

# Program Review - Academic - Philosophy Latest Version

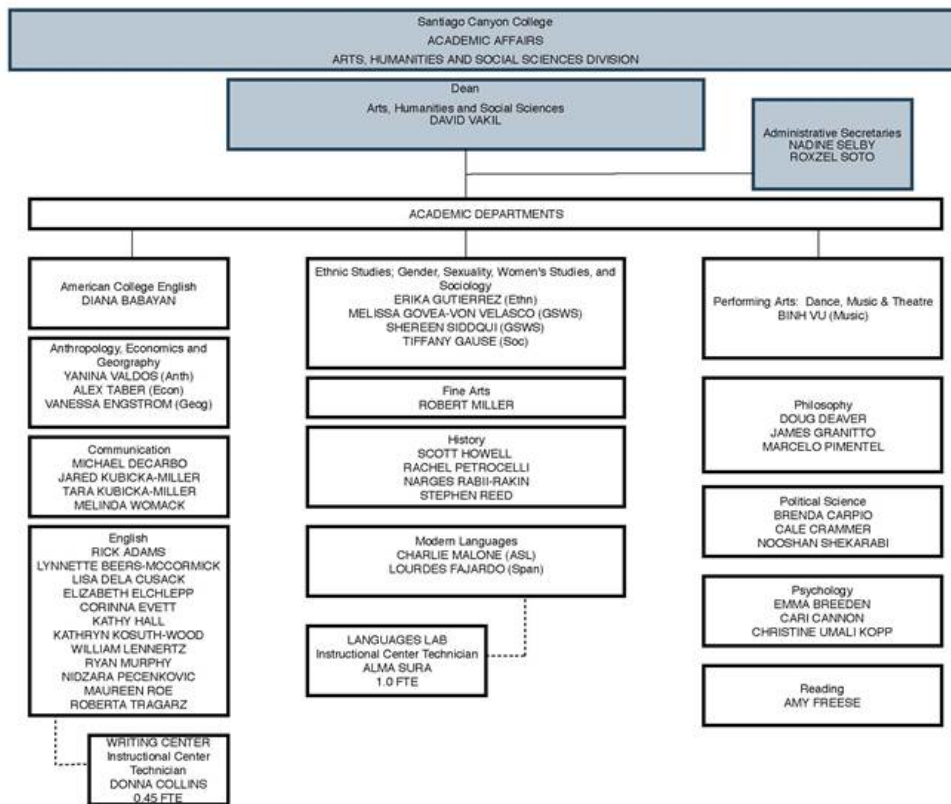
## Overview

Program Review - Collaborators : Version by **Pimentel, Marcelo** on **08/20/2019 18:03**

| Collaborators    |
|------------------|
| Doug Deaver      |
| James Granitto   |
| Marcelo Pimentel |

Program Review Overview - Organizational Chart : Version by **Pimentel, Marcelo** on **10/22/2019 15:44**

Please insert the organizational chart for this program or service area.



Program Review Overview - Award Programs : Version by **Pimentel, Marcelo** on **10/07/2019 22:39**

AA DEGREE FOR TRANSFER  
AAT

| Award Programs |
|----------------|
|                |

Program Review Overview - Course Offerings: Unique Courses : Version by **Pimentel, Marcelo** on **10/07/2019 22:44**

| Unique Courses in 2014-2015 | Unique Courses in 2015-2016 | Unique Courses in 2016-2017 | Unique Courses in 2017-2018 |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 6                           | 6                           | 7                           | 6                           |

Program Review Overview - Course Offerings - Number of Sections Offered : Version by **Pimentel, Marcelo** on **10/07/2019 21:16**

| Number of Sections Offered | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------------------------|-----------|-----------|-----------|-----------|
| Face to Face               | 51        | 43        | 39        | 39        |
| Online                     | 0         | 4         | 4         | 4         |

**Program Review Overview - Course Offerings - Total Enrollment** : Version by **Pimentel, Marcelo** on **08/20/2019 18:29**

| Total Enrollment (Seats Filled) | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------------------------------|-----------|-----------|-----------|-----------|
| Face to Face                    | 1821      | 1388      | 1329      | 1164      |
| Online                          | na        | na        | 148       |           |

**Program Review Overview - Course Offerings - Students per Offered Section** : Version by **Pimentel, Marcelo** on **08/20/2019 18:29**

| Students per Section | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------------------|-----------|-----------|-----------|-----------|
| Face to face         | 36        | 32        | 35        | 33        |
| Online               | 34        | 34        | 37        | 34        |

**Program Review Overview - Faculty Workload LHE** : Version by **Pimentel, Marcelo** on **10/07/2019 21:44**

| Full-time LHE # | Full-time LHE % | Part-time LHE # | Part-time LHE | Overload LHE # | Overload LHE % | Total LHE # | Total LHE % |
|-----------------|-----------------|-----------------|---------------|----------------|----------------|-------------|-------------|
| 18-19.....      | 68%             | 12              | 9%            | 29             | 22%            | 131         | 100%        |
| 17-18.....      | 68%             | 9               | 8.5%          | 32             | 24%            | 131         | 100%        |
| 16-17.....      | 63%             | 19              | 13%           | 34             | 24%            | 143         | 100%        |
| 15-16.....      | 55%             | 38              | 24%           | 32             | 20%            | 161         | 100%        |
| 14-15.....      | 52%             | 42              | 24%           | 41             | 23%            | 173         | 100%        |

**Program Review Overview - Faculty Workload Faculty Headcount** : Version by **Pimentel, Marcelo** on **10/07/2019 21:33**

| Full-time Faculty Headcount | Part-time Faculty Headcount | Overload Faculty Headcount | Total Faculty Headcount |
|-----------------------------|-----------------------------|----------------------------|-------------------------|
| 18-19, 3 count              | 2                           | 3                          | 5                       |
| 17-18, 3 count              | 2                           | 3                          | 5                       |
| 16-17, 3 count              | 3                           | 3                          | 5                       |
| 15- 16, 3 count             | 3                           | 3                          | 6                       |
| 14-15, 3 count              | 4                           | 3                          | 7                       |

**Program Review Overview - Faculty Workload LHE per Faculty** : Version by **Pimentel, Marcelo** on **10/07/2019 21:45**

| Full-time LHE per Faculty | Part-time LHE per Faculty | Overload LHE per Faculty | Total LHE per Faculty |
|---------------------------|---------------------------|--------------------------|-----------------------|
| 30                        | 4.5                       | 10.7                     | 26.2                  |

**Program Review Overview - Faculty Workload FTEF (LHE/30)** : Version by **Pimentel, Marcelo** on **10/07/2019 21:48**

| Full-time FTEF | Part-time FTEF | Overload FTEF | Total FTEF |
|----------------|----------------|---------------|------------|
| 18-19, 3.0     | 0.3            | 1.07          | 4.37       |

**Program Review Overview - Faculty Workload FTES and Efficiency** : Version by **Pimentel, Marcelo** on **10/17/2019 20:00**

| Total FTES    | Overall Efficiency (FTES/FTEF) |
|---------------|--------------------------------|
| 18-19: 140.59 | 18-19: 34                      |
| 17-18: 143.10 | 17-18: 35                      |
| 16-17: 165.58 | 16-17: 37                      |
| 15-16: 167.77 | 15-16: 34                      |
| 14-15: 202.77 | 14-15: 39                      |

## Goals and Objectives

**Program Review Goals & Objectives - Process and Mission Statement Alignment** : Version by **Pimentel, Marcelo** on **10/07/2019 22:01**

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

We review, update and evaluate the mission and the APP every spring during FLEX week; we also address any changes desired when we meet in the fall during FLEX week.

How is SCC's mission statement (<https://www.scccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

*We try to be innovative in our quest for new, useful, mindful resources that support, not tech for tech's sake, or for the sake of rote memorization, but for the sake of developing critical thinking and towards the end-goal of moving students to truly believe in and value wisdom, self-awareness, rational thought, and "the life of the mind."*

*We have now ventured into the "online world" of teaching. The Chair has researched various resources/technologies that might make teaching philosophy online more practicable--more philosophically and pedagogically engaging, as good phi-teaching should be. So, we continue to be innovative as we explore new ways to reach students we have typically not reached (the "online student" who tends to be quite different then, say, our day-time students).*

*We teach critical thinking and critical communication in all of our courses.*

*Both PT and FT faculty assess, gather assessment data, and discuss it, not for the sake of mere paper pushing, but for the sake of improvement. We engage in deliberate, reflective pedagogy and on discussion of precisely that during our fall and spring meetings.*

*We are committed to using dialogue and critical challenges to belief for the sake of making education engaging and for the sake of thinking about and rationally and fairly exploring and relating to difference and diversity.*

## Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals

| Annual Plan Goal |
|------------------|
| undefined        |

## Data Analysis

**Program Review Data Analysis - 1 to 4** : Version by **Pimentel, Marcelo** on **10/07/2019 22:01**

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of **63%**?

The phil is runs at a 66% completion rate, which is a little higher than the ISS.

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

No Value

What is the course retention rate (any grade except W) for courses within the program?

78%

What is the course retention rate in basic skills courses (any grade except W) within the program?

No Value

**Program Review Data Analysis - 5** : Version by **Pimentel, Marcelo** on **08/20/2019 18:34**

| Number of Awards in the Following Programs: | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|-----------|-----------|-----------|-----------|
| Philosophy, AA-T                            | 4         | 3         | 4         | 6         |
| Philosophy, AA                              | 1         | 1         | 1         | 1         |

**Program Review Data Analysis - 6 to 13** : Version by **Pimentel, Marcelo** on **10/07/2019 22:10**

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)? We tend to see a 45/55 ratio with respect to female/male. The SCC "all subjects ratio" is 40/60.

The other demographics are similar to the school wide demographics.

Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

1. Primarily teaching
2. 16% growth rate.

3. We continue to mentor graduates and we continue to stay in touch with them once they leave us; often, when they enter the teaching profession, we continue to guide them and help them with CVs, cover letters, etc. A few students that we have stayed in touch with and helped mentor as they entered the teaching profession include Brad Waldo, Alec Sixta, Hilda Loury and David Donnelly--the latter two have actually taught courses for us!

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills\\_Cohort\\_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

No Value

Please provide comment on student survey results administered by the program, if any.

Our own informal surveys about our classes have yielded very positive results. With respect to SCC surveys that are sent out to students, the result are definitely above average for all of our instructors, PT and FT.

Please provide comment on program exit exams or other assessments of graduating students, if any.

The last exit exam we received was turned in two years ago. We cannot force students to take it, but we do ask. The test is comprised of four essay questions that address the major fields of philosophy: Logic, Epistemology, Ontology and Ethics.

Please provide the number of students who take and pass external license examinations, if relevant to the program.

n/a

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

Informally, we have tracked and stayed in touch with many students; many have gone on to complete the BA and then enter various fields (from real estate, sales, computer engineering and graphic design and other fields). We have stayed in touch with many who have gone on to obtain MAs or PhDs in the field, and have even hired two students who went on to pursue advanced degrees and the teaching of phi.

Please provide data pertaining to the instruction or delivery of service, if any.

n/a

## Outcomes Assessment

### Program Review Outcomes Assessment - Course and Section Count : Version by Pimentel, Marcelo on 08/20/2019 18:49

| Courses  | Section Count |
|--|---------------|
| PHIL 106 - Introduction to Philosophy                      | 18            |
| PHIL 106 - Introduction to Philosophy                      | 9             |
| PHIL 106H - Honors Introduction to Philosophy              | 1             |
| PHIL 108 - Ethics  | 4             |
| PHIL 108 - Ethics  | 1             |
| PHIL 110 - Critical Thinking                               | 9             |
| PHIL 110 - Critical Thinking                               | 5             |
| PHIL 111 - Introductory Logic                              | 3             |
| PHIL 111 - Introductory Logic                              | 1             |
| PHIL 112 - World Religions                                 | 2             |
| PHIL 112 - World Religions                                 | 1             |
| PHIL 115 - Philosophy of Religion                          | 1             |
| PHIL 118 - History of Philosophy                           | 1             |
| PHIL 118 - History of Philosophy                           | 1             |
| PHIL 120 - Introduction to Social and Political Philosophy | 1             |

### Program Review Outcomes Assessment - CSLOs : Version by Pimentel, Marcelo on 08/20/2019 18:49

| Student Learning Outcomes  | CSLO Count | CSLOs Measured |
|--|------------|----------------|
| PHIL 106 - Introduction to Philosophy                                  | 2 2        |                |
| Demonstrate knowledge of the discipline of philosophy.                 |            |                |
| Demonstrate the ability to critically analyze and evaluate philosophy. |            |                |
| PHIL 108 - Ethics  | 2 2        |                |
| Demonstrate knowledge of the discipline of ethics.                     |            |                |

| Student Learning Outcomes  | CSLO Count | CSLOs Measured |
|--|------------|----------------|
| Demonstrate knowledge of how to critically analyze and evaluate the discipline of ethics.                                  |            |                |
| PHIL 110 - Critical Thinking   | 2 2        |                |
| Demonstrate knowledge of the discipline of critical thinking.  |            |                |
| Demonstrate the ability to compose argumentative and persuasive essays that comport to the standards of critical thinking. |            |                |
| PHIL 111 - Introductory Logic  | 2 2        |                |
| Demonstrate knowledge of the discipline of logic.  |            |                |
| Demonstrate the ability to critically analyze and evaluate logic.  |            |                |
| PHIL 112 - World Religions   | 2 2        |                |
| Demonstrate knowledge of world religions.  |            |                |
| Demonstrate the ability to critically analyze and evaluate world religions.  |            |                |
| PHIL 118 - History of Philosophy   | 2 2        |                |
| Demonstrate knowledge of the history of philosophy.  |            |                |
| Demonstrate the ability to critically analyze and evaluate the history of philosophy.                                      |            |                |
| PHIL 120 - Introduction to Social and Political Philosophy   | 2 2        |                |
| Demonstrate knowledge of social and political philosophy   |            |                |
| Demonstrate the ability to critically analyze and evaluate social and political philosophy                                 |            |                |

Program Review Outcomes Assessment - PSLOs : Version by Pimentel, Marcelo on 08/25/2019 21:45

| Program Student Learning Outcomes  | PSLO Count | PSLOs Measured |
|--|------------|----------------|
| <b>Philosophy*</b>   |            |                |
| Philosophy, AA-T   |            |                |
| Demonstrate knowledge of the discipline of philosophy.   | 1 1        |                |
| Demonstrate an ability to analyze and evaluate topics and problems in a way that comports with philosophic method. | 1 1        |                |
| PSLO   |            |                |

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Pimentel, Marcelo on 08/25/2019 22:17

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria? Why assess individual courses, look at success rates, and then combine success rates and average them as an overall measure of program success; we have consistently shown success rates of 70% or higher.

We have provided majors with an "outcomes assessment exit examination"; those who have actually done it and turned it in showed success rates of 100% (we have received four SLO exit examinations).

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

We assign assessments in the fall, assess in the fall, and discuss SLO data, PR, EMP and Key Initiatives, including pathways and equity, in the spring; these are our formal discussions; we continue to have these discussions regularly throughout each semester as we informally meet to discuss what we (Doug, Granitto, Pimentel) are doing here at SCC.

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

We always have high rates of success with respect to course content. In philosophy, we emphasize critical methodology and basic concepts in philosophy; we have students both write about this content and we test them on it through various kinds of examinations; this might explain why students do so well--in addition to the deep passion and commitment to phi that all of our instructors display.

There is not outcome that students "definitely have not met."

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

The key change is that we started sharing SLO data years ago, using that as a point of departure for "best and worst practices" in the classroom.

Granitto, Deaver and Pimentel noticed, years ago, when looking at data involving the second program SLO, the SLO involving critical, philosophical methodology, that students we not

achieving the SLO at rates higher than around 70%. We expected more; so, we started further emphasizing methodology in class, repeating it more often, and having students apply it more in the form of assignments (for example, having students present on, or write, formal arguments in papers and in class instead of merely using loose language in the form of ordinary English prose).

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

A pattern we have identified is that we are doing a good job at conveying the information and repeating it and integrating it enough so as to assist students realize the SLOs. We have consistently achieved 70% or higher in terms of outcomes realization targets.

## Curriculum and Program Management

### Program Review - Curriculum and Program Management : Version by **Pimentel, Marcelo** on **08/25/2019 22:33**

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population? *We are a leader on campus in terms of heavily emphasizing both critical thinking and social justice in thinking and in action. I think we both teach this and model it well in terms of how our FT faculty speak and behave in both the classroom and on committees.*

*We support the diversity of students, in terms of race, class and gender, and are very supportive in terms of continuously supporting our majors and philophiles, both in terms of a commitment to serving our students during office hours and also to supporting and attending the meetings of the Philosophical Society.*

*In-class enrollment since 2011 has been flat. To remedy this situation, we have moved into the "online world" as of the Fall 2015 are offering sections of Philosophy 111(Introductory Logic). So, we have begun reaching out in non-traditional ways to the non-traditional, typical SCC "day-student."*

*We have also discussed developing an outreach program to local high schools in which faculty members could give presentations or lead discussions on philosophical topics.*

*According to the 2019 "SCC Scorecard" (CCCCO.edu) approximately 50% of our students are 25 years of age or older. We are considering other courses to take onto the online modality as we consider to further student success rates and assist the our students who are typically over 25, the online students.*

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

*Yes we do; we are careful and reflective about the schedule. We discuss it as an agenda item every spring and fall. The Chair shares enrollment data with both PT and FT faculty. We are conscious of the needs of our students and we offer both day and night and Friday classes as well.*

*We are conscious of diminishing enrollment trends in our brick-and-mortar courses. We have moved into the "online world" and are meeting some of the student demand that exists out-there for the non-traditional type of computer based, distance education.*

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

We have the SCC Philosophical Society.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

*We critically reflect on and review such processes during our FLEX week department meetings in the spring and the fall. We poll our students, look at enrollment data, discuss new classes with students/majors and the dean, consider our local transfer institutions (esp. CSUF) and the TMC.*

*We also consider general data and enrollment trends as shared with us by both the dean and the office of assessment and institutional effectiveness.*

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

*We coordinate action and seek knowledge regarding such matters on a case-by-case by basis. We share such knowledge with one another as it arises and also at spring and fall department meetings.*

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

*We should still consider building closer ties with student services and the library.*

## Resources

### Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Pimentel, Marcelo** on **08/25/2019**

**22:34**

| Classrooms | Labs | Offices | Storerooms | Conference Rooms |
|------------|------|---------|------------|------------------|
| 2          |      | 2       | 0          | 0                |

### Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Pimentel, Marcelo** on

**08/25/2019 22:35**

| Classrooms | Labs | Offices | Storerooms | Conference Rooms |
|------------|------|---------|------------|------------------|
| 2          | 0    | 1       | 0          | 0                |

## Program Review Resources - Specialized Equipment and Resources : Version by Pimentel, Marcelo on 08/25/2019 22:35

| Equipment/Resource | Description |
|--------------------|-------------|
| 0                  | 0           |

## Program Review Resources - Funding Sources : Version by Pimentel, Marcelo on 08/25/2019 22:36

| Funding Source | Description |
|----------------|-------------|
| n/a            | n/a         |

## Program Review Resources : Version by Pimentel, Marcelo on 08/25/2019 22:39

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

*Well; yes, I think all appears to be as safe as can reasonably be expected.*

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

It is all good and sufficient here; we do not have an ongoing budget. We have historically simply paid for books and films with our own money.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

Our needs are sufficiently met.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

Our needs are well met.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

We have adequate support.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

n/a

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

We are assuming that our current needs will still be met and no tech planning is required as of yet.

## Human Resources

### Program Review Human Resources - Support Staff : Version by Pimentel, Marcelo on 08/25/2019 22:40

| Title of Position  | Count | Full-time or Part-time | Months per Year | Funding Source   |
|--------------------|-------|------------------------|-----------------|------------------|
| division secretary | 2     | FT                     | 12              | SCC general fund |

## Program Review Human Resources : Version by Pimentel, Marcelo on 08/25/2019 22:44

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

*FT faculty stay current in the discipline of philosophy by readings books and online journal/encyclopedia entries. They also attend FLEX workshops on issues regarding student learning and pedagogy when available.*

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

*FT faculty are involved in the Faculty Recognition Committee, Honors Committee, Facilities Committee, SCC Phi Society, EMC, LGBTQ advocacy, and the AB 540 Advisory Group.*

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

Yes.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Yes.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

PT staff are informed twice a year during FLEX week meetings; the dean hears about current trends and events during chairs meetings.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

n/a

## Internal and External Communication

### Program Review Internal & External Communication : Version by Pimentel, Marcelo on 08/25/2019 22:46

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

2019

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

2019

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

*FT faculty discuss the website on a bi-annual basis. Additionally, Jim Granitto continuously monitors and works on refining the SCCPD website.*

*Outcome results are not posted on our website.*

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

Through dept chair meetings, senate meetings, curriculum meetings and emails.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

We communicate fairly well; we are continuously reviewing ways in which we could do even better.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

n/a

## Planning Agenda

### Program Review Planning Agenda : Version by **Pimentel, Marcelo** on **08/25/2019 22:52**

| Actions for 2019-2022   | Supporting Data   | Resources Needed  | Estimated Cost |
|---|---|---|----------------|
| Add an online Phil 110 (Critical Thinking) course to our list of course offerings | The data show FTF classes are dropping in terms of enrollments and online classes are in high demand. | The desire to go online and the training to get the skills to do it well. | n/a            |

## Summary Report

### Program Review Summary Report - What is and is not working : Version by **Pimentel, Marcelo** on **08/25/2019 22:47**

Briefly describe and explain what is working well in your program/service area.

Our relations with division staff, the dean, our colleagues, within one another in our department, and with our students are going very well; facilities are strong; overall, we are doing quite well as a department.

Briefly describe and explain what is not working well or needs attention in your program/service area.

n/a

### Program Review Summary Report - Resources : Version by **Pimentel, Marcelo** on **08/25/2019 22:48**

| Facilities | Technology | Equipment | Personnel |
|------------|------------|-----------|-----------|
| n/a        | n/a        | n/a       | n/a       |

### Program Review Summary Report - Initiatives and Other Findings : Version by **Pimentel, Marcelo** on **08/25/2019 22:56**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

As we continue to grow online, we will comply with the ADA standards.

We also support, as we grow online, the goals of the DEPC and we support online students (online SEP).

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

No Value