

# Palomar College – Institutional Review and Planning Instructional Programs

## Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

## Discipline: Philosophy

Instructional Department/Discipline

2007-08

### 1. 4-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
<b>Enrollment at Census</b>	1,364	1,165	1,174	1,242	<i>Self Explanatory</i>
<b>Census Enrollment Load* %</b>	88.67%	79.81%	79.44%	87.46%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	4,174	3,535	3,622	3,833	Weekly Student Contact Hours
<b>FTEF</b>	139.15	117.83	120.73	127.75	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	8.40	8.60	9.00	8.60	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	497	411	402	446	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	3.60	4.00	5.00	4.00	FTEF from Contract Faculty
<b>Hourly FTEF</b>	4.40	4.40	3.60	4.60	FTEF from Hourly Faculty
<b>Overload FTEF</b>	0.40	0.20	0.40	-	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	4.80	4.60	4.00	4.60	Hourly FTEF + Overload FTEF
<b>Part-Time/(Total FTEF) %</b>	57.14%	53.49%	44.44%	53.49%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	93.93%	91.76%	92.55%	91.01%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	69.42%	64.61%	65.04%	63.70%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	-	-	-	N/A	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year

*The data for Fall 2007 are as of 1/31/2008 and are "preliminary" in nature. Final WSCH, awards, grades, etc. will not be available until Aug/Sep'08.*

*2007-08 Degrees & Certificates show as "N/A" since Spring'08 awards are obviously unknown at the current point in time.*

### 2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Articulation difficulties dictated a curriculum shift from Philosophy 101's listing under A3 (Critical Thinking) on the CSU GE requirements to its listing under C2 (Humanities). As an expected result, there was a temporary loss of enrollment (Fall 2005, 2006). The Fall 2004 levels have now been nearly reestablished as of Fall 2007. Also, with the hire of Professor Emerick as a full-time Philosophy faculty member, the WSCH/FTEF shifted downward. It is now increasing, and is about halfway to the Fall 2004 level.

**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</b></p> <p>We plan to prepare for Curriculum Committee review a proposal for Philosophy 250, Philosophy and Literature, to be submitted Fall 2008. We will draft a brochure on majoring in Philosophy. We will propose flip ads on the Palomar College website for our course offerings. We will prepare end-of-semester handouts for students in Philosophy classes, listing and describing the next semester’s offerings. We will redesign the discipline website. We will look into having a meeting for students who declare Philosophy as their main area of interest (during the Admissions process). We will consider creating another Learning Community offering.</p>	
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>We can expand our course offerings if we have available additional prime-time main-campus classrooms. The presently offered courses overfill, but we have no additional rooms in which to offer more classes. Even present offerings do not have reliable semester-to-semester classrooms. Our new Phil 103 (Philosophy of Human Nature), for example, needs a location at which to be offered, as does the revived History of Philosophy sequence (Phil 135, 136) and the planned Phil 250.</p>	

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

PLAN – 2007-08	Progress – 2008-09
<p><b>Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></p> <p>Instructional videos/DVDs and software can be purchased with funding of about \$2000 per year.</p>	
<p><b>a. Budget – budget development process, one-time funds, grants, etc.</b></p> <p>With additional travel funds, our faculty can contribute more regularly to the professional dialogue of national and international conferences.</p>	
<p><b>Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b></p> <p>Additional classrooms are urgently needed. (Please see 3b.) Within two years we expect to hire another Philosophy faculty member, who will need office facilities.</p>	
<p><b>b. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b></p> <p>We will apply in 2009 for a permanent position for Fall 2010. Also, we request 20% reassigned time and stipend for the Discipline Coordinator, who schedules courses, recruits and hires adjunct faculty, evaluates adjunct faculty, and meets institutional planning and curriculum requirements for the discipline.</p>	
<p><b>c. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p> <p>Academic assistant hourly staff (student), sometimes funded through the federal Work Study program, will continue to be necessary.</p>	
<p><b>d. Other</b></p>	

**5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.**

We plan a series of meetings to share pedagogical ideas among permanent and adjunct faculty members. The very first of Palomar College’s core values, according to the Strategic Plan 2009 is “achieving excellence in teaching, learning, and service.” An effective sharing of best practices among faculty will obviously enhance teaching and learning in the classroom.

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

One learning outcome for Philosophy 115, Logic and Critical Thinking, is the identification of premises and conclusions in argumentation. One assessment method is the construction of logical maps which are flow charts that show which premises are offered for which conclusions in extended arguments. Students construct a chart for each argument to demonstrate their understanding of the logical structure of the line of reasoning.

**b. Discuss a learning outcome that is observable yet difficult to measure.**

One learning outcome in the Critical Thinking classroom is critical sensitivity to diverse world views. The degree to which such sensitivity is present can be observed through behavioral signs of openness or defensiveness in a person's interactions with others during the expression of conflicting perspectives. The behaviors of open-mindedness and closed-mindedness are sometimes subtle and sometimes bold, sometimes hardly discernible and sometimes unmistakable, but the variety of qualities of facial expression, tone of voice, body movement, and phrasing is so complex that systematic evaluation is difficult, and the mental suppression or exaggeration of evidence is not objectively measurable.

**7. Describe a discipline accomplishment that you want to share with the college community.**

Mike Lockett developed Philosophy 103, Philosophy of Human Nature, which was then approved for Fall 2008 course offerings. Dillon Emerick, who was recently hired to a permanent position, earned his Ph.D. this year through the University of California Riverside, and he presented two conference papers in England. Philosophy 101 was shifted from the CSU GE Critical Thinking requirement to the Humanities requirement. The resulting loss of enrollment has been largely overcome, with enrollments nearing their original levels. A fifth edition of one of Zachary Seech's textbooks has been published. Lee Kerckhove presented a paper on Descartes in January 2008 at the International Arts and Humanities Conference in Hawaii.

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

No.

**9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.**

**10. Other comments, recommendations:**

Please identify faculty and staff who participated in the development of the reviewer's planning:

Dr. Zachary Seech / Dr. Lee Kerckhove  
Department Chair/Designee Discipline Review and Signature

Date

Dr. Michael Lockett / Dr. Dillon Emerick  
Division Dean Review and Signature

\* **By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**

\* **Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.**