

**Cerritos College Instructional Program Review Instructional Program Review
Submittal Form**

(Appendix B)

This form is completed and submitted as a cover sheet for the self-study report.

Name of the Program: **Department of Philosophy**

Date Submitted: **December 7, 2009**

Scheduled Presentation Date: **January 19, 2010**

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle. **Yes**

The Program is in compliance with guidelines established by the Student Learning Outcomes task force. **Yes**

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Reviewed by (Division Dean): **Dr. Bryan Reece (Signed paper document on December 3, 2009)**

Program Review Report for the Department of Philosophy

January 5, 2010

1. Description of the Department of Philosophy

Description the Department:

The Cerritos College Department of Philosophy has four full-time faculty members and seven active part-time faculty members. Our individual professional interests vary, and include the philosophy of religion, logic, science, ethics, epistemology, and metaphysics, as well as classical, political, social, modern, continental, analytic, and contemporary philosophies. Most of us are active members of the American Philosophical Association and attend yearly conferences. We offer nine different philosophy courses, all of which are applicable for CSU and UC transfer credit. By maintaining an active philosophy club, strongly supporting students' endeavors to transfer, working closely with the Scholars' Honors, Learning Communities, and Teacher TRAC programs, participating yearly in the Academic Excellence Awards ceremonies, hosting a speaker series, and nominating students for the Bloomfield Philosophy Scholarship, we strive to provide a stimulating and nurturing environment for all of our philosophy students, both majors and non-majors.

Department of Philosophy Mission Statement:

The Department of Philosophy unit exists to realize in its program the institution's dedication to "building futures through learning" via the following goals:

- to assist students in their pursuit of AA degrees, transfer to four-year universities, vocational degrees, vocational certificates and enhanced job skills;
- to enable students to enhance their quality of life and fulfill their personal goals by helping them use education as a means for cognitive and emotional growth;
- to maintain curriculum that respects and embraces the diversity represented in our student body and region;
- to help students prepare to become responsible participants of complex democratic societies;
- to help students assume the diverse challenges they face as "citizens of the world."

a. Currency of course outlines

The courses currently offered by the Department of Philosophy are as follows: PHIL 100- Introduction to Philosophy, PHIL 102- Introduction to Ethics, PHIL103- Philosophical reasoning, PHIL 104- Philosophy of Cultural Diversity: Challenge and Change, PHIL 106- Introduction to Logic, PHIL 200- World Religions, PHIL 201- Introduction to 20th

Century Philosophy, PHIL 204-Philosophy of the Bible I (Hebrew Scriptures), PHIL 206- Philosophy of the Bible II (Christian Scriptures). All philosophy course outlines are current, and detailed description are included in Appendix 1. (*See Appendix 1: Philosophy Courses Outlines.*)

i. Revision of course content

Revision of course content is an on-going practice. Although SLOs for all courses are in place, SLO revision for all philosophy classes will be completed during the current academic year. A revised Phil 100 SLO has been completed during the Fall semester, along with the development of its assessment tool. The SLO assessment will be e-mailed at the end of the fall 2009. The H/SS division will facilitate the administration and the data collection of the students' responses. Full-time and part-time faculty members have been informed about the new assessment procedure. The revised PHIL 100 SLO is as follows:

At the completion of philosophy 100 class students will be able to explain Socrates' statement, "the unexamined life is not worth living", by applying the statement in at least two of the following areas: ethics, knowledge, politics, and ultimate reality (metaphysics).

(See Appendix 2: Sample of the SLO assessment instrument)

ii. Appropriateness of course designs and other relevant issues

Process used by the department to develop curriculum:

We have analyzed the relevance of course content. For example, we have changed the title of PHIL 201 from "20th Century Philosophy" to "Contemporary Philosophy," effective Fall 2010. (*See Appendix 3: Curriculum course/Program Revision Form*)

We are also currently researching the content of two new courses:

Philosophy of Art and Literature – ENGL 52 requirement
(PHIL 105), Course a par with PHIL100
Philosophy of the Americas - ENGL 52 requirement
(PHIL 108), Course a par with PHIL 100

PHIL 105 will engage students in philosophical reflection on beauty, the nature of reality, moral dilemmas, and human character through visual and narrative examples instead of the traditional methods of philosophical inquiry that rely primarily on argumentation. PHIL 108 will explore philosophical activity through a wide variety of cultural and intellectual contexts (e.g., Native American, African American, Latin American, and the "mainstream" pragmatist

tradition) that better represent the diversity of our students.

In order to update and develop new curriculum, we have included new texts and updated the SLOs for all our nine current philosophy course outlines. (*See Appendix 1.*)

We are currently addressing another project concerning curriculum for PHIL 104 and student success. We are seeking supporting data through the Office of Research to demonstrate that completion of ENGL 52 with a C or better should be required for enrollment in PHIL 104 rather than recommended as it is at the moment. Currently, ENGL 52 is only recommended for PHIL 104, but there is plenty of anecdotal evidence that students lacking ENGL 52 encounter greater difficulties with the course's writing activities. If the data provided by the Office of Research supports our hypothesis we will proceed to revise the PHIL 104 course outline and will seek confirmation by the institutional Curriculum Committee, effective Fall 2010. The report prepared by the Office of Research will be available by February 2010.

The continuing development of our curriculum finds external validation in the American Association of Colleges and Universities (AAC&U) report, *College Learning for the New Global Century*, which indicates that "American education calls for a far-reaching shift in the focus of schooling from accumulating course credits to building real-world capabilities." (p. 5) Furthermore, this report claims that, "The world in which today's students will make choices and compose lives is one of disruption rather than certainty, and of interdependence rather than insularity." (p.15) Another report providing external validation to the Philosophy Department's self-study activities, especially in the area of student success, is *The Criteria for Hewlett Leaders in Student Success*. This study specifies that student success could be assessed in the areas of curriculum integration, "learner-centeredness," integration of academic support and student services, and institutional leadership and support. A third initiative (internal validation) supporting the evaluation of our department's student services is the *Cerritos College Student Success Plan*. Indeed, the plan's proposal for the assessment of the learning environment and student success is in agreement with our department self-study endeavors. The chair of the Department of Philosophy is a member of the Student Success Plan committee. These documents provide a vision of what higher education should offer to students so that they can become better professionals, citizens, and independent thinkers. (*See Appendix 4: External Validation Reports*) The philosophy department is responding to this vision by revising courses already in place and by developing new courses (PHIL 105 and PHIL108).

Finally, we have continually worked on new pedagogies and teaching strategies, which we hope will have greater relevance to the contemporary world and to our students' lives (e.g., concerning issues of war and peace, religious and cultural

diversity, human rights, global justice, and climate change).

We rely primarily on close and careful readings of primary philosophical texts. This skill, reading primary philosophical texts, once acquired, enables students to succeed in their other courses. In order to develop the ability to read primary texts, we often use group discussions to help build student confidence in non-threatening peer environments. We also increasingly use thought experiments and case studies to make abstract philosophical issues and arguments more concrete and meaningful. Finally, one of us (Stolze) has experimented with projecting primary texts as part of PowerPoint presentations in order to facilitate collective discussion (see www.cerritos.edu/tstolze/notes.html). Another instructor, as part of the World Religions course, includes field trips to places of worship in order to provide students with direct experience of the primary texts studied in class (Van de Mortel). A third instructor (Torres-Bower) used President Obama's speeches on the "universal community" to generate student discussion regarding the philosophy of cultural diversity (see <http://cms.cerritos.edu/torresbower/syllabi>).

Our objective is to make philosophy a vibrant and living discipline, which prepares our students to address personal and professional challenges.

1. How the number, type, depth and breadth of the courses support program's SLOs and goals:

Philosophy courses offer introductory-level content in the areas of history of philosophy (100), philosophical ethics (102); applied ethics (104), critical thinking (103 and 106); Hebrew and Christian scriptures (204 and 206) and history of world religions (200). However, philosophy courses offerings must remain within the lower division of college level courses.

The current diversity of course offerings effectively supports students' requirements for transfer to a four-year institution. Below please find how completion of philosophy courses supports effective transfer to public four-year institutions as it's reported in the College Academic Catalogue:

Requirements for enrollment in philosophy courses:

There are English proficiency requirements to enroll in philosophy classes:

ENGL 100 is required for Phil 103, 106 and 201.

Completion of ENGL 52 is required for Phil 100, 102, 200, 204, and 206–

Recommended ENGL 52 – Phil 104; it should be changed to Required ENGL 52

In addition to curriculum development in aesthetics (philosophy of art and literature) and American philosophy, other areas of interest for curriculum development are:

Philosophy of Religion
Philosophy of Science
Eastern Philosophy

2. How courses of the program articulate with or complement each other:

Since all philosophy courses are of the introductory kind, students can enroll in any course without previous philosophical preparation. For the most part each course is a self-contained unit determined by the themes and areas of philosophy prescribed in the course outline.

3. The appropriateness of prerequisites- relevant to course content and SLOs:

As we indicated before, ENGL 52 is the minimum qualification for students enrolled in philosophy classes; Students without ENGL 52 completion or concurrently taking ENGL 52, and enrolled in PHIL 104 encounter greater challenges in course's success. College-level reading (READ 54) and writing (ENGL 52) should be a requirement for enrollment in PHIL 104. We are considering requesting the same analysis for PHIL 200 since ENGL 52 is only recommended for enrollment in this class.

4. Courses of the program interacting with other program on campus:

In the area of communication and analytical skills, PHIL 103, Philosophical Reasoning is one of the courses that fulfill the same transfer requirement of critical thinking for IGETC, similar to PSYCH 103, ENGL 103, READ 200 and SPCH 235. PHIL 106, Introduction to Logic, fulfills the same requirement for Bachelors' Degree at the CSU system.

b. Student demographics

The Philosophy Department conducted student surveys in Fall 2007 and Spring 2008 in order to determine the profile of students enrolled in our classes (*See Appendix 5: Summary Philosophy Department Survey, Fall 2007 Item Report Total Processed by the Office of Research*). On the basis of those surveys, we can observe the following:

- Philosophy students are 18-24 in age (77.8%), Hispanic, Asian-American, or African-American (71.9%), female (52.4%), take classes full time (65.3%), employed part time (48.2%), are taking philosophy classes to satisfy a GE requirement (70.3%), hope to obtain a bachelor's degree (62.7%), own a personal computer (91.2%) and have home access to the Internet (91.9%).
- Philosophy students are not very interested in taking philosophy classes online (16.3%), are more interested in class discussion (41.2%) than in lectures (35.3%), would like to take another philosophy class (65.7%), and believe that philosophy increases awareness of different points of view (91.4%), helps them to think

- critically (83.9%), and lead a more satisfying life (65.2%).
- Philosophy students are largely satisfied with the variety of different courses (73%), think that the scheduling of classes meets their needs (83.1%), and are offered at convenient times (81.7%).
- Philosophy students have a high regard for Philosophy Department faculty, who they believe are available to students (79%) and accessible during office hours (72.6%), committed to high standards of learning (81.6%) and teaching (82.2%), provide clearly defined grading practices (80.5%), have knowledge of (86.1%), and enthusiasm about (83.9%), their subject matter.

Overall, it would appear that the Philosophy Department has thus far well addressed the needs of our students. It will doubtless continue to be a challenge for our faculty to redesign and offer new courses to meet the needs of our youthful and ethnically and racially diverse students. Yet it is abundantly clear that our department should continue to preserve the traditional face-to-face and Socratic method of instruction that our students appreciate, so that we can provide them with intellectual guidance as they experience the challenges of an increasingly complex world.

c. Human resources

1. Instructional climate in the department:

There are three F/T faculty members teaching in the Fall semester. The department is impacted by faculty release time, one faculty leave of absent and two vacant teaching positions. In Fall 2009 semester the department is offering 23 classes. Three (3) F/T faculty members teach 12 classes or 52% of the course offerings and seven (7) P/T faculty members teach 11 classes or 48% of the course offerings. Officially, the department has four (4) tenured faculty members. One F/T faculty is on leave of absent; another F/T teaches two classes due to other institutional responsibilities.

The P/T faculty members are actively engaged in the life of the department by participating in the Philosophy Club, giving presentations and mentoring students interested in philosophy. (*See Appendix 6: Philosophy Department Calendar of Activities.*)

A number of course sessions have been cancelled due to the state financial challenges. Twenty three classes will be offered next Spring Semester. (*See Appendix 7: Spring 2010 Schedule of Classes.*)

2. Access to instructional & administrative support services

The division has a new interim dean. He is fostering an environment of collaboration as well as introducing an effective model for the development, implementation, and analysis of SLOs (*See Appendix 8: SLOs Development and*

Implementation Program Strategic Planning). The administrative supports service is very efficient in providing support in room scheduling, clerical services, and student support on behalf of the department.

3. Discussion of training, currency, workload and teaching assignments

Each faculty member completes 25 hours of professional development projects every the school year by attending conferences, i.e. American Philosophical Association, giving presentations, and creating professional projects in accordance with assigned classes and professional interests. Two faculty members completed Sabbatical leaves last academic year, 2008-09. Information about their sabbatical contributions to the institution and students is found further in this report, page 14. One member as the faculty union president receives 9 TU's release time; another member receives 3 TU's for department chair duties and responsibilities. Finally, teaching assignments are provided to faculty members according to students' needs and department services, as well as to faculty professional interest and expertise.

d. Scheduling patterns

In order to meet our students' academic, professional, and personal needs, we offer classes at different times of the day and evening. The typical philosophy class size is 40 students, with the exception of PHIL 103, which has a maximum of 25 students.

Regarding SLOs, the student learning environment could obviously be improved by reducing the size of all of our classes (with the exception of PHIL 103) to 30. The 2007-2008 student surveys (*See Appendix 5 and Appendix 9: Summary of Student Surveys for Spring and Summer 2009*) indicate that philosophy students prefer more face-to-face contact and in-depth classroom discussion, which would be easier goals to achieve if we had smaller classes.

e. Facilities

Soundproofing for the walls between SS-136 and SS-137 was finally installed during the 2008-2009 year. Carpeting has also been recently installed. We are waiting for new desks which will contribute to a more pleasing learning environment since the old classroom furniture will be replaced with new one.

f. Equipment

We continue to have problems with the "smart classroom" console in SS-136. It does not perform as reliably as the console in SS-137. Please refer to *Appendix D*, Goal # 8, which addresses this issue.

g. Technology

The department is open to the use of various technologies to promote student success, but we want to insure that these are put to appropriate philosophical use. We are especially interested in using technology to facilitate critical analysis of advertising images (in PHIL 103) and to display texts and arguments (in PHIL 100). By projecting texts and images in front of the class, we believe that students can engage in an enriched collective discussion of philosophical arguments from classical and contemporary sources. One of us (Ana Torres-Bower) also regular uses electronic access to the *NY Times* in order to generate student awareness of current issues relevant to PHIL 104. Finally, we use streaming video and clips from DVD's to enhance the classroom environment and stimulate discussion (see www.cerritos.edu/tstolze/notes.html).

2 - Instructional Improvement

a. How teaching effectiveness is evaluated

According to the District and the Cerritos College Faculty Federation's contractual agreement, peer review is the method by which teaching effectiveness is evaluated for full-time and part-time faculty members. Every three years, as tenured faculty, we are evaluated by peer department colleagues who review our teaching activities and observe our teaching style in classroom visitations. The peer team offers recommendations about teaching strategies and course content in order to foster students' academic and intellectual development. Part of our teaching review includes submission of a portfolio with samples of our teaching material, a statement of our philosophy of teaching, and evidence of our professional activities. The peer review for part-time instructors is fulfilled in the same manner, except that a teaching portfolio is not required and only one tenured faculty member completes the review process. (*See Appendix 10: Samples of Instructor Portfolios.*)

Other methods or activities

To further assess evidence of teaching effectiveness, each semester every faculty member submits to the division office syllabi of all classes taught in the semester. The department chair can examine the documents if necessary.

New part-time faculty members receive an orientation on the teaching and learning culture of the department and the institution. They also receive a course outline and on-going professional support in teaching. A peer visitation and meeting to discuss features of teaching philosophy is part of the support we offer to each part-time faculty member.

Part-time faculty members fully—and voluntarily—participate in the department services, providing further evidence of teaching effectiveness as they continue supporting our students in various ways, such as office hours, mentoring students

through philosophical conversations, and offering philosophy club presentations. Our appreciation is greater, since they receive no financial compensation for many of the professional services they offer to our students. (*See Appendix 6: Philosophy Department Calendar of Activities.*)

Although tenured faculty offer on-going mentoring support to our part-time colleagues who teach during the day, we are developing a mentoring system to ensure that we are providing equal support to all part-time instructors, regardless of their teaching schedule. A check list including support services (department and the institution) available to part-time faculty, and a questionnaire for them to identify areas of interest or support that they may need will be provided via e-mail. The information gathered will help in the development of a formal mentorship program for part-time faculty (*See Appendix 11: Mentoring Program.*)

We are currently seeking funds to make workshops on teaching strategies available for both full-time and part-time faculty members.

An end-of-the-semester social event was organized and seven faculty members (PT and FT) attended the activity. The occasion was a successful opportunity (December 15th at 3:00 pm) to address department matters with fellow colleagues in a social environment.

b. Chronology or timeline to document the following:

i. Activities to improve student learning

The following activities are in place or in development:

The Philosophy Department is involved in two Faculty Inquiry Groups (FIGs) in reading and writing. We are interested in addressing two major difficulties in students' college preparedness in reading and writing. The FIGs will help the department in the development of rubrics, activity forms, and workshops; and in collaboration with the Writing Center and Reading Department. The writing and reading activities will be about philosophy for philosophy students.

The department developed and submitted to the Curriculum Committee two new courses to address students' professional and intellectual needs: Philosophy of the Americas, and Philosophy of Art and Literature. Another new course in Philosophy of Religion is scheduled for development in the Spring semester.

Great attention and time is dedicated to mentoring students in the Philosophy Club events.

Bloomfield Philosophy Scholarship- Students are invited to submit applications to a \$500.00 student scholarship. One of the requirements is writing a 500-word essay on "Why philosophy is important to me?" (*See Appendix 12: Bloomfield*

Scholarship Packet.)

Philosophy Library- the Philosophy Library is exclusively for philosophy students referred by faculty members. A new system for lending books has been implemented: Library texts are limited to 2 weeks at a time and books are renewable every two weeks. All books must be returned to the library two weeks before the end of the semester.

Directed Studies- Students and faculty members develop directed studies projects to study particular philosophy texts. A directed study on Hegel's Philosophy of Right is in preparation for Spring 2010.

ii. Department assessment of student learning outcomes, and used measures

Historically, student learning outcome (SLO) assessment is achieved by means of exams, class presentations, and projects. The type of assessment is designed by instructors for their respective classes. Course grading continues to be the regular formal assessment of student learning. The document entitled *Course Grade Distribution and Retention* recorded by the Office of Information Technology (Refer to chart of the same title – summary) provides an overview of students' academic performance, and thus, assessment of SLOs:

Fall 2008	Spring 2009				PHIL 100	TOTAL	Succ	RTN	GPA
	TOTAL	Succ	RTN	GPA					
PHIL 100	384	0.70	0.85	3.17	PHIL 100	322	0.74	0.87	3.07
PHIL 102	96	0.76	0.94	3.12	PHIL 102	106	0.64	0.78	2.96
PHIL 103	62	0.71	0.86	2.86	PHIL 103	52	0.72	0.85	3.37
PHIL 104	130	0.85	0.95	3.47	PHIL 104	121	0.77	0.87	3.45
PHIL 106	110	0.75	0.95	2.95	PHIL 106	123	0.86	0.95	2.96
PHIL 200	82	0.80	0.80	2.95	PHIL 200	37	0.92	0.92	3.18
PHIL 204	16	0.88	0.88	3.50	PHIL 201	31	0.84	0.90	3.29
					PHIL 206	31	0.90	0.94	3.00
					PHIL 298	2	1.00	1.00	4.00

According to the above charts students are successfully learning about philosophy and its different areas of study: epistemology (100), metaphysics (100), ethics (102), philosophical reasoning (103), global citizenship and worldviews (104), logic (106), world religions (200), and Hebrew Scriptures (204). A sample of assessments (exams, papers, students' projects, etc.) is provided for examination. (See Appendix 13: Samples of Assessed Student Work.)

- iii. Department assurance that student learning outcomes are assessed consistently across different sections of the same course

The previous account indicates that the Department of Philosophy does not have a comprehensive system to assess student learning outcomes (SLO's). As explained earlier the evidence of student learning is provided by each instructor through multiple means of assessment. However, no assessment has been implemented including all sections of the same class with the same instrument of evaluation. In order to comply with Cerritos College guidelines of Accreditation, and in addition to individual methods of assessment developed by each faculty member, beginning in Fall 2009, the assessment of all sections of the same class will be accomplished through a new method of assessing SLO's. Students registered in all sections of the same class will receive an assessment instrument developed by the philosophy faculty via e-mail. The course selected for assessment is PHIL 100, and the logistics of this assessment is coordinated by the division office. The department has revised the SLOs for all current philosophy courses and will develop an assessment instruments for each course during the next two academic years. The collaboration between the Philosophy Department and the H/SS division will make possible this comprehensive activity.

- iv. Program or course changes that have been made based on the result of the assessed outcomes

We conducted an assessment of PHIL 100 SLO by means of a survey during the 2009 Spring and Summer sessions and asked students to address the following questions:

1) Socrates famously said that "the unexamined life is not worth living." Explain why you agree or disagree with Socrates.

2) Describe three major subdivisions of philosophy.

A sample of the survey results shows the subsequent data:

Students' responses for question # 1: Spring semester 2009 (64%) and Summer sessions (89%) indicated a good level of understanding of Socrates' dictum.

Students' responses for question # 2, able to explain at least two major subdivisions of philosophy: Spring semester 2009 (36%) and Summer sessions (54%) indicated an area of improvement

A summary of students' surveys will appear in another section of this report. (See *Appendix 14: Summary of Students' Statements and Samples of Students' Surveys.*)

As a result of the SLO assessment findings, the department will: inform all faculty members teaching PHIL 100 about the student learning outcome for PHIL 100 course, notify all PHIL 100 instructors to include the course SLO in their Spring 2010 syllabi, invite comments about this assessment from all PHIL 100 instructors, and post course SLOs on the Philosophy Department Website. It is important to keep in mind that the assessment instrument is flexible and other elements for assessment can be included in future semesters. We are also mindful of the freedom of faculty members to decide how to teach the course content to achieve the SLO.

v. Alignment of syllabi to course outline of record

Although there is no formal procedure in place to verify the alignment of syllabi to the course outline of record, full-time faculty members regularly address issues about syllabi and the revision of course content in department meetings (See *Appendix 15: Department Meeting Agendas.*) New faculty members receive the course outline of record during their orientation to the department and to the class they are assigned to teach. Likewise, department standards and course content are discussed at peer review sessions. On a regular basis, faculty members informally discuss course content and new scholarship relevant to the classes. These conversations facilitate reviewing the content of the outline of record as well as the faculty syllabi. An example of this relationship is demonstrated in the change of the course title of PHIL 201, from "Philosophy of 20th Century" to "Contemporary Philosophy." (The change has already been approved by the Curriculum Committee, effective Fall 2010.) In this case, it was the development of new scholarship in course content that justified the change to "Contemporary Philosophy" and thus expanded the topics for the course outline of record. A second example has been the collaboration of faculty teaching Philosophy 103 in Spring 2010 semester. Instructors examined and discussed the PHIL 103 course outline in order to develop their respective syllabus. The group will continue the conversation on course content and teaching strategies via e-mail.

c. Course Grading and Retention Patterns:

In the academic year 2006 – 2007 the department continued with a higher retention rate of 85% in comparison with the H/SS division rate of 81.6 %, and the college was 80.2%. The following academic year, 2007-2008, the last year available with data by the Office of Research, the department retention rate was 81 % while the H/SS division rate was

81.3% and the college was 80.6%. Indeed, these indicators suggest that although philosophy could be a challenging discipline to study, students remain in the courses regardless of these difficulties (*See Appendix 16: Course Retention and Course Success Rates.*)

d. Successful Course Completion Rates:

The successful course completion rate (course success rate) represents the percentage of students who have successfully completed courses out of total number of students who attempted courses (i.e., enrolled in courses) with a valid grade notation of “A,” “B,” “C,” or “CR (Credit)” in a course. From the Office of Information Technology we obtained the following data: (*See Appendix 17: Academic Year Course Grade Distribution and Retention Report*)

	Over 70%	
<u>Fall 2006 = 74.1%</u>	<u>Spring 2007 = 76%</u>	<u>Academic Year: 75.05 %</u> ↑
<u>Fall 2007 = 68%</u>	<u>Spring 2008 = 72.8%</u>	<u>Academic Year: 70.4%</u> ↑
<u>Fall 2008 = 77.8%</u>	<u>Spring 2009 = 82.1%</u>	<u>Academic Year: 79.95%</u> ↑

The data support that the successful course completion rate established by the department of 70% was maintained during the last three academic years. Moreover, sabbatical leaves by two of the four full-time faculty members did not affect the successful course completion rates.

e. Philosophy AA Degrees Awarded:

The department of philosophy as a service department provides general education courses to students fulfilling transfer requirements. Most students enrolled in philosophy classes are transfer-declared or technical degree students with academic majors other than philosophy (i.e. liberal arts, business, biology, etc.). Accordingly, the Associate in Arts degree in philosophy continues its historically low rate of degrees awarded as follows (*See Appendix 18: Degrees and Certificates Awarded*):

<u>2003-04</u>	<u>2</u>
<u>2004-05</u>	<u>4</u>
<u>2005-06</u>	<u>4</u>
<u>2006-07</u>	<u>3</u>
<u>2007-08</u>	<u>2</u>

f. Certificate:

An interdisciplinary certificate called the *Contemporary World Cultures* certificate was approved by the Curriculum Committee effective Fall 2008. Services and support for the achievement of this certificate are coordinated by the Department of Philosophy. Given

the recent establishment of the degree, the certificate has not been achieved by any student yet (*See Appendix 19: Contemporary World Cultures Brochure and website: <http://cms.cerritos.edu/world-cultures>*).

g. Institutional data:

WSCH/FTIE “Efficiency” Ratio:

Analysis of Data: We analyzed the Department of Philosophy data from four previous academic years (Fall 2005- Spring 2009). The data was requested from the Office of Research and we found the following: The overall ratio WSCH/FTIE in the department is below the level of 525. This is a ratio established as the efficient ratio by the Chancellor’s Office. The number of students divided by the number of instructors will indicate how our department delivers its academic services in an efficient manner without adding extra costs to the system. In Philosophy the standard ratio is 40 students per one faculty member, with the exception of Phil 103, Philosophical Reasoning, which limits the number of students to 25 per faculty member.

Fall 2008 the ratio of WSCH/FTIE	528	Above 525↑
Spring 2009	516	Below 525↓
Fall 2007	416	Below 525↓
Spring 2008	455	Below 525↓
Fall 2006	452	Below 525↓
Spring 2007	475	Below 525↓
Fall 2005	400	Below 525↓
Spring 2006	445	Below 525↓

According to the data indicated above, only Fall 2008 reflected a good level of efficiency.

Possible causes/reasons to explain the level below efficiency (*See Appendix 20: WSCH/FTIE "Efficiency Ratio"*):

The following may have influenced the WSCH/FTIE efficiency ratio:

1) There are fewer students registering for philosophy classes to fulfill GEN ED or transfer requirements. The anecdotal evidence we hear from students is that philosophy is a difficult subject matter and requires lots of writing. This is a philosophy *perception* challenge that the department needs to address.

On the other hand, as we analyze the data, it appears that the efficiency ratio is not a challenge during the current semester, Fall 2009. Given the reduced number of classes

available to students as a result of the state financial problems, all classes were full at the beginning of the academic year. The trend of a reduced number of classes will continue for next semester (Spring 2010) and it is expected to continue for the next academic year (2010-2011), with another possible reduction of class offerings. Accordingly, we expect to maintain the ratio of efficiency established by the Chancellor's Office for the current and for the next academic year.

2) Another possible explanation for a lower efficiency rate below the 525 rate, it that most of the philosophy classes (9 classes) have an English proficiency requirement. ENGL 52 is required for PHIL 100, PHIL 102, PHIL 201, PHIL 204, and PHIL 206. ENGL 100 is required for PHIL 103, PHIL 106, and PHIL 201. PHIL 104 and PHIL 200 are the philosophy courses with ENGL 52 as recommended and there is plenty of anecdotal evidence that students will achieve greater academic success (and we suspect less attrition) if ENGL 52 is required for enrollment in this philosophy class. For this reason a request for *Prerequisite/Co-requisite Validation* has been submitted to the Office of Research to seek approval for completion of ENGL 52 with C or better for enrollment in PHIL 104.

3) As a result of the lower enrollment in classes, some classes have been cancelled during previous academic years leaving students and affected faculty members disappointed. Some students commented (this is anecdotal information) that they were hesitant to enroll in philosophy classes for fear of cancellation, and finding another class after a class cancellation was very difficult or impossible.

4) In contrast with other departments in our H/SS division, philosophy classes have a maximum of 40 students per class. Accordingly, philosophy classes, given their small enrollment, yield a lower WSCH/FTIE efficiency ratio.

The following are steps to address the lower WSCH/FTIE efficiency ratio challenge. In order to change the students' perception of philosophy as a difficult discipline and aiming at positioning our classes in the forefront of students' attention, the department will:

- a) Coordinate F/T and P/T faculty meetings to address topics of concern in the promotion of students' academic endeavors.
- b) Advertise philosophy classes emphasizing themes relevant to today's world challenges and students' professional interests and majors.
- c) Maintain the Philosophy Department and faculty members' websites current and useful as electronic brochures.
- d) Foster students interested in philosophy by means of philosophy club activities and by offering a series of informational sessions about studying philosophy to declared philosophy majors. Make an academic counselor available for questions concerning transfer requirements.

h. Other institutional data not indicated above is included in *Appendix 21: Student and Faculty Voices*.

3. Strengths and Weaknesses of the Program

a. Strengths

1) Faculty members are dedicated to delivering philosophy classes with content and practical values relevant to students' academic and professional needs. Many philosophy instructors teach required curricula in philosophy by means of problem solving; contemporary issues, and other teaching strategies. All instructors examine the content and teaching strategies to assess whether learning has been accomplished.

2) Sabbatical leave benefits – In Fall 2009 two faculty members returned from a one-year sabbatical leave with completed projects that will benefit students, colleagues, and our campus at large.

One sabbatical-leave faculty (with 100% compensation) completed the following work: seminar on Native American Philosophies, Seminar on Religions of Japan, Japanese (language course), Seminar on the Ethics of Family & Marital Conflict Resolution, Seminar on the Ethics of Restorative Justice & Peace building; Seminar on Chan Buddhism. These were completed between Fall 2008 and Spring 2009 at the California State University. Additionally, there was a travel component that was optional. This became a trip to Rome, Italy in July 2009 and a trip to the White Mountain Apache Reservation in Eastern Arizona in August 2009. Both places afforded opportunities to visit religious and cultural sites connected to world religions instruction.

A second faculty member (with 70% compensation) reported the following: completion of a directed study project at the Claremont Graduate University about physics and Occasionalism in the seventeenth century Cartesian philosophy. Other projects completed on sabbatical leave were: design, development and posting of an institutional Website for the *Contemporary World Cultures* certificate (a new certificate coordinated by the Department of Philosophy); revision of the Department of Philosophy Website; revision of instructor's Website; and revision and development of curriculum for Philosophy 104. As a result of the development of the new curriculum for Philosophy 104 this faculty member coordinated and participated in a Fall 2009 student event on "Mesoamerican Cosmology and Worldviews" in collaboration with the Society of Hispanic Professors (SHP), and the departments of History, Spanish, and Philosophy. About 120 students attended the event.

3) Evidence of instructors' professional activities beyond Cerritos College

Dr. Ted Stolze coordinated and participated in a Spinoza panel at the New Marxian Times Conference held at the University of Massachusetts, Amherst in

November 2009. His paper was entitled, “An Ethics for Marxism: Spinoza on Fortitude”

Ana Torres-Bower: Coordination of the California Learning Communities Consortium (CLCC) 3rd Annual Curriculum Development Retreat on April 2010, with other leaders of the CLCC.

4) The Philosophy Department and the Philosophy Club coordinating team planned and organized a series of philosophy presentations aimed at engaging all philosophy students and students at large in the discussion of philosophical topics of general interest. Part-time and full-time philosophy instructors, as well as instructors from other departments have been participating in these activities.

5) Optimal participation of part-time faculty members in the department’s student academic support. Daytime part-time faculty members are promoting an environment of philosophy scholarship by dedicating time and personal attention to students interested in philosophical conversation and in improving their performance in the classroom.

6) Other Philosophy Department Students’ Academic Support

a) The Bloomfield Scholarship awards \$500 annually to a student completing the standard requirements for Cerritos College scholarships and submitting a 500-word statement entitled, “What philosophy means to me.”

b) The Philosophy Department Library provides support to students and faculty by lending available texts to students and faculty members.

7) On-Line Courses. The department has available PHIL 100 as an on-line course which has never been offered. The department leadership is also attentive to the importance of services that distance learning delivers to a particular segment of the student population. However, a student survey coordinated by the department and the Office of Research in Spring 2008 indicated that to the question whether students were “interested in taking a philosophy class entirely by distance learning, using the internet and e-mail,” the responses were as follows: *Definitely*- 8.0%, *Probably*- 9.4%, *Maybe*- 16.9%, *Probably not*- 35.8%, and *Definitely not*- 29.8%.

b. Weaknesses

The 2009-2010 department program review project is offering the opportunity to examine areas of possible improvement. Some of these areas are:

1) The department is not providing necessary and effective academic support to students enrolled in philosophy classes. Further technical support is required in preparing students

to succeed in our classes. Two major challenges students encounter are reading primary sources in philosophy and college level textbooks, and writing philosophy papers. The orientation typically provided in classes in preparing students for in-class essay exams, take-home exams, and philosophy papers (with exception, perhaps, of Philosophy 103) is not sufficient. Students can benefit from specialized workshops in the areas of reading and writing. Please refer to *Appendix D*, Goal # 4, which addresses this issue.

2) The ratio of 75% full-time to 25 % part-time faculty members is not successfully maintained in the department. Given the release time of some of our full-time faculty and the vacancy of one full- time teaching position, the ratio stipulated by law cannot be achieved. In addition, one of our most esteemed and talented instructor of philosophy is on leave of absence until Fall 2010. From another perspective, the current academic year and next academic year, 2010-2011, may not offer great challenges concerning the deficiency in the 75% / 25% ratio due to the reduction of courses across campus. All philosophy classes were full at the beginning of the Fall semester and many classes had waiting lists. The situation of reduced class offerings is temporary and the department’s challenge will be exacerbated once the district is directed to increase the number of classes offered by the department, which is expected to occur around 2011-2012.

According to the data of the ratio of 75% full-time to 25 % part-time faculty (*See Appendix 22: Ratio of Full-Time to Part-Time Faculty*):

2004-2005	Fall	71.4%	Spring	1.25%
2005-2006	Fall	57.1 %	Spring	57.1%
2006-2007	Fall	66.6 %	Spring	66.6%
2007-2008	Fall	80%	Spring	100%
2008-2009	Fall	20%	Spring	18.1%

(Note: Two full-time faculty members were on Sabbatical Leave on 2008-2009)

Insofar as possible, it is vital that the department maintain a healthy 75 FT/25 PT faculty ratio. Improvement in student academic success is related to the dedication that faculty members exhibit in working with students on a regular basis in and outside of the classroom. It is assumed that full-time faculty members invest more time than part-time faculty in making student academic support services available through office hours, participation in special events, alternative meeting sessions and participation in the life of the institution. Accordingly, the department’s services are strengthened by the commitment and the professional expertise offered by F/T faculty members.

4. Opportunities and Challenges of the Program

a. Opportunities:

1) Development and submittal of two new philosophy courses. Members of the department submitted to the Curriculum Committee two course outline proposals in Fall

2009 semester. (See Appendix 23: New Course Outlines Proposals: Philosophy 105 and Philosophy 108):

Philosophy of Art and Literature (PHIL 105; w/ENGL 52 as requirement) - This course will examine philosophical theories of aesthetics and philosophy of art by studying traditional and contemporary literary and other artistic expressions, while students are also engaged in understanding the fundamentals of philosophy

Philosophy of the Americas (PHIL 108; w/ENGL 52 as requirement) - This course will address four general categories of philosophy scholarship (at an introductory level) relevant to the multicultural composition of the Cerritos College student population: African-American Philosophy, Latin American Philosophy, Native American Philosophy, and American Philosophy.

A third new course, *Philosophy of Religion* (PHIL 203; w/ ENGL 52 as requirement), is also under consideration.

2) Further development of the Philosophy Department Website (<http://cms.cerritos.edu/philosophy>). An invitation has been extended to all part-time and full-time members of the department to aid in the development of the philosophy Website as an “electronic brochure” for Cerritos College students. The purpose is to introduce philosophy as a “living” discipline, practical, and informational for the 21st century college student. A collection of e-documents about all the classes offered by the department will be posted on the philosophy website. The collective project includes [links](#), [articles](#), [philosophical puzzles](#), [recommendations of readings](#), explorations of issues, current topics examined in classes, films, and favorite classical passages for students to read, etc.

Another project coming to fruition for the Philosophy Department Website is the philosophy video page where videotaped students share their views about philosophy. The first three videos filmed in the summer will be posted in the 2009 Fall semester. Three additional students were recorded this fall to be posted in the 2010 Spring semester. Coordination for another videotaping session during spring semester is already scheduled. The philosophy video tape project follows the *iFalcon* model of student voices.

- 3) An interdisciplinary *Certificate of Achievement in Contemporary World Cultures* is coordinated by the Department of Philosophy, effective Fall 2008. The development of a brochure, the certificate’s Website, and outreach activities are part of the department’s service to the campus community.
- 4) Participation in the Teaching Assistant Program (TAP). In collaboration with Claremont Graduate University the Department will mentor a future philosophy community college instructor in Spring 2010.

b. Challenges

Academic year 2010 – 2011

Internal Challenges

The department is expected to be more limited in course offerings and financial resources such as supplies, equipment, and conference stipends. However, these challenges are considered opportunities to assess the services offered by the department and to develop an effective plan of action for the next three to five years. Some of the features to address in the strategic planning are: the increase of course offerings, revision of current courses, and development new courses in philosophy. Indeed, an increase in course offerings will increase student enrollment rates. On the other hand, given the current budget constraints, projections of enrollment growth cannot be determined with accuracy for the next two or three years. At best, enrollment will be maintained at current levels. However, the department is following the H/SS Division projection of growth for future academic years. For this reason, the department is seizing this phase of flat enrollment growth as an opportunity to build up effective academic support for students enrolled in philosophy classes. As a service department for transfer students, it is probable that an increase in student enrollment in philosophy classes (FTES) will take place, if more philosophy classes are offered. If available, further analysis and data will be provided by mid-Spring semester.

External Challenges

- a) A fundamental external challenge is the vacancy of a full-time position in the department and the need for its replacement.
- b) There is a limitation of additional financial resources to enhance support of extracurricular events for students enrolled in philosophy: 1) honoraria for guest speakers; 2) philosophy conferences on campus or attendance to professional philosophy conferences outside Cerritos College, such as the American Philosophical Association (APA) Pacific Division. (i.e., The APA 84th Annual Conference is scheduled for March 31-April 4, 2010, Westin St. Francis, San Francisco, and there are no funds allocated for total or partial financial support to attend this professional development event) 3) additional funds for supplies and materials to support Philosophy Club events.

5. Goals of the Program

a. Program's 3-5 Strategic Directions

From Academic year 2010-2011 - to Academic year 2012-2013 - (3 years)

2010 – 2011

- To hire an office assistant for 10 to 20 hrs. per week to assist with the department's clerical needs such as advertising of events, paper work, reports, data entry, classroom assistance, etc.
- To complete all course outline revisions, including assessment of all philosophy course SLOs.
- To complete and submit new philosophy courses, PHIL 105 and PHIL 108, to Curriculum Development Committee for approval.
- To review and inquire about diverse sources of funds in support of department extracurricular events.
- To assess the quality of service of *Smart* classroom equipment (target rooms: SS 136 and SS 137).
- To appraise the 2009-10 Philosophy Program Review Report.
- To evaluate department outreach activities: Webpage, *Contemporary World Cultures* certificate and mentoring of the Philosophy Club.
- To organize a series of dialogues on successful teaching philosophy strategies for F/T and P/T faculty members.
- To continue participating in H/SS division's initiatives (i.e. Faculty Inquiry Groups – FIG) for students' reading and writing in discipline-context projects.
- To research and develop a *Scholarship Center for Reading and Writing in Philosophy* following the model of a Tutorial Laboratory developed by the Department of Economics. An instructor and two student assistants will provide workshops and individual support to students reading works and texts in philosophy (primary sources or college-level texts) and writing philosophy papers.

2011-2012

- Hiring a full-time retirement replacement.
- To increase course offerings (target courses: Phil 103 and Phil 104).
- To assess 2010 -2011 projects: their completion and their in-progress status.

2012- 2013

- To follow up and assess strategic plans from the previous two years: Academic year 2010-2011 and Academic year 2011-2012

2013- 2014 and 2014- 2015

- To follow-up and assess strategic plans from the previous three years and to formulate effective and practical strategic planning for future years.

Nota Bene: The goals of the program indicated above are viewed by the members of the department as dynamic proposals in which changes and adaptations due to institutional needs are common events.

a. Projected Changes that may affect other academic and operational areas

1) We have two goals relevant to hiring personnel: filling a retirement position vacated four years ago and hiring a student assistant for 10 to 20 hours per week. Meeting these goals will impact the budget needs of our division but will benefit tremendously the department's academic and professional services to students.

2) Increasing enrollment in philosophy classes will affect other departments with similar offerings; however, each department can address the merits of Gen Ed requirements from their own disciplinary standpoint. For example, Philosophy 103, (Philosophical Reasoning), Psychology 103, English 103, and Speech 103 all address the critical thinking requirement. An effective strategy to address students' needs and intellectual interests is to develop a critical thinking brochure in which every department emphasizes the content and features of their respective discipline. Indeed, we are addressing the same audience of students.

As the department offers new courses in philosophy to fulfill the general education requirements or general units for the completion of the number of transfer units, we expect that there will be a greater need for outreach to the student population. The department must engage in promotional events to inform about its services and support in an accessible and invitational manner.

3) Funds required for supporting reading and writing workshops and tutorials and for extracurricular student activities may impact other departments with similar needs. The H/SS dean is pursuing different avenues at the institutional level to address the financial needs to support students' intellectual and professional accomplishments.

b. Department goals changes since last program review

The last program review completed by the Department of Philosophy was in 1998 and the content of this document does not provide measures for comparison with current department academic activities and student services.

c. Summarize department/course modifications made since the department's last Self Evaluation.

Because the 1998 Program Review contains no data relevant to the data compiled for the current document, the evolution of the department in scope and goals cannot be determined.

d. Respond to the commendations and recommendations from the Executive Summary of the previous program review

There is no document available with commendations or recommendations from an Executive Summary.

- e. Describe notable achievements since our last self-evaluation

The information provided in the present program review and its respective data and evidence is a complete account of the Department of Philosophy's notable achievements.

Cerritos College

Instructional Program Review

Instructional Program Review Goal Establishment Form (Appendix D)

Goals	Action to be taken	Timeframe	Person Assigned
Mid-range goals (next 3 years)			
1. Maintain and foster excellent teaching standards by addressing students' academic and professional needs.	Organize seminars in teaching strategy for full-time and part-time faculty members.	One session every semester beginning Spring 2010.	Department Chair will coordinate professional development work Sessions
2. Complete all course outline revisions; including assessment of all philosophy course SLOs.	Schedule a course outline maintenance review during the academic year to assess currency of the scholarship.	Every two years. Next revision is due in Fall 2012.	Department Chair will coordinate revisions with the collaboration of all department members.
3. Complete and submit new philosophy courses to the Curriculum Development Committee for approval.	Assess the need for new course development and implementation every two to three years.	Every two to three years. Spring 2010: Research and development of Philosophy of Religion course.	Department Chair will coordinate the development of new course offerings with the collaboration of all department members.

<p>4. Develop a <i>Scholarship Center for Reading and Writing in Philosophy</i> following the model of a Tutorial Laboratory developed by the Economics Department.</p>	<p>Coordinate the means and resources for such service with H/SS division's reading and writing Faculty Inquire Groups (FIGs).</p>	<p>Tutorial Services Development: Spring 2010 Pilot Program: Fall 2010 Implementation of Tutorial Services for PHIL 100, 102, and 104 classes: Spring 2011 Other Philosophy classes will be supported as means and resources are available.</p>	<p>Chair will coordinate the development of Tutorial services with the collaboration of all department members and the H/SS division resources.</p>
<p>5. Hire an office assistant for 10 to 20 hours per week</p>	<p>Coordinate with the H/SS division dean to seek funds for hiring through Work Study and Cal Works Programs.</p>	<p>Spring 2010</p>	<p>Department Chair will coordinate with H/SS Dean on the resources available. Days and hours of office assistance services will be provided early in the Spring semester.</p>
<p>6. Complete and submit new Philosophy courses, PHIL 105 and PHIL 108 to Curriculum Committee.</p>	<p>Coordinate course submittal process.</p>	<p>Spring 2010 and Fall 2010 submittal for IGETC approval.</p>	<p>Department Chair will work with Division Secretary and Curriculum Committee.</p>
<p>7. Seek funds to support Philosophy Students' Conference and Faculty Professional Development events.</p>	<p>Meetings with H/SS Dean, Cerritos College Foundation Director, and other campus Grant coordinators.</p>	<p>Spring 2010 and next academic year: Fall 2010 – Spring 2011.</p>	<p>Department Chair will coordinate with H/SS dean and other campus staff to inquire about diverse sources of funds availability.</p>
<p>8. Assess the quality of service of <i>Smart</i> classrooms, SS 136 and SS 137.</p>	<p>To assess the Smart system in SS 136 and SS 137 classrooms.</p>	<p>Spring 2010</p>	<p>Department Chair will meet with instructors to assess the problems and will report to H/SS and to IT for maintenance and improvement.</p>

9. Appraise 2009-10 Program Review Report	To evaluate content of PR report	Fall 2010- Spring 2011	Department Chair will schedule evaluation of program review document during department meetings to assess progress and challenges of action plan
10. Evaluate Department Outreach Activities: Web Page, Contemporary World Cultures Certificate and Philosophy Club mentoring.	To develop a bi-monthly schedule to assess Department's outreach activities.	Spring 2010 and following semesters.	Department Chair will coordinate the assessment of outreach activities with faculty members.
Long Term Goals			
1. Fill a retirement vacancy.	Seek approval to hire a full-time instructor of philosophy.	Fall 2013- Spring 2014	Department Chair and H/SS Dean will assess the need and coordinate the hiring process of a new Philosophy instructor.
2.			
3.			
4.			

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Philosophy Department Planning and Development

Program Review Report

Fall 2009 – Spring 2010

- Meeting with chair of Program Review and the Department of Philosophy- Summer 2009
- Installation of Philosophy Department storage system – Summer 2009
- Completion of student survey - Summer 2009
- Collection of students' letters – Fall 2009
- Collection and Analysis of data from Office of Research
- Other meetings:

Fall semester-

Every Monday at 11 am – TS & ATB

To generate ideas, assess department services, and develop draft for department self-study

Department meetings – TS, JVM, ATB

Office of Research – ATB

PR chair (Fronke) and liaison (Gersitz) – ATB

Division Dean – ATB

SLO Campus Co- Coordinator – ATB

IT – Technical Support – ATB

- Other communications:
 1. E-mail – to P/T and F/T faculty members on regular basis to keep all parties informed about progress of department's self-study
- Revision of SLO for all department's course outlines - Fall 2009
- Revision of all department's course outlines – Fall 2009
- Development of 2010-2011 Unit Plan – November 2009
- Development of Strategic Planning for SLO assessment – November 2009
- PHIL 100 SLO Assessment Implementation - November - December 2009