student environment, which may be correlated with an increase in student motivation to be successful—leading to lower retention rates. Also, by not having a functional elevator, the second floor classes have had change rooms mid-semester because a student with a disability couldn’t access their classroom. Without a functional and reliable elevator, this negatively impacts a small, but nevertheless significant, student population who need such an accommodation. In the end, the lack of care taken to our classrooms negatively impacts student success! Finally, we need blinds put up in instructor’s office, FA70, as the sun enters directly into the room and heats it up, making it unbearable and untenable for instructor to help students during afternoon office hours.  
     
   In short, please remodel and/or update our rooms by painting and fixing walls in Humanities 104 and 105. Please replace or permanently fix the elevator in the humanities building. Please put up blinds in FA70.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

*-New classroom computers and 16x9 aspect ratio screens for the classrooms*: Our classroom computers have not been updated for over 4 or 5 years now and our two priority registration rooms, H104 and H105 do not have computer screens, which seriously hamper the effectiveness of using a computer in the classroom. Evaluating the effectiveness of this technology should be self-evident.

-*Installing a smartboard or brightlink in H104* would provide the department with an opportunity to create lectures that could be saved and uploaded to Moodle for student review, to produce compelling visuals and argument evaluation opportunities in our courses, and, most importantly, to generate interactive lectures for our logic and critical thinking courses. More importantly than that, however, might be that our students are coming to us with an experience of digital technology that is not replicated by our current technology options in our department’s classrooms. We are not meeting our students’ needs or expectations, which in effect could certainly correlate with student success. We would evaluate such technology based on both qualitative data obtained from student interviews and quantitative data pulled from our department scorecard of retention and success rates.   
-*Installing a "short throw, wall mounted" projector* in room H105. At present, the current television system is limited in its usefulness. The projector images are larger and easier to see, and do not require the teacher to strain his/her neck to use when standing in front of the computer. Estimated cost reflects cost of hardware, installation and additional wiring. This is a cheaper route than asking for two brightlink boards. We thought since some of our faculty members prefer projectors and others a smartboard, we would ask for a short throw in one room and a brightlink in the other. We would evaluate such technology based on both qualitative data obtained from student interviews and quantitative data pulled from our department scorecard of retention and success rates.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?  
   (see comments from question 1)
2. Discuss the effectiveness of technology used in your area to meet college strategic goals.

*-We need new office computers for faculty*: Our faculty members have outdated, sluggish, and, in two cases, broken office computers. Some of our faculty has computers that shut down spontaneously, making it a very unreliable.  
-*Providing the chair with a laptop* is of critical importance to increase efficiency and communication on campus. As it works now, personal laptops are used. This argument can be applied to the Deans as well, who work very hard and have to use their own laptops in order to complete everyday job-related tasks. Meetings between chairs and Deans could become work meetings, where both are using laptops to complete important paperwork. The laptop would transfer from the outgoing to the incoming chairs and, possibly, only to those who need to work closely with the chairs. This would improve the outcomes and efficiency of our program, which also would positively impact the effectiveness of our institution. *This is an essential technology for chairs in order that they can be as productive, helpful, and constructive as they possibly can*. Evaluating this technology could come from both qualitative and quantitative sources. Qualitative data can be obtained from interviews of chairs and administrators. Quantitative data can be obtained from an objective survey distributed to chairs and administrators after a semester’s time. If laptops do in fact increase communication, efficiency, and productivity, then this option should be strongly adopted campus-wide. In short, this requests helps fulfill strategic goals of student success, communication, oversight & accountability, and integration.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

We will be asking for an increase to our currently deficient departmental budget allocation. Supplies alone cost significantly more than $250 and last year some of our faculty members had to teach without new Expo markers for the last month of instruction. This makes for an impossible teaching environment when we are not allocated enough money to supply our faculty members with the simplest and most basic tools for instruction – namely markers to write on a white board. Moreover, we run three really big programs that impact students directly, which, in the past, have been funded solely from the wallets of the department’s faculty members. These programs are the student colloquium, student essay contest, and the monthly Gadfly Café’ discussions facilitated by Rene’ Trujillo. There are marketing and production costs to these events, not saying anything of the cost of refreshments and food. Notwithstanding the marketing costs, the supplies alone for markers can be estimates as follows: 1 dozen of black expo markers cost $16.50. Assume a faculty member uses ½ a box for every month he teaches, which is the lower end of the use scale, and with 8 faculty members, including adjuncts, in the department, an estimate of 40 boxes should be ordered (5 boxes for each faculty member for the year). This alone totals $742.05 before tax ($803.27 with tax). We also need powerpoint clickers for each of our rooms. When we include marketing and food expenses for our events, we are looking at about $100 and $200 respectively, for a minimum of $300. This year we are asking the low end of our budget, which will be $1250.00-$1300, and as we better define each of our costs, we make appropriate additions or subtractions to our budget in the future.

Relating our increase to the impact it will have on student success: first, markers are mission critical for instruction purposes and students need academic opportunities outside the classroom to help them develop academically and see the value of applying academic knowledge to real world issues. Our programs offer these types of academic opportunities and minimal funds are required in order to continue to provide these opportunities.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

To date, the philosophy department continues to meet the needs of the institution and our students. We are among the most productive departments on campus (productivity score of 19.7 to campuswide score of 17.3) notwithstanding our small size of 5 full-time and 2 part-time faculty members. We are a department of faculty members who are among the most participatory faculty members on campus and among the most who are committed to student success. We have a high percentage of students who have completed their student education plan and who have fully matriculated, both respectively at 83% compared to the campus which is at 71% and 69% respectively.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_