



GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Instruction

Program Name:	Philosophy
Academic Year:	2019-2020

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Gavilan College

Program Integrated Planning and Review

Instruction

Academic Year 2019-20

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Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept - Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	If needed , Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June-Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

A. Executive Summary

(Complete this section last).

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

With respect to the philosophy program, the major trends/highlights that merit mentioning are the ongoing high levels of FTES generated by the philosophy program. This program routinely generates a great deal of revenue for the College:

Your Program Cost per FTES average is: 2,137.21

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

The Departmental Plans for the Philosophy Program (and the Philosophy Program's plans for itself) include doubling the current number of majors, increasing the number of philosophy course offerings, and increasing the number of Gavilan College philosophy students who transfer to four-year baccalaureate Philosophy programs.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

One of Gavilan's goals is to increase the number of AA-Ts. Philosophy is now one of the programs offering this degree. Given that one of the most sought-after job skills in the twenty-first century is critical thinking ability, the Philosophy program excels in "empower[ing] and enrich[ing] students of all backgrounds and abilities to build their full academic, social, and economic potential"¹. For instance, Phil 2: Introduction to Logic and Phil 4: Critical Thinking and Writing map impeccably to ILO 2.1 (that "students will think logically and critically in solving problems"). Phil 3B: Contemporary Moral Issues and Phil 3A: Ethical Theory align neatly with ILO 6.3, i.e., "Ethics and Values: Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions." Every Gavilan philosophy course promotes "communication," "information competency," and "social interaction," all which are general ILOs. With respect to student demand, ARGOS data from 2009/10 through 2017/18 has the philosophy program offering an average of 16 sections per academic year.² At census, these sections had an average of 26.8 students. Over those six academic years, philosophy has generated an average of 40.03 FTES. This data not only aligns with Gavilan's ILOs, but strongly suggests a popular interest in philosophy on behalf of Gavilan students, and further indicates that the creation of a philosophy major was a prudent decision.³ This data further demonstrates the extent to which a strong philosophy program aligns with the College's Mission Statement and vision for the future. It further suggests that the Gavilan student body would be interested in additional philosophy course offerings, which would all but require the presence of a full-time instructor to facilitate and develop.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
 - a) Each goal since the last program plan and review and
 - b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Offer a full range of classes, in rotation, with the off-sites.	There has been limited success in this area. Again, without a full-time faculty member to anchor the program, offering a full range of courses in rotation (and especially at the satellite courses) remains daunting.
Coordinate with GECA.	The Philosophy program has enjoyed some success with respect to this goal; GECA students often take Philosophy courses and we

¹ <https://news.darden.virginia.edu/2017/09/21/10-critical-job-skills-of-the-future/>

² Except for independent study sections (which haven't been offered in at least 3 years) every philosophy section is

³ The Philosophy program's FTES averages 42.33 from AY '11 to '19: compare this to Theatre Arts (41.47 average FTES over the same time period), Psychology (51.36 over the same period), and Music (63.92 over the same period) all of which have a full-time instructor to anchor the program.

	wish to sustain and increase these numbers. There is no available data to support this metric.
Create a partnership with GAVtv and develop a summer program.	The Philosophy program always offers a number of courses in the summer session; the program has not had any success in developing a partnership with GAVtv; we will renew our efforts to this year in AY '19-'20.
Have an under-graduate Philosophy Journal if outside funding can be found in the next 5 years.	Unfortunately, the number of philosophy <i>majors</i> at Gavilan has decreased in the past two academic years ('17-'18 to '18-'19) which has undermined our ability to achieve this goal. While Philosophy enrollments have held steady (all Gavilan philosophy courses average 26.8 students as of the last census report), our number of majors has <i>decreased</i> in the past three academic years ('17-'19).
Create a partnership with the Humanities Department at Gavilan.	The Philosophy program has seen limited success in creating a partnership with the Humanities (Fine Arts?) Department at Gavilan College. This, again, is owing largely to the lack of a full-time instructor in the Philosophy program. It should also be noted that the Philosophy program has enjoyed little support from the Fine Arts chair in the past two academic years ('18-'19).

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

The philosophy program continues to utilize various means to help advance the college's strategic plan (it should be noted that one of the college's adjunct philosophy faculty currently serves on the Strategic Planning Committee): the philosophy faculty have begun to incorporate additional technology in the classroom, most notably the use of various philosophy podcasts. The program now offers a Distant Education course (and would like to offer additional on-line courses in the future). Further, the program would like to begin discussion with other departments the possibility of offering "hybrid" or multi-discipline courses. In short, the services offered by the philosophy have not changed; rather, they are more robust and well-defined than in previous program assessments.

C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Associate Degree for Transfer—Philosophy
Classical and Contemporary World Philosophies and Religions: Certificate of Proficiency

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

N/A.

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer** [\[view\]](#) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) → Program Review/ Equity → D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

Our success rate in grades among women students increased by two percentage points from AY '17-'18 to '18-'19. Similarly, our success rate with male students (again from AY '17-'18 to '18-'19) increased by two percentage points. Our withdrawal rate among women students fell significantly: from 13% in AY '17-'18 to just 7% in AY '18-'19. With respect to success rates by age, the philosophy program saw consistency in the 18-20 year-old demographic (75% in both AY '17-'18 and '18-'19, compared to 71% for the entire College) or significant improvement e.g., 31-40 year-old demographic success rate improved by 22 percentage points. Lastly, with respect to ethnic success rates, the philosophy program saw a marked improvement in White and Filipino student success rates from AY '17-'18 to '18-'19 (from 75% to 84% and from 86% to 100% respectively, as compared to 71% for the College as a whole) but saw declining success rates in those same academic years among the Asian and Black student populations (from 80% to 63% and from 100% to 83% respectively). Our supposition with respect to the declining success rates of Asian and Black students is that we are dealing with comparatively small sample sizes with respect to both demographics, and these small sample sizes skew the outcomes.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Path: [GavDATA](#) → Program Review/ Equity → D2. One Year Persistence Rate

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

The one-year persistence rates are what was expected after we compared them with the college average. There was a large gap with respect to persistence rates among African-American students in AY '16-'17, but this is due (largely) to a small sample size. Beyond this, the persistence rates are largely consistent and stable.

3. What are your set goals for course success? Do your individual course and department rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: [GavDATA](#) → Program Review/ Equity → D3. Course Rates by Unit

The Philosophy Program's set goals for course success are an across the board course success rate of 75%. The Philosophy Program routinely meets or exceeds this goal.

4 – 6: N/A



Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

Path: [GavDATA](#) → Program Review/Equity → D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

The only glaring deficiency amongst groups in terms of success rates and/or retention across groups is amongst the Asian student demographic (-28% compared to all students). The most likely cause for this discrepancy is a language barrier.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

One of the responsibilities of the EEO committee is the following: "promote hiring of faculty who have, themselves, graduated from a community college". The author of the current report is a community college graduate and transfer and has an unparalleled understanding of the challenges confronted by the College's students.

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: [GavDATA](#) → Program Review/ Equity → D9. Course Success Rates → Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

The GavDATA reveals that the philosophy program's success rate is remarkably consistent whether we are considering face-to-face courses (75% and 76% in AY '17 and '18 respectively) and '67% and 71% in AY '17 and '18 for online instruction. Our achievement gap between face-to-face and online instruction is not significant. However, the incorporation of more hybrid courses into the philosophy curriculum would go a long way to closing the existing achievement gap.

10. N/A

Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

Path: [GavDATA](#)→Program Review and Equity→D11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
15-16	Associate in Arts	Transfer	29
16-17	Associate in Arts	Transfer	26
17-18	Associate in Arts	Transfer	55
18-19	Associate in Arts	Transfer	45

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

The most pressing goal for the Philosophy program is to increase the number of Philosophy majors at the College. This happened to a modest degree over academic years '15-'17, before declining again in '18'19. The inclusion of a full-time instructor in Philosophy would go a long way to helping the program realize this goal.



If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes:

No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (←requires your email log-on)?

Yes:

No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes:

No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes:

No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

N/A.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet → [curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be?

Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

What distinguishes philosophy from other disciplines is its methodology. A philosopher's methodology is systematic and relies heavily upon rational argument. The process demands rigorous, analytic, and critical thinking. The benefits of which include resolving confusion, unmasking assumptions, highlighting distinctions, and offering clarification. Courses in the Gavilan Philosophy Program are designed to transfer to four-year institutions and to prepare philosophy majors for upper-division coursework. Our SLO results are exceed our goals (consistently) but again, they would be significantly improved via the inclusion of a full-time philosophy instructor.

SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

The Philosophy program's SLO results are very consistent with the majority of students routinely achieving success in meeting the SLO goals (in excess of 75% for AY '17 and '18). There are no patterns that are noteworthy or aberrational with the exception of the decline in success rates for Asian and African-American students, although, again, these rates may be skewed by small sample sizes.

Program Learning Outcomes (PLO)

Path: [Gavilan College Intranet](#) → Program Planning → Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Instructional → Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

The philosophy program's set goal for PLO success is to ensure that our students demonstrate critical thinking ability: i.e. that they do not accept arguments on authority, but rather, understand what is involved in offering a thorough and exhaustive analysis of an argument. Additionally, we endeavor to instill tolerance and appreciation of cultural diversity into our students. The program's PLO results are consistent with these values. For example, the result for Outcome 2 reads as follows: "On average, 87% of students were able to effectively identify and analyze the major themes in a given philosophical debate, and 90% were able to effectively incorporate a scholarly source to support their argument."

Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

The SLOs, PLOs, and ILOs for the Philosophy program were all rewritten last academic year ('18-'19) and hence, are very well-aligned with one another.

22. N/A



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

There is currently an ADT for Philosophy and a Certificate of Proficiency in World Religions and Philosophies. There are currently no plans for new education awards in the philosophy program, although we are investigating the viability of reviving certain courses (e.g. Philosophy 12: *Political Philosophy*) within the next three years.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

Every course that was not active in philosophy has been deactivated. We plan to offer Philosophy 6 (*The Worlds' Religions*) in AY '19-'20, and Philosophy 12 (*Political Philosophy*) in AY '20-'21.

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet→Argos→Gavilan Schedule→Schedule by Division and Department→Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports→Schedule Reports by Division and Dept svc→Run

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Every Philosophy course currently offered at Gavilan College is offered in the correct sequence so students can earn their degree or certificate within two years (the two active PT faculty i.e. the two who teach *all* of the brick and mortar courses at the College) saw to this in a meeting with then Fine Arts Dean Lozano. Most of the Philosophy Course offerings are taught at the satellite campuses, although a few courses (e.g. Philosophy 3B and Philosophy 6 have never been offered at the satellite campuses). There are currently only two Philosophy Course offerings available online at Gavilan College (Philosophy 1 and Philosophy 2).



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

* **Path:** [GavDATA](#) → Program Review/ Equity → F1. Faculty workload (FTEF) by Full-time/ Part-time → Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2018-19	0	4	FT: PT: 3.2 or 100%	3.2
2017-18	0	4	FT: PT: 3.4 or 100%	3.4

How have and will faculty with reassigned time, grant commitments and activity, projected faculty retirements and sabbaticals affected personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

Only one philosophy faculty member had reassigned time in the past two years ('18-'19 and '19-'20), and that did not affect load or personnel: we do not foresee any impacts on load or personnel in the next three years.

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* **Path:** [GavDATA](#) → Program Review/ Equity → F2. Enrollment Variables and Trends → Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
17-18	3.4	39	190/11.4	53,377.00	85,449.05
18-19	3.2	40	208/12.4	80,003.00	85,488.72

Your Program Cost per FTES average is: 2,137.21

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

The Philosophy program's program cost per FTES is very much in alignment with our FTES generation.

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
N/A	N/A	N/A	N/A	N/A

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

The Philosophy Program is currently partnering with the Gavilan College Guided Pathways Implementation Taskforce in order to create a Guided Pathways degree map for the Philosophy students (which has been done) and to ensure that our course offerings align for transfer with all CSUs and UCs.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The Departmental Plans for the Philosophy Program (and the Philosophy Program's plans for itself) include doubling the current number of majors, increasing the number of philosophy course offerings, and increasing the number of Gavilan College philosophy students who transfer to four-year baccalaureate Philosophy programs.



Consider addressing this in your Three-Year Program Plan at the end of this document.

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

The Philosophy Program at Gavilan College is not subject to any external regulations or accreditation requirements.

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing Launchboard.**

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

"There are insufficient data to calculate this metric."

3. What percentage of students is attaining a living wage **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

"There are insufficient data to calculate this metric."

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

None currently, although I can foresee Critical Thinking training being offered sometime in the next five academic years.

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

In recent program plan reviews, the Fine Arts department noted that one of the main goals of the Philosophy program was to eventually offer a Philosophy major instead of a certificate of emphasis. The Philosophy major and AA-T degree are now a reality. By offering an AA-T in philosophy, the College -- in a sense -- has already endorsed a philosophy full-time hire. It is imperative that the college have a full-time instructor to facilitate the success of this new degree/major -- someone who is invested in the success of Gavilan's students and the educational, economic, and cultural well-being of the South Santa Clara and San Benito County regions. The Fine Arts Department review also noted a desire on behalf of faculty and students to increase the number of religious studies and ethics courses offered by the philosophy program. It will be difficult to see these goals through without the leadership of a permanent Philosophy faculty member. Currently, the success of the newly created Philosophy AA-T is entirely dependent upon part-time faculty. This model is unsustainable, as part-time and often-transient faculty are much less likely to have the investment in the community and the college that a dedicated full-time instructor could provide. Presently, it is difficult to participate in shared governance, to contribute to integrated planning, and to keep curriculum and student learning outcomes current. The lack of a full-time Philosophy instructor also complicates the College's attempts to comply with the minimum standards for transfer centers. Consider the program's success in FTES and revenue generation:

Your Program Cost per FTES average is: 2,137.21
College-wide Cost per FTES average is: \$7,203.44
Statewide Funding per FTES: \$3,727.00

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

Our department (Fine Arts) has requested a full-time placement in the Philosophy program twice in the past six years, to no avail.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

N/A.

Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

The Philosophy program greatly appreciates the streamlined design of the new Template Instructional form.

Example Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

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E
S**

<p style="text-align: center;">Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population</p>	<p>Mission statement: Supports innovate practices Strategic Plan: Goal 4: Improve Equity SLO Results: No direct connection</p>	<p>Partner with EOPS to create a Foster Youth ENGL1A intervention team</p>	<p>Chair, Department of English</p>	<p>None</p>	<p>September 2020</p>	<p>Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention</p>

Three-Year Program Plan Goal Setting Worksheet

Philosophy

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

<p style="text-align: center;">Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal**</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>One FT faculty for Philosophy.</p>	<p>This hire will help to enrich the critical thinking skills of our students (i.e., help them to build their full academic, social, and economic potential).</p>	<p>Forming a hiring committee under the purview of the Academic Senate.</p>	<p>Academic Senate.</p>	<p>The cost of one full-time hire.</p>	<p>06/22</p>	<p>N/A</p>
<p>Increase the number of philosophy majors.</p>	<p>Increasing the number of majors will help to enrich the critical thinking skills of our students (i.e., help them to build their full academic, social, and economic potential).</p>	<p>Additional support from Fine Arts department chairs.</p>	<p>Fine Arts department chairs.</p>	<p>N/A</p>	<p>06/22</p>	<p>The data will be available at the next census.</p>

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Signature Page

Program being reviewed: **Philosophy**

Date: [Click here to enter text.](#)

How to use form:

Sign off after final review and no later than:
Peer Reviewers: Nov. 27, 2019
Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Andrew Delunas		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Susan Sweeney		11-25-19
PIPR Support Team			