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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Philosophy: Brian Tapia</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of the Philosophy Department is to provide students with a disciplined introduction to the history of philosophy, as well as a clear understanding of the fundamental categories of philosophic discourse. Since philosophy is the origin and foundation of most academic subjects, a strong background in philosophy is useful, not just for philosophy majors, but for students in all disciplines. The philosophy department endeavors to provide these foundations particularly in the areas of logic and critical reasoning. In addition to providing students with a philosophic education, the department is dedicated to providing transfer students with the logical, analytical and critical reasoning skills necessary for success in university study.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>In order to provide a dynamic learning environment that fosters excellence, the logical, analytical and critical reasoning skills provided in philosophic study are fundamentally necessary. As mentioned in the mission statement the skills provided in a philosophic education help to facilitate any academic study and provide a strong foundation for university study.</p>

II. Department and Program Description & Data

1. What are your hours of operation? Our offices open at: BSS division offices open at 8am
 Closed for Lunch: No or Yes If yes, when: 12-12:30
 Our offices closed at: 4pm

2. What types of classes do you offer, at what locations, and at what times?

Times offered:	Locations offered:	Types Offered:	Status Offered:
<input checked="" type="checkbox"/> Morning (6AM-12PM)	<input checked="" type="checkbox"/> FH Main Campus	<input checked="" type="checkbox"/> In Person	<input type="checkbox"/> Credit
<input checked="" type="checkbox"/> Afternoon (12PM-4PM)	<input checked="" type="checkbox"/> Middlefield	<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Non-credit
<input checked="" type="checkbox"/> Evening (4PM-10PM)	<input type="checkbox"/> Off campus	<input checked="" type="checkbox"/> Distance	

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Philosophy instructor	1	5	Teaching courses. For full-time instructor, writing curriculum to articulate to universities, development and review of overall program.
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties

Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

4. Given the data, describe the trends in enrollment , FTES , and Average Class size . What are the implications for your department?	The enrollment trend for the department is on an upward trend from the 2007-2008 year. The enrollment trends seem consistent with the overall trends for the college.
5. Student Achievement : Given the data, describe the trends in overall success rates , retention rates , and degrees and certificates awarded . What are the implications for your department?	The overall success rate is 70% for the department. While this is satisfactory, there is some room for improvement. As we grow as a college, it may be prudent to impose stricter prerequisites and increase tutorial budgets in order to improve success. Eventually, another full-time instructor would go a long way to establish a presence on campus. Our retention is relatively high (86%). We only graduate 1 or 2 majors each year. However, this is due to the fact that philosophy majors in general are quite rare. These majors often go on to success at university. Most recently one of our 2007 graduates (Neil Murphy) completed his B.A. in Philosophy and Sociology at UCSB. In a recent conversation, he credited Foothill College with excellent preparation for the major.
6. Student Equity : Given the data, describe the trends with respect to underrepresented students . How will your program address the needs/challenges indicated by the data?	We continue to struggle with low success rates for underrepresented students. A multicultural curriculum only goes so far to address this inequity. Philosophy from any culture or in any language is going to present difficulty. Given that our rates of success are consistent with the colleges low success rates with unrepresented groups, it would seem that this is something we all need to address collectively. Recently the head of the philosophy department acted as a mentor for the Puente program on campus. Such programs are designed to improve these success rates. More college wide programs like this need to be established. In particular, given that our lowest success rates are for African-American students, we need stronger support and tutorial systems for these students. Learning communities like the Puente program need to be more plentiful.

<p>7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>FTEF remains relatively constant at about 3.0 while WSCH numbers are increasing from 4706 in 07-08 to 5677 in 08-09. Hence, our FTEF is the same over the past 3 years and our productivity has gradually increased at rates in excess of college-wide rates. However, what is not reflected in the numbers is the suspicion that these numbers reflect too general of a trend. To continue to improve our productivity, we would need some data that shows the productivity of each instructor.</p>
<p>8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>These rates currently match or exceed face-to-face rates. However, as stated above, we would need more data on the success, retention and satisfaction for each individual instructor.</p>
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	
<p>10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>	<p>While the overall numbers are improving for the department, the trend that we are seeing varies from individual to individual. The full time instructor and one of the online part-time instructors tend to fill or come close to filling all of their sections while others have trouble meeting minimum enrollment. This can artificially show increased departmental productivity. For example, in the fall 09 quarter, only 5 out of 8 face-to-face courses met the minimum numbers to run the course. This means that the full time instructor filled his courses, while 4 others struggled to make the minimum. The strategy that the department ended up taking was to close three sections and hope that this would help the remaining section fill up. This strategy worked, but given the limitations of the contract, we continually offer classes that inevitably get cancelled. The retired full time professor, in particular, is contractually entitled to first choice. However, due to his reputation for incoherence, these classes almost never fill. This hurts the department in that philosophy has a dual reputation: one for teaching really good courses and another for having classes that are more likely to close than those offered in other areas.</p>

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
To continue to increase productivity of the department, while learning more about the impact of individual instructors and scheduling on productivity trends.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Increase interest in philosophy through student lead organizations like the Philosophy Club.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creating learning communities with classes in other departments. (for example having a cohort of students enrolled in both Asian Religions and Asian Art History courses.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
To continue to increase productivity of the department, while learning more about the impact of individual instructors and scheduling on productivity trends.	Scheduling regular meetings that coincide with opening day events.			
Increase interest in philosophy through student lead organizations like the Philosophy Club.	While it is difficult to change the initial interest in student lead organizations, we could make more of an effort to encourage students to adopt the leadership role in creating such clubs			






<p>Creating learning communities with classes in other departments. (For example having a cohort of students enrolled in both Asian Religions and Asian Art History courses.)</p>	<p>This collaboration has been discussed and will be developed very soon.</p>	
<p>13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.
<p>Research oriented toward the impact of individual instructors on all trends in enrollment, success, satisfaction, etc.</p>	<p>As discussed above, we have general increases in the relevant trends. Yet these trends are not consistent across the faculty.</p>	<p>This will help to build a community of scholars that will have ever increasing success in providing accessible and quality education.</p>

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of diverse learners ?	All courses in the philosophy curriculum are either UC or CSU transferable and most meet IGETC guidelines for transfer. In addition, we offer two different critical thinking courses. One designed for students headed to CSU and another with stricter prerequisites and writing requirements for UC transfer students. It is also the case that philosophy course curriculum (particularly ethics and political philosophy) is designed to reflect concerns for equality as regards race, gender and sexual orientation. All courses include philosophers from around the world.
2. How does your curriculum respond to changing community, student, and employer needs?	We along with the BSS division have been continually adapting to advancements in technology. Many classes utilize internet technology to expand and deepen topic under consideration. This helps to keep our increasingly tech dependent students engaged.
3. How does your curriculum support the needs of other certificates or majors?	All philosophy courses develop critical reasoning skills necessary for all academic disciplines. These include, but are not limited to the recognition and evaluation of arguments, development of original arguments, both in class discussion and writing. Philosophy courses also help place the other academic disciplines in historical context. For example, the anthropology courses will begin with preliminary discussions of epistemology. The Anthropology professor on campus, informs his students that they should consult the philosophy department for a more detailed discussion. History courses always involve a brief discussion of philosophic movements that define specific historical periods. Study of philosophy will solidify such lessons. The art history department teaches courses in Asian art that directly parallels the Asian Religions course in the philosophy department. In the future the Art History department and the Philosophy department intend to combine these courses in order to coordinate the lesson schedule.

4. Do your courses for the major align with transfer institutions?	It is our policy to only offer courses that transfer to either CSU or UC. Most courses also meet IGETC guidelines for transfer.	
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	Philosophy 1 is a critical thinking and writing course that is designed to meet the IGETC critical thinking requirement. This course requires a C or better in English 1a. While other courses might benefit from prerequisites, the challenge from an administrative point of view is that enrollment would be negatively impacted. This was the case for the above mentioned Philosophy 1. In order to address this problem, we offer philosophy 50 in combination with Philosophy 1 to boost enrollment for both courses. The similarity of these courses allows for the strategy to be effective. However, for now, all other courses have stated advisories suggesting passing grades in, or concurrent enrollment in English 1a. The full time philosophy professor also spends a significant amount of time with students in these courses to improve their comprehension and writing skills.	
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	All courses have either been updated in the past 2 years or are currently under review. This has been a priority for the full-timer for the past 4 years.	
7. Does your program offer distance education courses?	Yes	
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Private Messages, e-mail, phone calls, online chat room, comments on every assignment (as many as 3 per week), and participation in online discussion boards.	
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	online chat room and discussion boards provide for both teacher/student and student/student interaction	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What college skills should a student have before entering your program?	Strong reading and writing skills.	

11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).		
12. In what ways are you addressing the needs of the college skills students in your program?	With material as difficult to contend with as philosophy, the way we address deficiency in college skills is through increased accessibility. This takes place through office hours but also by offering students the opportunity to turn in rough drafts prior to the due date in order to supply guidance and feedback for the completed assignment.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	When Philosophy 1 was introduced, we realized that it could potentially compete with English 1B due to the fact that it fills the same IGETC category. The full time faculty member met with the key members of the English department to discuss the potential conflict, as well as to coordinate the curriculum for consistency in the two courses. The full-timer has done mentoring for the Puente program. In the future, some expanded version of the Puente program would be useful. Such a program could provide guidance, tutoring and mentoring to all college skills students.	
<i>Program Mapping</i>		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	Philosophy 20a: Ancient and Medieval philosophy, Philosophy 20b: 17 th and 18 th century philosophy, and Philosophy 20c: 19 th and 20 th century philosophy. Though it is not required that they be taken in order, they are designed to be offered in a sequence.	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	The student learning outcomes for each course in the sequence are centered around the historical period under examination.	
16. If applicable, describe any capstone course , signature assignment (project, service learning , portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	N/A	
<i>Course Scheduling & Consistency</i>		

<p>17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.</p>	<p>There has been limited success with morning and afternoon classes. However, evening and weekend courses have been unsuccessful and thus not feasible from a financial standpoint. There are also pedagogical limitations to offering night and weekend courses that only meet once per week. There is definitely a law of limited returns that effects philosophy courses. Teaching a new concept after 3 hours of instruction is nearly impossible. Distance education courses seem to do relatively well.</p>	
<p>18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.</p>	<p>The “flagship” courses (Introduction to philosophy, Ethics and two critical thinking courses) are offered each quarter. Other more specialized courses (symbolic logic, political philosophy and the historically arranged philosophy 20a, 20b, 20c) are offered at least once every 2 years to allow for philosophy majors to complete an associate’s degree within two years.</p>	
<p>19. How does the department determine that classes are taught consistently with the course outline of record?</p>	<p>Evaluation of syllabi for consistency with the course outline.</p>	
<p>Summary of Planning Goals and Action Plans</p>		
<p>20. What are your goals with respect to curriculum and how will those goals be measured?</p>	<p>Curriculum is written in order to provider a cheaper, yet equally challenging set of courses that correspond to university undergraduate offerings. The full time faculty in the department has taught at the university level and has designed courses to match courses offered at university. One definitive measure of this goal is the fact that all courses meet specific transfer requirements for CSU, UC and have been accepted by private universities around the country.</p>	
<p>21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>

<p>Additional full-time faculty.</p>	<p>This would take some of the curriculum writing workload from the existing full-timer. An additional full-timer would be selected to provide an even broader range of philosophic expertise which would be reflected in the courses to be written and taught.</p>	<p>Not only will this augment our attempt to create a community of scholars, it will go a long way to allowing a wider variety of enriching courses for philosophy students to choose from.</p>	
			
			
			
			

IV. Learning Outcomes

Student Learning Outcome and Program Learning Outcomes Assessment

1. Be sure and complete your **course-level student learning outcomes** assessment for each course through the C3MS system.
2. **Program Learning Outcomes** in this section will be updated annually and posted on the [Learning Outcomes](#) webpage.

• **Intended Program Outcome 1:** Students will be able to critically analyze and evaluate arguments regarding issues of metaphysics and epistemology.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> • <i>Communication</i> • <i>Computation</i> • <i>Critical Thinking</i> • <i>Community and Global Consciousness</i> 	Means of Assessment/Criteria for Success <i>What are the criteria for success? What tools will be used to establish and measure success?</i>	Summary of Data: October 2011 <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011 <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>
Communication, Critical Thinking and Community and global consciousness	Students who have completed all of the core courses in the program will be assessed using a critical thinking exercise wherein students will evaluate given arguments on the basis of inductive strength and /or deductive soundness of an epistemic or metaphysical argument.	<i>Assessment to be given in Fall 2011.</i>	<i>Reflections to be written after Fall 2011 Assessment.</i>

• **Intended Program Outcome 2:** Students will be able to critically analyze and evaluate arguments regarding issues of ethics and political philosophy.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input type="checkbox"/>
Relationship to Institutional Learning Outcomes	Means of Assessment/Criteria for Success	Summary of Data: October 2011	Use of Results: October 2011

<ul style="list-style-type: none"> • <i>Communication</i> • <i>Computation</i> • <i>Critical Thinking</i> • <i>Community and Global Consciousness</i> 	<p><i>What are the criteria for success? What tools will be used to establish and measure success?</i></p>	<p><i>Summarize the findings. How close were the results to the criteria for success?</i></p>	<p><i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i></p>
<p>Communication, Critical Thinking and Community and global consciousness</p>	<p>Students who have completed all of the core courses in the program will be assessed using a critical thinking exercise wherein students will evaluate given arguments on the basis of inductive strength and /or deductive soundness of an ethical or political argument.</p>	<p><i>Assessment to be given in Fall 2011.</i></p>	<p><i>Reflections to be written after Fall 2011 Assessment.</i></p>

V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	Meetings tend to be held at the division level to deal with issues of curriculum and division level concerns.	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	The full-time instructor sits on the division curriculum committee to assist with development of curriculum in the division. Also, the full timer collaborated with the English department to develop the Phil 1: Critical thinking and writing.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	The department is in a state of transition since being the addition of a new full-timer in 2006. In that time the department is in steady contact with De Anza Community college and San Jose State University philosophy departments.	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	N/A	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements ?	Our curriculum is designed around meeting as many IGETC categories as possible.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	More regular philosophy department meetings to discuss curriculum and pedagogy.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

VI. Professional Development		
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Attendance of philosophy colloquia at SJSU. Open University courses at UC Berkeley. Diversity and leadership training at De Anza College. Philosophy conference at SFSU.	
2. What opportunities does your department take to share professional development experiences with colleagues?	Informal discussions.	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Students have been given opportunities for class credit for colloquia attendance. Discussions of conference papers have been used in class to augment coursework.	
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	Contact with university philosophy coordinators at conferences has given the department a better idea of what transfer institutions are looking for. This has helped with the development of curriculum.	
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	Funding for conferences. These are usually addressed as they arise.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?	We would like to have as much opportunity to attend conferences in order to stay current in the field. Ideally each member of the faculty would be able to attend at least 1 conference per year.	
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Professional development	Identification and augmentation of possible teaching deficiencies	This would provide for a better qualified faculty which would in turn make the program more productive.

VII. Support Services

Support Services

Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes	
2. Are there sufficient college and departmental computer labs available to support this program?	Yes	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes	Requests for additional media are usually met.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes	
7. Are general tutorial services adequate?	Yes	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	yes	
9. Do students have access to and can they effectively use appropriate information resources ?	Yes	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes No	
<i>Marketing & Outreach</i>		
11. What impact do you feel the college catalog , class schedule , and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		Yes, the catalog in particular runs advertisements that explain in an eye-catching way the philosophy department
12. What impact does the college or departmental website have on marketing your program?		Very little.

13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Assistance in building a website.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Recruitment at area high schools. In particular, recruitment at schools that would provide us with a more diverse student population.
<i>Programs, clubs, organizations, and special activities for students</i>	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	The philosophy club ran for a year until the departure of the clubs president. It was very successful in keeping philosophy students engaged by allowing them to have more open-ended discussions with faculty and other students. The current search is on for a new club leader. Currently several Eastern philosophy students have formed a meditation club with the full time philosophy instructor as advisor and visiting gurus from a local meditation center. The club is quite new and several philosophy students are enthusiastic members.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Several of our students have received division honors as well as scholarships. Several students have also achieved the highest accomplishment one can achieve at a community college: transferring to a university as a junior. I am proud to say that one of our philosophy A.A. graduates (Neil Murphy) graduated from UCSB with a double major in Philosophy and Sociology.
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	As the department grows, a more steady philosophy club would be instrumental in maintaining interest in the department offerings. Also, a department website may be useful toward this end.
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	
Identified Resource	Purpose If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

VIII. Career and Technical Education Programs	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?		
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?		
11. How does this program prepare students for competitive employment?		
<i>Advisory Board</i>		
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.		
13. List the dates and number of members attending of your N/most recent advisory board meetings.		
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?		
<i>Program Accreditation</i>		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?		
16. What is the program's accreditation status?		
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.		
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.		

19. What indicators does your program use to determine success of our students after completion?		
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.		
21. Does the department’s analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?		
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.		
Summary of Planning Goals and Action Plans		
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?		
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty

1. How does your PT/FT ratio impact the program?	With only one full time faculty member, there are limitations upon effective development of the program. Part-timers are either semi-retired, have other jobs (for example, one part-timer is acting dean at another college) and a few have difficulty developing a reputation on campus sufficient enough to fill classes. Subsequently, their classes will often not meet minimum enrollment requirements for the classes to run. Due to contractual obligations to continue to offer these instructors classes (which often do not ultimately run) we are unable to bring in new, more inspiring instructors. This places a heavy burden on the full-timer to carry the banner of philosophy. For example, during the Fall 2009 quarter, the full timer began the quarter with 50 students in 4 sections for a total of 200 philosophy students. All but one other face-to-face section closed due to being under-enrolled. Another full-timer would go a long way to building the program.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	As stated above, we need one more Full-timer, and more part-time instructors.

Classified Staff

3. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	This is dealt with at the division level.
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Technology and Equipment

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Tech equipment is top notch in our division.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	ADA support on campus is quite strong.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	The technology is quite good, though one part-timer who teaches exclusively on-line has suggested that new, updated computers be offered to online instructors.

<i>Technology & Equipment Definitions</i>	
• Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.	
• Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.	
• Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.	
• Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment.	
<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	yes
8. List needs for upgrades for existing spaces	All class facilities are very accessible to all.
9. List any new spaces that are needed	N/A
10. Identify any long-term maintenance needs.	N/A
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes. There is technology to easily move back and forth between dvd, internet, powerpoint, etc.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes.
<i>Budget</i>	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	Yes.
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Aside from the occasional video, there are no significant budgetary needs aside from well-equipped classrooms and the aforementioned staffing needs.
15. Are there ways to use existing funds differently within your department to meet changing needs?	N/A
Summary of Planning Goals and Action Plans	
16. What are your goals with respect to resource planning and how will those goals be measured?	The goal is to be able to offer classes that will be able to meet minimum numbers. A full time faculty member will allow for courses that will run more regularly.

17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Full time position	Increased quality of instruction and a more sustained presence on campus.	

X. Final Summary of Goals, Commitments to Action, and Resource Requests

Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Hired new adjunct faculty	Part-time faculty was hired, however this presented no new cost as two adjunct positions were vacated.	PLO: Hiring a new adjunct that specializes in Critical thinking and writing directly addresses the goal of augmenting critical analysis of philosophic issues. ILO: Communication, Critical Thinking and Community and global consciousness	This program is most important for transfer students.

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose Current or Continuing •NOT PRIORITIZED•	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Another full-time professor would allow us to grow as a department and broaden our offerings. It would also allow us to have an increased presence on campus which increases access for students	Full-time salary (variable)	PLO: A new full-time professor would allow us to meet both outcomes by increasing the full-time presence and broadening the offerings to the students. ILO: Communication, Critical Thinking and Community	This program is most important for transfer students. The study of philosophy places nearly all other academic disciplines in the context of the larger search for wisdom that humanity has been engaged

		and global consciousness.	with from the beginning of our history. Furthermore, the study of philosophy prepares students for critical thinking that will be necessary for all of their college courses
Philosophy/Ethics bowl. We would benefit from a philosophy club that has an actual focus beyond contemplation and discussion. There are competitive philosophy debate programs called Ethics Bowl. These would require travel and admission costs much like conferences.	Between 1,000 and 10,000. This number will vary with the location of the event due to travel costs and lodging. There is also unpredictable variation based on the tournament style of competition. If for example we make it to the finals, there would be more travel and lodging involved.	<p>PLO: This would further the long-term augmentation of critical thinking skills. It would also help students focus on contemporary issues that have impact on the global community.</p> <p>ILO: Communication, Critical Thinking and Community and global consciousness.</p>	This activity not only addresses the above concern for academic and intellectual engagement necessary for transfer students, but also the teamwork and competition skills needed for the workforce.
<i>Supervising Administrator Signature</i>		<i>Completion Date</i>	