A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other ______________)

1. Internal factors

Strengths:
A committed, dedicated faculty is our primary strength. The Philosophy department has two tenured faculty members, one full-time (Bill Tinsley) and one one-third time (Maribeth Hendrickson). Many excellent part-time instructors also teach in the division with a steady population of five. All continue with a commitment to the philosophy curriculum and service to the student population.

During the past year, our course offerings have been increased through the addition of PHIL 11, Introduction to the Philosophy of Art. The online course delivery of the department now includes two courses: PHIL 8, Ethics, and PHIL 25, Comparative World Religions: West.

The department has increased its offerings in afternoon and block scheduling time formats and will continue to provide students additional time possibilities for enrollment. Furthermore, after consultation with faculty in the Business Department, an ethics course was offered in the fall quarter of 2003 directed specifically for business majors, addressing topics concerned with business ethics.

The addition of these courses has not lowered WSCH by dividing student enrollments. Instead, WSCH rose each quarter in 2003 (Winter: 1841, Spring 1971, Fall 2220).

Our enrollment has also increased in this period (Winter 391, Spring 420, Fall 433). Past years saw some drop in student enrollment because students began to be allowed to take either PHIL 1 (Critical Thinking) or ENGL 1B to fulfill G. E. requirements in critical thinking. Prior to that, students were required to take PHIL 1 to meet the critical thinking requirement.

The tenured faculty are unanimous in the view that the philosophy curriculum does not lend itself easily to online instruction. Philosophy courses rely heavily on face-to-face instruction for several reasons. Students gathered together create discussion of ideas and issues, often of a spontaneous and multi-layered nature. Their interaction creates a dynamic, which is integral to the process of showing the reasoning steps behind ideas. This collaborative process, in turn, creates a greater dynamic for the consideration of ideas. For these reasons, the tenured philosophy faculty are not likely to approve additional online offerings beyond the two now available.

Although online course availability is unlikely to be enlarged, the enrollment increase and the stabilization of productivity indicate that the philosophy program will continue to be robust and growing.

Weaknesses:
The weakness of the philosophy program lies in its current reliance on two tenured faculty members, one teaching full-time, and the other one-third. Although there is a complement of excellent part-time faculty, the vitality and integrity of the program would be improved with the addition of one full-time faculty member.

2. External Factors
The philosophy curriculum remains current and fully transferable. Faculty remain available for collaboration with Foothill’s articulation officer for increased transferability.
The current economic downturn and the reduction of the number of students to be accepted into the U. C. system should increase both the pool of part-time faculty and the numbers of highly qualified and motivated students to all community colleges including Foothill.

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other__)

The Philosophy department’s offerings continue to appeal to a diverse range of students in terms of ethnicity, gender, age, national origin, and sexual orientation. Student success programs and services which continue to provide assistance to our students are the college counseling providings, the ETUDES online help desk and the ongoing availability for department counseling of all philosophy department faculty.

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other____)

By its very nature, philosophy attempts to approach its issues from multiple intellectual points of view, including that of cultural diversity. Faculty are sensitive to varied learning styles and disabilities. The department offerings continue to appeal to a diverse range of students by ethnicity, gender, age, national origin and sexual orientation, largely because of the wide range of philosophic diversity in the presentation of its issues.

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program's goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year's figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

The primary goal of the philosophy department is to improve student success rates without compromising the academic integrity of the program. The department is committed to an increase in the number of degrees and certificates awarded. Plans for improvement center on a continued availability of excellent part-time faculty, as well as the funding for an additional full-time faculty member in the department.

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:

2. Other Program Improvement Plans:

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other__________________)

We hope to see increased enrollment and productivity in our courses. We also see a need to improve student success rates in the two online courses offered.

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:
   As discussed above, there is need for another full-time philosophy instructor.

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)
PHILOSOPHY

Facility needs include multimedia in every classroom (overhead projector, document projector, TV/VCR/DVD combinations and web access) in every classroom to provide a more effective student-learning environment.

It would be helpful for students in online classes to have access to a computer lab, staffed in an ongoing basis, with a minimum of forty stations to conduct online course tutorials.

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:

Materials and supplies augmentation would fund more videos and DVDs for classroom use.

Evaluation of academic year 2003-04. Date of evaluation: March 8, 2004

List names of participants assisting in this program review.

Primary program contact person: Maribeth Hendrickson Phone or email address:

Full-time faculty: Maribeth Hendrickson, William Tinsley, Sharon Hack
Part-time faculty: James Woolever
Administrators:
Classified staff: Debbie Borelli
Students:
PROGRAM NAME: Philosophy  
Degree/certificate options available: AA

PROGRAM MISSION AND OUTCOMES: Philosophy courses provide students with an overview of the issues in philosophic discourse, the ideas in historic development and the skills to summarize, interpret and analyze those ideas.

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<thead>
<tr>
<th>DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates</th>
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<tbody>
<tr>
<td>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</td>
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<tr>
<td>Examination and analysis of major philosophic issues and their history</td>
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<td>Development of skills necessary for the objective evaluation of ideas</td>
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<tr>
<td>Development of awareness of the ideas and trends of the world’s major religions</td>
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<td>Appreciation of aesthetic values</td>
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<tr>
<th>CORE COMPETENCIES</th>
<th>CORE COMPETENCIES: Outcomes and Attributes Distinct to This Program</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Clear expression of ideas</td>
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<tr>
<td>Computation</td>
<td>Logic in the manipulation of ideas</td>
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<tr>
<td>Creative, Critical &amp; Analytical Thinking</td>
<td>Interpretation and analysis of ideas</td>
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<tr>
<td>Community/ Global Consciousness &amp; Responsibility</td>
<td>Multi-cultural consideration of philosophic issues</td>
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