**Program Efficacy Evaluation and Recommendation**

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| **Program: Philosophy and Religious Studies** |
| **Reviewers:**  **David Smith, Andee Alsip, Rose King** |
| **Overall Recommendation with Rationale:**  Continuation.  Thank you for one of the most well-written documents that we have read in quite some time. |

**Part I: Access**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
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| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population | The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations. |
| Pattern of Service | The program’s pattern of service is not related to the needs of students. | The program provides evidence that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs. |
| **Reviewer Feedback: Meets:**  **The narrative does provide analysis of the demographic data and provides a response to the identified variance in the African-American participation. “the department will be drilling down into the data and testing various hypotheses to account for any significant statistical differences.**  Pattern of Service: Meets. Classes fill early, and remain capped at 98% of capacity. Evening classes have largely been replaced by on-line offerings. All classes are offered in on-line format. | | |

**Part II: Student Success**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
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| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. |
| **Reviewer Feedback: Meets: The department retention demonstrates success (80%+) in comparison to overall college statistics.**  **Student Learning Outcomes: Meets. The three year cycle is complete and up-to-date. Have assessed at least one SLO associated with each class.** | | |

**Part III: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
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| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses have been articulated or transfer with UC/CSU or plans are in place to articulate appropriate courses. |
| **Reviewer Feedback: Meets: The program has a mission and it relates to the institution mission. “supports quaility education.” The program’s goal is to prepare students to transfer to four year colleges and universities, and to prepare students for active participation in a multi-cultural society.**  **Productivity: Meets. Data shows that the department has been consistently more “productive” than the campus (FTES).**  **Relevance, Currency, Articulation. Meets. Every class is up-to-date for content review. All 100+ courses transfer.** | | |

**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part IV: Planning - Rubric** | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program ~~identifies~~ and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |
| **Reviewer Feedback:**  **Trends: Meets. The department is determined to “swim up stream” against a prevailing culture of “edu-tainment, lack of thought, anti-intellectualism, and even anti-reasonableness.”**  **Accomplishments: Meets. Two adjunct faculty are near completion with their Ph.D. in their respective fields. Holding their own—a huge accomplishment.**  **Challenges: The department offers a wider array of classes than almost any department of philosophy and religious studies in any community college in southern California, despite reduction in sections, and the implemtation of a “rotation plan” to insure that all the courses will be taught at least once a year. It is difficult to find adjunct faculty who can teach religion classes from an academic rather than confessional perspective.** | | |

| **Part V: Technology, Partnerships & Campus Climate** | | |
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|  | **Does Not Meet** | **Meets** |
| Technology, Partnerships & Campus Climate | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.  Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.  Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |
| **Reviewer Feedback: Meets: On-line courses (on-line students located in places around the world), video content, and ITV classes for Big Bear. Forefront leader on the SBVC Campus in the development of on-line courses.** | | |