INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Instruction
DUE: March 30, 2016

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: http://datamart.cccco.edu/

SBVC Research, Planning & Institutional Effectiveness:
          http://www.valleycollege.edu/about-sbvc/offices/office-research-planning

California Community Colleges Student Success Scorecard:
          http://scorecard.cccco.edu/scorecard.aspx

Program Efficacy
2015 – 2016

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Philosophy/Religious Studies

Name of Division

Social Sciences, Human Development & Physical Education

Name of Person Preparing this Report   **Extension**

Julius Jackson	x8595
Leonard Lopez	x8610

Names of Department Members Consulted

Julius Jackson, Leonard Lopez, Jan Pielke, David Garcia, Michelle LaMasa-Schrader, Katherine Kiefer-Newman, Horace Alexander, Melissa King

Names of Reviewers (names will be sent to you after the committee meets on February 19)

| Joel Lamore, Marc Donnhauser, Maria Del Carmen Rodriguez |
| --- |

Work Flow	Date Submitted
Initial meeting with department	Draft Circulated on March 11, 2016
Meeting with Program Review Team	March 25, 2016
Report submitted to Program Review co-chair(s) & Dean	**by midnight on March 30, 2016**

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty	2		6
Classified Staff			
Total	2		6

Philosophy/Religious Studies – 2014-2015

FTES chart:
- 10-11: 148.09
- 11-12: 130.40
- 12-13: 129.71
- 13-14: 131.09
- 14-15: 137.30

FTES
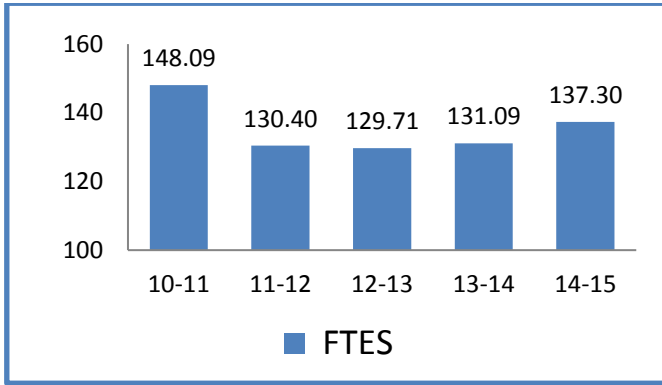
Description: Philosophy and religious studies courses require critical analysis of ideas, clarity of thought, and openness to understanding the human project in all its dimensions. These skills are achieved through careful and close reading of texts, images, and symbols, as well as through descriptive and analytic writing. Although anyone can benefit from courses in the two disciplines, the primary function of each class is to fulfill requirements for students transferring to four-year colleges.

	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,479	1,303	1,259	1,308	1,373
FTEF	9.00	7.80	7.40	7.80	8.20
WSCH per FTEF	494	502	526	504	502

Assessment:

FTES vary depending on the sections offered. FTES is now stable after several years of cutting sections. Retention and success are both stable and mirror the rates for both the college and the division. WSCH per FTEF varies slightly but it is stable.

Percentage of online enrollment now stable at approximately 60%.

Department Goals:
Offer at least one online section of every course offered each semester
Offer at least 50% of sections online each semester
Improve success and retention by 2% between fall and spring semesters
Publicize and market the AA-T (Associate of Arts-Transfer) in Philosophy to interested students
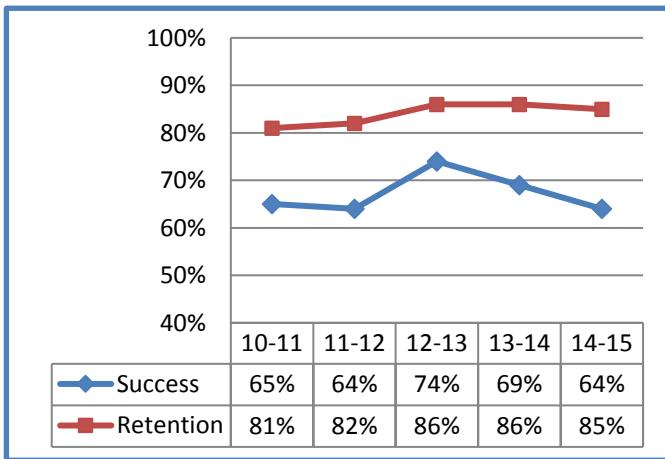
Challenges & Opportunities:

The primary challenge and opportunity is to imagine, create, and deliver high-quality undergraduate educational opportunities at a time in the culture when resources and support for public higher education have been reduced over the last several years.

As a leader in online learning at the college, a challenge and opportunity is to learn from the increasing MOOC (Massively Open Online Classes) movement to maintain and improve the quality of our online offerings.

Action Plan:

Publicize and market the AA-T in Philosophy

Develop departmental strategies for improving success and retention

Work collegially with other departments in the division to improve success and retention

	10-11	11-12	12-13	13-14	14-15
Success	65%	64%	74%	69%	64%
Retention	81%	82%	86%	86%	85%

	10-11	11-12	12-13	13-14	14-15
Sections	53	46	44	45	52
% of online enrollment	62%	61%	61%	58%	60%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
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.

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Program: Philosophy/ Religious Studies	Campus-wide
Asian	5.2%	4.9%
African-American	15.1%	13.4%
Hispanic	50.6%	61.8%
Native American	0.8%	0.3%
Pacific Islander	0.5%	0.4%
White	16.0%	15.4%
Unknown	11.8%	0.6%
Female	61.6%	55.1%
Male	38.4%	44.7%
Disability	3.0%	5.6%
Age Min:	15	15
Age Max:	76	83
Age Mean:	27	27

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

For the most part, the demographics of the department mirror the demographics of the college. Most of the differences are insignificant. There are several things, however, that should be noted.

First, the percentage of African American students in the Department exceeds the percentage for the campus. This was not always the case. The department has worked to increase the number of African American students by engaging with social issues that disproportionately affect the African American community, and by assigning and discussing various critical analyses of these issues.

Second, the population served by the department is slightly more female than the general population of the college. Anecdotal evidence suggests that the majority of students taking religious studies classes are women. That could explain the difference between the department's and the college's served populations. But that would have to be corroborated by disaggregating the statistics for the two disciplines in the department.

Third, the population served by the department is slightly less Hispanic than the general population of the college. This difference is more significant, but harder to understand. The population served would have to be measured each semester for several years and disaggregated for the two disciplines in the department. With that information, trends might be identified.

Fourth and finally, the percentage of students identifying ethnic identity as "unknown" is much larger than the college-wide percentage. We don't know the "n" for this statistic, but it is possible that the vast majority of students who identify as "unknown" ethnicity are students who take courses in philosophy and religious studies.

Whether any of these four issues should be a concern at this point is unclear. However, they are significant enough to begin a conversation among the faculty in the department and to look more closely at the demographics of other departments in the humanities. This conversation and investigation will begin immediately after the Program Review Process concludes. This conversation and investigation will be an important part of the department's activities for the rest of the academic year.

Pattern of Service
How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Classes are scheduled in the mornings, Monday through Thursday, and in the afternoons, Monday through Thursday. Evening classes have largely been replaced by completely online offerings. At this point, only one class is offered in the evening.

All the classes offered by the department are offered in the online format. There are no classes that are only offered on campus. Although the label "Distance Education" would indicate that freedom of space is a key to increased access to learning opportunities for online classes (students can take an online class from anywhere on the planet that has internet access), the more important factor is "freedom of time." That is, online classes provide the most flexibility in terms of students scheduling their classes. This flexibility of time increases student access to college classes. And increasing access has been a planning initiative of SBVC for years. The department's decision to offer each class in the online format directly supports that component of the college's Educational Master Plan.

With the recent addition of the AA-T in Philosophy, the scheduling of courses has emphasized that the required courses for the degree (as well as the lower division courses required for Philosophy majors at CSU San Bernardino, CSU Fullerton, Cal Poly Pomona, UCLA, and UCR) be offered both online and on-

campus. This allows for access at the same time that it gives students majoring in philosophy the option of taking a course in a format that they desire.

The department has experimented in the last several years with "learning communities." Courses in both philosophy and religious studies were paired with English classes to create these learning communities. This is an extremely difficult format in which to teach, so the department is going slowly and being very careful in its decision about whether to continue to participate in this style of delivery.

The key piece of evidence that the pattern of service or instruction meets student needs is that all the online classes fill completely very early in the registration process. Those classes remain filled as students drop prior to the start of the semester and other students take their slots. All of the on-campus classes also fill in the registration process, although not quite as early as the online sections. So the department's "percent of cap" statistic is approximately 98% semester after semester. ("Percent of cap" is the ratio of the total number of seats filled in the registration process divided by the class cap. The department's percent of cap is not 100% because some students drop just hours before the start of the semester and those "seats" are not filled because of the short time before the close of the registration process.) This evidence demonstrates that the pattern of instruction does, indeed, meet our students' need for enrolling in electives that fulfill General Education humanities requirements or enrolling in classes that are required for the AA-T in Philosophy.

The department plans to monitor enrollment patterns and respond to any identified gaps that might appear in the pattern of service.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success – Rubric		
Data/analysis 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 (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Retention:

	College Retention	Department Retention	Delta
Fall, 2011	85%	86%	+1
Spring, 2012	85%	80%	-5
Fall, 2012	90%	84%	-6
Spring, 2013	88%	83%	-5
Fall, 2013	88%	85%	-3
Spring, 2014	88%	85%	-1
Fall, 2014	87%	83%	-1
Spring, 2015	87%	86%	-1

Success:

	College Success	Department Success	Delta
Fall, 2011	70%	68%	-2
Spring, 2012	69%	60%	-9
Fall, 2012	71%	74%	+3
Spring, 2013	70%	71%	+1
Fall, 2013	68%	68%	0
Spring, 2014	68%	68%	0
Fall, 2014	65%	64%	-1
Spring, 2015	67%	62%	-5

(Source of info: EMS and Chancellor's Office Data Mart
http://datamart.cccco.edu/
Queried all tops code for College Retention and for College Success and selected the percentage for transferrable courses.
Queried the tops code for both philosophy and religious studies and selected the percentage for transferrable courses.)

Analysis of the data

For the most part, the rate of retention of the department mirrors the rate of retention of the college's transfer-level courses. There is no real significant difference. The departmental numbers for retention are slightly lower than the college. But this is understandable given the fact that 60% of the department's offerings are online classes. Online classes all across the state have lower retention numbers than on-campus classes. The percentage of online seats at SBVC averaged approximately 15% over this time period. So it is understandable that the retention numbers would be lower.

The rate of success of the department also mirrors the success rate of the college, with one aberrant semester--Spring 2012. The departmental numbers for retention are slightly lower than the college. But the same explanation applies to rates of success that applied to rates of retention. Success rates are lower, state wide, for online classes. And the department offers 60% of its classes online.

In the last three years, the state of California has created an "Online Education Initiative" (OEI) intended to develop an online program that helps students complete their degree in a more timely fashion. The first two elements created in the OEI were specifically designed to improve both retention and success. The first element was a Quality Course Design Rubric for online classes coupled with training opportunities for online faculty to align their courses with that design rubric. The second element was a series of Online Learner Readiness Tutorials that could be used by students to evaluate whether the

online format was a format in which they could be successful. Both of these elements are available for any college to use for free. The department will use some of the Online Learner Readiness Tutorials in its online classes in an attempt to increase success and retention. And the department will evaluate the Quality Course Design Rubric to see what elements of that rubric apply to the department's offerings. This review of design will give all online faculty members in the department an opportunity to re-think and re-work the structure of their classes with the intent of increasing retention and success.

There is no AA-T in Religious Studies. Since there is no TMC (transfer model curriculum) at the state level for Religious Studies, the department has no plan at this time to create an AA degree for Religious Studies.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

The recent creation of the AA-T in philosophy means that in addition to being a general education service provider, the department also now serves majors. However, this is so new, there is no data available for how SBVC students complete the AA-T and then matriculate into baccalaureate institutions and then enter into the workforce. The department will collect data on this process over the next several years. By the next Program Review cycle, that data can be provided and analyzed.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See Strategic Goal 2.11

Several years ago, the department completed the three-year cycle of SLO assessment. During that time, every class in the department assessed at least one SLO associated with each class. The documentation for SLO assessment was submitted each year to the Division Dean. The recent move to record the SLO information in the SLOCloud has made reporting SLO much easier. The screenshot below shows a three/year Program Summary. The department was not aware that the "every section, every semester" included the summer sessions. And it took several members of the department a semester or two to learn about submitting the data to the SLOCloud. Those facts account for the number of classes labeled as "Not Reporting." As use of that database becomes more "second nature" to our faculty, the number of sections "not assessing" or "not recording" will decrease.

More recently, the three-year cycle of assessment shifted to assessing "every section, every semester" and then evaluating the SLO assessment every three years. Most of the classes in the department are "one offs." That is, a course is offered once a semester and taught by one faculty member. Because of the large number of "one offs" and the unique place of the department being comprised of two distinct disciplines, for the last two years all members of the department have met off campus to discuss and evaluate SLOs in a holistic fashion. These conversations are not limited to one course or one SLO. They have been productive conversations about the nature of teaching and learning. Some faculty members have included these reflections in the SLOCloud report. Since that is not mandatory in reporting, some faculty members have skipped that step. But the face-to-face meetings of the department have generated spirited discussions about the continuous improvement of student learning.

In general, the SLO process has changed the nature of the department's dialogue regarding improvement of student learning. What previously were very general and perhaps lofty discussions are now more focused and related to specific contexts for student learning. There are three responses to the collection of data from the SLO process: change the SLO; change the assessment; or change something in the instructional activities of the class. First, the department has written the SLOs so that they are broad enough to work with many different teaching styles. So there have been no changes to the SLOs in the last four years. But secondly, there have been many changes to the assessments. For example, one faculty member shifted from "one to many" assessment opportunities. Instead of using a "high stakes SLO" approach with one assessment for one SLO, he has multiple writing assignments throughout the semester that can measure if the student has achieved the SLO. If a student demonstrates achievement in any of those multiple assignments, then the student has met the SLO. This change in approach reduced the number of students not achieving the SLO dramatically. Similarly, one faculty member wrote this as a change in the SLO assessment: "Making the SLO assessment an 'extra' assignment not associated with a grade does not provide motivation for the students to participate in the assessment. Will revise in the future." Finally, the SLO process has led to changes in instruction. For example, one instructor decided that the time needed to discuss the Socratic method had to be increased. In addition to the increase in class time, the discussion included a role-play of Socrates and his interlocutor. Another instructor, faced with the difficulty of students understanding the methodological doubt of Rene Descartes, required that the students read a contemporary paraphrase of Descartes' First Meditation from the website titled "Philosophy Bro: Just a Bro who loves philosophy." Such changes in instruction resulted directly from the collection of SLO data and a collegial discussion of that data.

SLO CLOUD San Bernardino Valley College

Submission Form   **Reports ▾**   Exports   Logout

Program Summary Report

Year	2014 - 2015 ⇕	**Period**	Last 3 Years ⇕
Program	Philosophy Degree		⇕

Tools ▾

Program SLOs

Note: Program SLO Summary Evaluation Form is available..

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the discipline of philosophy, the student will demonstrate the ability to identify and analyze the structure of arguments, including recognizing conclusions, premises, and inference indicators by writing a response to that prompt.	1091	776	71.13%
2	Given a specific prompt, students will demonstrate the ability to analyze and evaluate issues dealing with the tradition of philosophy (including but not limited to ethical, epistemological, and political philosophical issues, and/or the impact of Eastern religions on western philosophy) by writing a response to that prompt.	3278	2632	80.29%
3	Given a specific prompt, students will demonstrate the ability to apply the ideas and concepts in the tradition of philosophy to contemporary experience by writing a response to that prompt.	3278	2632	80.29%
4	N/A			

15 Assessment Methods & Criteria

14 Reflection(s)

65 Section(s) Reporting

38 Section(s) Not Reporting

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

See Strategic Goal 2.11

Map of Program SLOs with Course SLOs

	PSLO#1	PSLO#2	PSLO#3
Phil 101	Secondary	Primary	Primary
Phil 101H	Secondary	Primary	Primary
Phil 102	Primary	Secondary	Secondary
Phil 103	Primary	Secondary	Secondary
Phil 105	Secondary	Primary	Primary
Phil 112	Secondary	Primary	Primary
Phil 180	Secondary	Primary	Primary

(The Program SLOs are visible in the screen shot on the previous page.)

The AA-T in Philosophy was only recently approved. There has not yet been a three-year period to evaluate. When that three-year time frame concludes next year, then the department will look at the SLO data to see if there are any issues or concerns and to see how instruction can be improved.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
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. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	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.

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement or purpose of the program?

> The mission of the Department of Philosophy and Religious Studies is:
>
> To provide high quality General Education transfer courses in two related yet distinct disciplines. In an ideal world, the department will provide the "bookends" of a liberal arts education for students transferring to baccalaureate institutions.
>
> With the recent addition of the AA-T in Philosophy, the department will consider revising its mission to include serving students in that transfer path. Whatever wording that that would take, however, would not change the relationship between the department's mission and the college's mission as described below. In fact, it would strengthen and emphasize the transfer function of the department, albeit creating an additional focus on the transfer of majors.

How does this purpose relate to the college mission?

> The department's mission regarding transfer is specifically stated one of SBVC's previous mission statements.
>
> "The mission of San Bernardino Valley College is: to prepare students to transfer to four-year colleges and universities; to provide students with the knowledge and skills needed to succeed in business, industry and the professions; to advance the state and region's economic growth and global competitiveness through continuous workforce development; to work in partnership with the local community to improve the quality of life in the Inland

Empire; and to prepare students for active participation in a multicultural society. The faculty and staff of San Bernardino Valley College are committed to student success and to teaching and service excellence."

A more recent version of SBVC's mission statement includes the department's emphasis on high quality education.

"The Mission of San Bernardino Valley College is to provide quality education and services to a diverse community of learners."

On March 9, 2016, the SBCCD Board of Trustees approved a new mission statement for SBVC.

"San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve quality of life in the Inland Empire and beyond."

Once again, it is clear that the mission of the department easily fits within the broad categories such as "high-quality education," "innovative instruction," and preparation of "students for transfer to four-year universities" that are identified in the college's most recent mission statement.

The intent of the department is to provide high-quality transfer courses in both philosophy and religious studies that are available for the diverse community of learners served by SBVC, including the students who are receiving an AA-T in Philosophy.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

In the period between the 2010/2011 and the 2014/2015 academic year, the department's WSCH/FTE ratio fell between 494 and 526. The average for the college for that time period fell between 473 and 513. So the department's productivity mirrors the productivity of the college. Although the department's ratio falls slightly below the "ideal" or "goal" of 525, it is not so far below that there are any real issues or concerns. The department certainly is "pulling its weight" and is efficient in the offering/staffing of classes.

Over the last 5 years, the duplicated enrollment statistic has declined from a high of 1479 in 2010/2011. But the recent trend is to gain back that enrollment. This is because the number of sections offered is now approaching the 20010/2011 level.

The department is small. We generate about 1.5% of the total FTES for the college. Even though the department is small, it is very efficient and very productive.

In addition to the empirical approach to productivity, the department is incredibly productive in the life of the college. The full-time faculty members participate by being members of college committees (Technology Committee, Matriculation Committee, Online Program Committee, Distributed Education Coordinating Council), an advisor to the recently funded Pre-Law Club, a member of the Academic Senate, a contributor to a Title V grant application, and one of the lead authors to the documents (both print and virtual) regarding Distance Education necessary for SBVC's recent Accreditation visit. In fact, SBVC's website dealing with Distance Education received one of the commendations from the visiting accrediting team. The full-time faculty are very "productive" in the life of the campus.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Every class in the department is up to date in terms of content review. The next class to come up for content review will be in four years. So the department has faithfully discharged its responsibility to keep the curriculum up to date. The intent of the department is to continue to have a fully up-to-date curriculum offering only classes that transfer to baccalaureate institutions. The intent of the department is to continue to offer the entire spectrum of courses and to maintain the highest levels of academic excellence and integrity.

Social Sciences, Human Development & Physical Education

Philosophy / Religious Studies

	Course	Status	Last Content Review	Next Review Date
	RELIG100 Introduction to Religious Studies	Active	11/03/2014	11/03/2020
	RELIG100H Introduction to Religious Studies-Honors	Active	11/03/2014	11/03/2020
	PHIL101 Introduction to Philosophy	Active	11/03/2014	11/03/2020
	RELIG101 Introduction to World Religions	Active	12/01/2014	12/01/2020
	PHIL101H Introduction to Philosophy - Honors	Active	11/03/2014	11/03/2020
	PHIL102 Critical Thinking and Writing	Active	11/03/2014	11/03/2020
	PHIL103 Introduction to Logic: Argument and Evidence	Active	11/03/2014	11/03/2020
	PHIL105 Introduction to Ethics	Active	11/03/2014	11/03/2020
	RELIG110 Magic, Witchcraft, and Religion	Active	12/08/2014	12/08/2020
	PHIL112 Philosophy in Literature	Active	12/01/2014	12/01/2020
	RELIG135 Religion in America	Active	12/01/2014	12/01/2020
	RELIG150 Introduction to Mythology	Active	12/01/2014	12/01/2020
	RELIG175 The Literature and Religion of the Bible	Active	11/03/2014	11/03/2020
	RELIG176 Jesus and His Interpreters	Active	12/01/2014	12/01/2020
	PHIL180 Death and Dying	Active	11/03/2014	11/03/2020
	RELIG180 Death and Dying	Active	11/03/2014	11/03/2020
	RELIG100 Introduction to Religious Studies	Historical		
	RELIG100 Introduction to Religious Studies	Historical		
	RELIG100H Introduction to Religious Studies	Historical		
	RELIG100H Introduction to Religious Studies-Honors	Historical		
	PHIL101 Introduction to Philosophy	Historical		
	RELIG101 Introduction to World Religions	Historical		
	RELIG101 Introduction to World Religions	Historical		
	PHIL101 Introduction to Philosophy	Historical		
	PHIL101H Introduction to Philosophy	Historical		
	PHIL101H Introduction to Philosophy	Historical		

	PHIL102 Critical Thinking and Writing	Historical		
	PHIL102 Critical Thinking and Writing	Historical		
	PHIL103 Introduction to Logic: Argument and Evidence	Historical		
	PHIL103 Introduction to Logic: Argument and Evidence	Historical		
	PHIL105 Introduction to Ethics	Historical		
	PHIL105 Introduction to Ethics	Historical		
	RELIG110 Tribal and Ethnic Religions	Historical		
	RELIG110 Tribal and Ethnic Religions	Historical		
	PHIL112 Philosophy in Literature	Historical		
	PHIL112 Philosophy in Literature	Historical		
	PHIL119 Ancient and Medieval Western Philosophy	Historical		
	PHIL120 Modern Western Philosophy	Historical		
	RELIG135 Religion in America	Historical		
	RELIG135 Religion in America	Historical		
	RELIG150 Introduction to Mythology	Historical		
	RELIG150 Introduction to Mythology	Historical		
	RELIG175 The Literature and Religion of the Bible	Historical		
	RELIG175 The Literature and Religion of the Bible	Historical		
	RELIG176 Jesus and His Interpreters	Historical		
	RELIG176 Jesus and His Interpreters	Historical		
	PHIL180 Death and Dying	Historical		
	RELIG180 Death and Dying	Historical		
	PHIL180 Death and Dying	Historical		
	RELIG180 Death and Dying	Historical		

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
None. All courses transfer.	All courses transfer.	All courses transfer.

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All courses fulfill transfer requirements for CSU, UC, and private baccalaureate institutions. The department plans to maintain its transfer function for GE patterns.

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

> The information in the 2015-2016 catalog is correct. Most courses are offered every semester. One exception is Religious Studies 176.   That course is taught once each year in the fall semester. The other exception is Philosophy 112. That course is taught once every two years in the spring semester.   These two classes, historically, have been less in demand. When offered, the classes have met minimum enrollments and have usually filled. But these classes fill at a slower pace than all the other classes in the department. Thus the decision was made to offer them less frequently than each semester.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	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.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

> The Pew Forum on Religion and Public Life conducted interviews with 35,000 Americans age 18 and older. Its U.S. Religious Landscape Survey finds "that religious affiliation in the U.S. is both very diverse and extremely fluid." Specifically, "44% of adults have either switched religious affiliation, moved from being unaffiliated with any religion to being affiliated with a particular faith, or dropped any connection to a specific religious tradition altogether." Given this diverse and fluid trend in religious affiliation, the department is well positioned to tap into this flux by continuing to offer its wide variety of approaches to religious studies. If the department can continue to offer the breadth of courses, then students who are experiencing a fluid religious identity can choose the class that best fits their life situation at the moment. (http://religions.pewforum.org/reports)
>
> In terms of philosophy, there is a "qualitative trend" that can be identified based on recent literature that becomes an important consideration for our department. Recent presidential candidate Marco Rubio stated that the country needs "fewer philosophers and more welders." The governor of North Carolina has also stated that philosophy courses are

"useless." Against this sort of denigration of the discipline, there is a movement to connect, in positive ways, philosophy and popular culture. The most productive source of material to document this connection is Open Court Publishing Company. (http://www.opencourtbooks.com/) The purpose of the books published by Open Court is to "bring high-quality philosophy to general readers." It's books "present essays by academic philosophers exploring the meanings, concepts, and puzzles within television shows, movies, music and other icons of popular culture. Titles in this series include "The Matrix and Philosophy," "Harry Potter and Philosophy," "Bob Dylan and Philosophy," and "Stephen Colbert and Philosophy." There are now almost 100 such titles published with more than 20 in various stages of publication. The trend that this publisher exemplifies is the attempt to connect what is often seen as the esoteric material of philosophy with elements that do not appear, on the surface, as "very philosophical" –elements of popular culture in television, film, and in print. The department plans to increase the use of such texts in an attempt to combat the perspective that philosophy is irrelevant to contemporary experience and to increase student success and retention.

In terms of staffing, the department will see one of its full-time faculty members retire within the next year. Steps are being made to plan for this retirement, including sharing the duties of faculty chair, notifying the division dean in a timely fashion so that preparations for replacement can be made, and identifying possible adjuncts in the case that a replacement is not hired immediately. Currently there are two full-time faculty members in the department. One has a Faculty Service Area (FSA) in Philosophy. The other has an FSA in Philosophy as well as an FSA in Religious Studies. So when the latter retires, there will be no full-time faculty with an FSA in Religious Studies in the department. This is problematic in that it dramatically changes the faculty profile and limits the department. With no content expert in Religious Studies, curricular issues will have to be informed by adjunct faculty members. This is certainly not ideal. Furthermore, the distinction between a "confessional study of religion" is very different from what can be labeled an "academic study of religion." Confusing the two approaches is a recipe for potential legal action against the college. The U.S. Supreme Court has made it clear since its Abington v. Schempp decision in 1963 that the objective teaching of religion in colleges is constitutional. But any attempt at conversion or proselytizing in a Religious Studies class at a public college or university would be problematic and could trigger litigation. Moreover, the Religious Freedom Restoration Act of 1993 (RFRA) is a federal law that "ensures that interests in religious freedom are protected." This creates a complex and nuanced situation in the study of religion in an academic setting. For example, many students are taught in their Protestant Evangelical faith traditions that they are Christians and that Catholics are not Christians. It takes knowledge and skill not to infringe on a student's religious freedom at the same time that the academic fact that Roman Catholics are, indeed, Christian is acknowledged and asserted. Therefore, it is imperative that someone with knowledge of the academic study of religion and an FSA in Religious Studies be hired to replace the retiring full-time faculty member.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Since January, 1996, the department of philosophy and religious studies has been at the forefront of creating online versions of its classes. In fact, the department was the first to gain approval for alternate delivery for all of the classes offered. Furthermore, every class that is offered each semester has at least one online section. This helps the college achieve its goal of increased access to educational opportunities through the use of technology. The department plans to continue this emphasis on using technology to increase access to transfer level classes.

Second, despite recent reduction in section allocations because of budgetary issues, the department has been able to offer a wide array of courses each semester. One of the strengths of the department is this diversity of curriculum. SBVC offers a wider variety of courses in philosophy and religious studies than any other local community college and most community colleges across the state. This is a strength. And the department plans to continue to offer a wide variety of courses.

Third, initial enrollment in the department's courses continues to be strong. With a 98% cap fill rate, the department is offering courses that fulfill the requirements that students need. Although there are issues with retention and success that need to be addressed, the department plans to build on its successful enrollment practices in the future.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. <u>In what way does your planning address trends and weaknesses in the program?</u>

A major challenge provided by the data in the EMP Summary and in Part 2 in this document is success and retention. Both numbers can be improved and can be seen as a weakness in the department. As explained in Part 2 above, this is due, in part to the decision to offer more online classes. However, this does not negate the challenge. The department's classes, both online and on campus, need to improve the statistics for student retention and student success.   As mentioned above, faculty and student resources from the Online Education Initiative (OEI) will be integrated into classes over the next year. The department also plans to engage in dialogue with other departments in the humanities and social sciences to see what best practices from other disciplines can be incorporated into classes in philosophy and religious studies to the end of increasing student retention and success.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates 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 does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

For the last 20 years, the department of philosophy and religious studies has been at the forefront of creating online versions of its classes. In fact, the department was the first to gain approval for alternate delivery for all of the classes offered. Furthermore, every class that is offered each semester has at least one online section. This helps the college achieve its goal of increased access to educational opportunities through the use of technology. Students have taken SBVC online classes in philosophy and religious studies from Belize, Tennessee, Lebanon, Iowa, and Iraq. The department takes pride in using technology to increase the access to a high quality transfer curriculum.

In the last two years, the department has experimented with the creation of "mobile friendly audio and video content" to be deployed in various online classes. Smart phones appear to be ubiquitous on SBVC's campus. And many students say that they use their smart phone as the primary way that they access their online as well as their on-campus classes. So the conversion of audio and video files using codecs that function with all flavors of smart phone operating systems has been the focus of this experiment. And to date, the experiment appears to be working well.

MOOCs (massively open online classes) and the Khan Academy are being investigated as supplements to the courses in the department. The "Wi-Phi" section of the Khan Academy can be used by online and on-campus classes as "training wheels" or "basic skills" in the discipline of philosophy. In addition, some instructors are using the TED Talk series as ways of connecting philosophy, religious studies, and popular culture. The campus initiative of technology has been, and will be, an important part of the department.

The notion of "partnerships" usually refers to partnerships between departments of the college and various industries. For departments that have the primary focus as transfer, the idea of "partnership" can be broadened to mean partnerships with corresponding departments at local baccalaureate institutions. With the recent development of the AA-T in philosophy, the department makes sure that the required courses in the AA-T mirror the undergraduate requirements for the major at those local universities.

In terms of campus climate, the department has a unique perspective to contribute to the communal conversation about quality instruction at SBVC. In one sense, the department offers a solution to a problem. In an editorial in the New York times on February 23, 2016, Arnold Weinstein articulates the problem this way. "Enthusiasm for the Humanities, though, is much diminished in today's educational institutions. Our

data-driven culture bears much of the blame: The arts can no longer compete with the prestige and financial payoffs promised by studying the STEM fields — a curriculum integrating science, technology, engineering and mathematics. These are all worthy disciplines that offer precise information on practically everything. But, often and inadvertently, they distort our perceptions; they even shortchange us." An appeal to disciplines in the arts and humanities, such as philosophy and religious studies, is necessary for the human project, though. These disciplines add depth and meaning in what is often a shallow and empty world. "This humanistic model is sloppy. It has no bottom line. It is not geared for maximum productivity. It will not increase your arsenal of facts or data. But it rivals with rockets when it comes to flight and the visions it enables. And it will help create denser and more generous lives, lives aware that others are not only other, but are real. In this regard, it adds depth and resonance to what I regard as the shadowy, impalpable world of numbers and data: empirical notations that have no interest nor purchase in interiority, in values; notations that offer the heart no foothold." Philosophy and religious studies can elaborate depth and resonance and interiority and heart into the climate of conversations on the campus.

In conclusion, the department affirms the college's strategic initiatives of technology, partnerships, and campus climate as it discharges its function of offering transfer courses in the humanities.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Program Review 2012 team efficacy report does not identify any department deficiencies.