

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Philosophy/Religious Studies

Efficacy Team: Joel Lamore, Judy Joshua, Todd Heibel

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Philosophy and Religious Studies Program supports both the general education needs of students, helping improve critical thinking skills, as well as the needs of student pursuing the AA-T in Philosophy (which has been available for only a few years).

The program has demonstrated its efficacy in this report in several areas: a close parity with college demographics, an adequate pattern of service, clear assessment of student success measures (including SLOs and PLOs), and up to date curriculum.

However, the program's enrollment and productivity (as expressed in the WSCH number) have been falling for the last 5 years. The drop in enrollment, for instance, is a 20% drop from the 2014-15 enrollment. The department cannot allow the enrollment and productivity numbers to continue to slip. Equally of concern is that the program does not adequately explain the decreases, nor have a strategy to halt and reverse the fall.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

		The program discusses the plans or activities that are in place to meet a broad range of needs.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics: The program addresses the few demographic variances. They also seem aware of the need to collect and analyze to better understand those. However, more proactive attention to finding ways to inform Hispanic students about their program and increase outreach is needed.

Pattern of Service: While the programs pattern of service is described and seems reasonable, there is not a lot of analysis on how well this pattern is working. Given the program’s WSCH number the last few years, it suggests that classes are not full. So analysis of the pattern and perhaps shifting courses to other times that fill better might be in order. In addition, the absence of on campus night courses or weekend courses is not addressed (running some night classes in future is mentioned briefly in Part 5). Given the small size of the department, it is possible that finding faculty for those periods might be an issue, but the program doesn’t address the reasons clearly. While online courses of course are anytime, some students do not learn best that way, and so any gaps in on-campus classes should be addressed.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
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.	In addition to the meets criteria, the program uses the achievement data in concrete planning and demonstrates that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program has not demonstrated that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the	Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or	In addition to the meets criteria, the program demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate

	<p>program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete.</u></p>	<p>Program Level Outcomes (PLOs).</p>	<p><u>adjustments, and is prepared for growth.</u></p>
<p>Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis</p>	<p>Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).</p>	<p>Program <u>has demonstrated</u> that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).</p>	<p>In addition to the meets criteria, the program <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u></p>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Student Success: The program provides basic analysis of success and retention numbers, and uses state-level data to show they are in line with state-wide philosophy programs. In the supplemental data, they address the number of degrees. The program suggests that anecdotal data suggests that there are more majors heading toward the degree. The program need to get harder data, including getting lists from Admissions and Records of students who have declared as Philosophy majors. This will allow them to contact and provide enhanced guidance to those students.

SLOs: The program provides a thorough presentation of SLOs, though some of the dropped in charts could have been cropped at the bottom. That said, the chart and analysis for each course seems to attempt to keep it manageable. There is short, but relevant, analysis for each course’s SLOs and general discussion at the end. The main strength is that the program is clearly using SLOs. The general discussion notes the ways the department is using the SLO data to alter the way classes are taught, and will revisit some SLOs as their courses come up for content review this fall. It would have been useful for the program to consider additional ways to improve the success data, including use of tutorial services, the consideration of SIs, or other supports to student success.

Disaggregation: The department disaggregates some relevant SLOs (online/hybrid/on campus and philosophy courses vs religious studies) and provides analysis. The data reveals that the hybrid classes, for instance, have lower success rates, which the program will be addressing. Clearly the program faculty have also discussed these issues, as they have qualitative information about some of the things the disaggregation is revealing. But pursuing quantitative data, as well, should be something the program follows up on.

PLOs: The program provides PLOs, including the PLO mapping, and sufficient analysis. One issue for future consideration is that the program notes that since Philosophy and Religious studies are core components of the CSU GE Breadth and IGETC transfer requirements for all CSU- and UC-bound students, the vast majority of student data captured in the program-level SLOs reflect non majors. Since none of the program courses require

prerequisites of previous philosophy courses, this issue is fairly unique. Programs with second or third level courses will have data from classes that are predominantly majors, so the program may need to find ways to get a read on the majors.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>demonstrates</u> the ability to communicate more widely and effectively, <u>describes</u> plans for extending communication, and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Communication: The program communicates primarily through the college website. A philosophy club (which has existed in the past), is being worked on by the program faculty. The program needs to find more ways to communicate to the campus and community. Hosting events (or co-hosting with larger departments on topics of mutual interest), insuring that Marketing is aware of what they are doing, etc., would be ways to raise the program profile. Having a table at campus events would also be good, though that is discussed in Culture and Climate. This area meets the criteria weakly, as the department communication and outreach is basic and though communication occurs, there seems to be a lack of strategic activity.

Culture and Climate: There is little in this area that actually addresses “events that serve student population as a whole, events that make programs more visual, events that promote interdivisional cooperation”. The info seems mostly about promotion. Finding ways to enrich the academic atmosphere of the college, provide a sense of inclusion, etc., is the core of culture, and something the program would seem situated to contribute to. This area does not meet expectations.

Partnerships: The program discusses a basic set of partnerships, many inherent in classes where curriculum is tied to or overlaps other programs, like English and Anthropology, or a program like Honors. There are plans for improving

information (and actual partnerships) with schools the program's majors will be transferring to. The planning is essentially maintaining status quo. More specifics are needed for the on-campus partnerships and activities, and more robust external partnerships need to be formed.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Professional Development: Fairly thorough discussion of professional development of the program faculty, including training, conferences and memberships. However, more clarity on how recent some activities were would have been useful.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, 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.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	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.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Mission: The mission statement aligns with the college’s mission.

Productivity: The discussion of falling WSCH and enrollment is inadequate. The WSCH fell about 50 points from 14-15 to 15-16, and has fallen another 50 points since then, and is now at 389. This is a low WSCH for a program that doesn’t have labs or other factors that might greatly limit class size. Duplicated enrollment has dropped from 1300 to 1000 (rounded), a 20% drop. The program seems to lack a sense of urgency about these numbers. There is no discussion of reasons for this drop, like low-enrolled classes or days/times or delivery methods where there seem to be any patterns of low enrollment. The department does show, though, that it thinks about productivity broadly, by noting faculty participation on key committees, on senate and on union leadership. These are also useful measures of productivity.

Currency in Catalog: The program has reviewed all mentions of in catalog.

Curriculum: Courses are current, and department is aware that many of their courses are up for content review in fall. The transferability of courses is appropriate.

Challenges/Planning: Planning noted includes evaluating course offerings in terms of pattern of service, the need for another adjunct instructor, and the need to promote their program and courses. This is done in a fairly basic way. The weak WSCH and enrollment are not discussed or planned for in this area.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):

- Program must address their falling enrollment and WSCH numbers by understanding what factors are responsible: course scheduling, rethinking weak course offerings, increasing promotion of program and courses, etc.
- A strategy for action must be laid out to address productivity, enrollment and other challenges faced by the department, including obtaining and analyzing additional data if needed.

RESPONSE:

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program provides a general but adequate overview of classroom and technological facilities. The program does not require any unusual facilities or technology. Current facilities and technology are adequate to the program's needs.

Efficacy Team Recommendations to Address Does Not Meets (if applicable): N/A

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

N/A: Previous report did not have any Does Not Meets.