INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Humanities, Fine Arts, and Social Sciences
Program: Philosophy   **Current Academic Year:** 2018-2019

Last Academic Year CPPR Completed: 2013-2014   **Current Date:** March 2019

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I.   **GENERAL PROGRAM INFORMATION**

A. Program Mission (optional)

The philosophy program prepares transfer students for a major or minor in philosophy or for continuing study of philosophy at four-year institutions by developing students' critical thinking skills and their understanding of philosophical ideas, theories, and methods. Students can apply the skills and knowledge they acquire through their study of philosophy in everyday life when inquiring into the nature, meaning, and value of the world and of human beings' place in the world.

Career options for philosophy majors include academic careers in such fields as philosophy, religious studies, literature, and political science. A major in philosophy is also good preparation for a career in law or politics.

B. Brief history of the program

Since the departure of Carmen Zinn in Spring 2014, the Philosophy Department has had only one full-time faculty member. This spring, the full-time faculty member is teaching five sections and part-time faculty are teaching six sections. This means that the FT to PT ratio is currently 45% to 55%. Until the hiring of a second full-time philosophy instructor becomes feasible, the Philosophy Program will not be able to achieve the AB1725 goal ratio of 75% full-time to 25% part-time.

The department has offered a Philosophy AA-T degree since catalog year 2013-2014.

The full-time faculty member (Gilbert) remains active in curriculum at the state level. He serves as a Primary Reviewer for C-ID, assigning philosophy course outlines of record for evaluation and adjudicating those evaluations. He also serves on the Discipline Input Group that periodically reviews and updates the C-ID course descriptors and AA-T requirements.

C. Include significant changes/improvements since the last Program Review

Since the last program review, the Philosophy Program has responded to the college's downward enrollment trend by (a) trimming the number of sections offered per term so as to better match student demand, (b) increasing the course offerings in DE relative to F2F, and (c) initiating course offerings at the California Men's Colony.

D. List current faculty, including part-time faculty

Genet, Cheryl (PT)
Gilbert, Christopher (FT)
Nolan, Frank (PT)
Wishart, Pauline (PT)

E. Describe how the Program Review was conducted and who was involved

This program review was written primarily by the full-time faculty member (Gilbert), with input from part-time faculty and from the Division Chair (Brent LaMon).

II. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The Philosophy Program supports students "in their efforts to improve foundational skills" by helping them to develop their capacity for critical thinking. It helps students "earn…associate degrees [and] transfer to four-year institutions" by offering a Philosophy AA-T degree and by offering courses by which students can satisfy various requirements for transfer to the CSU or UC systems.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Institutional Goal 1: Completion
Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Objective 1.1
Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

The Philosophy Department contributes to the Cuesta College institutional goal of increasing completion rates for degrees and overall transfer-readiness, and it contributes to the Cuesta College instutional objective of increasing student success in degrees and transfer programs. It

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does both of these things in two ways: (1) by means of the Philosophy AA-T degree, which guarantees the students who earn it a transfer spot in the CSU system; (2) by offering courses that satisfy CSU General Education and/or UC IGETC requirements. Of the students who enroll in philosophy courses at Cuesta College, roughly 67% identify themselves as transfer-directed (either with or without an associate's degree). The philosophy courses they take help them to achieve their transfer goals by helping them to satisfy GE requirements for transfer.

The following courses fulfill the CSU GE requirements:
Area A3, Critical Thinking: PHIL 208
Area C2, Humanities: PHIL 205, 206, 209, 212, 213

The following courses fulfill the UC IGETC requirements:
Area 3B, Humanities: PHIL 205, 206, 209, 212, 213

C. Identify how your program helps students achieve Institutional Learning Outcomes.

The Philosophy Program's learning outcomes are as follows:

Program Learning Outcomes: Skills

Students who successfully complete a course of study in philosophy at Cuesta College will have demonstrated:

S1. An increased ability (1) to defend their own views by means of argumentation and (2) to evaluate reasoning (their own and that of others)

S2. The ability to interpret primary source texts in philosophy

S3. The ability to express, explain, and defend philosophical ideas in writing and/or verbally

Program Learning Outcomes: Knowledge

Students who successfully complete a course of study in philosophy at Cuesta College will have demonstrated:

K1. An understanding of the basic concerns and questions at issue in the three major branches of western philosophy: metaphysics, epistemology, and ethics

K2. A basic understanding of how western philosophy has changed and developed through its four major historical periods: ancient, medieval, modern, and contemporary

K3. An academic understanding (as opposed to a devotional understanding) of the human search for meaning through religion

In virtue of both the general nature of philosophy as a discipline and also the specific knowledge and skill program learning outcomes (PLOs) specified above, the Philosophy Department supports the following Cuesta College Institutional Learning Outcomes:

ILO Categories	Representative Outcomes—Students achieving these outcomes will be able to…	PHIL PLOs
2. Critical Thinking and Communication	a. Analyze and evaluate their own thinking processes and those of others	S1
	b. Communicate and interpret complex information in a clear, ethical, and logical manner	S2, S3
3. Scientific and Environmental Understanding	b. Construct and analyze statements in a formal symbolic system	S1, S3
4. Social, Historical, and Global Knowledge and Engagement	a. Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	S2, K1, K2
	b. Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	K1, K2, K3

4 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
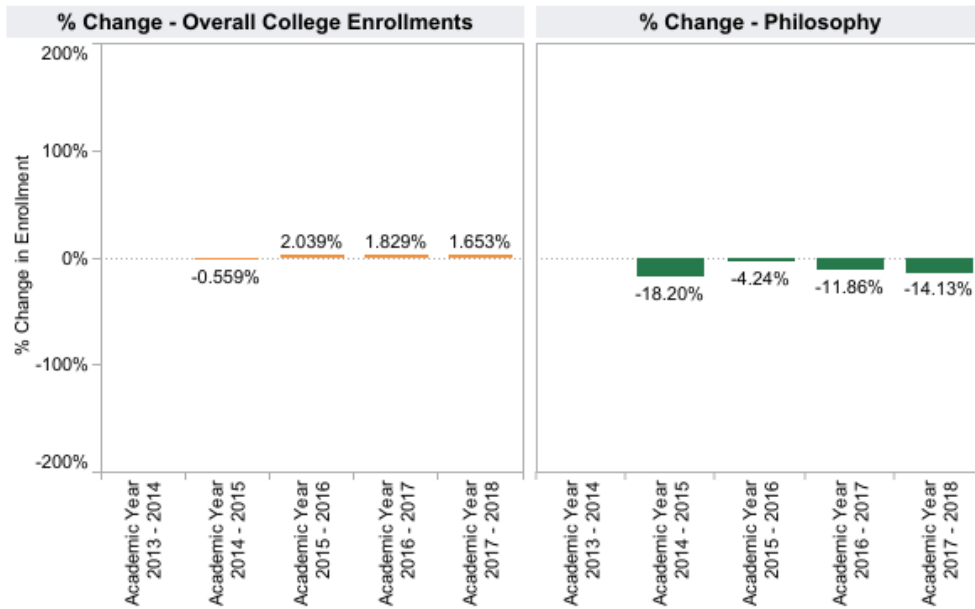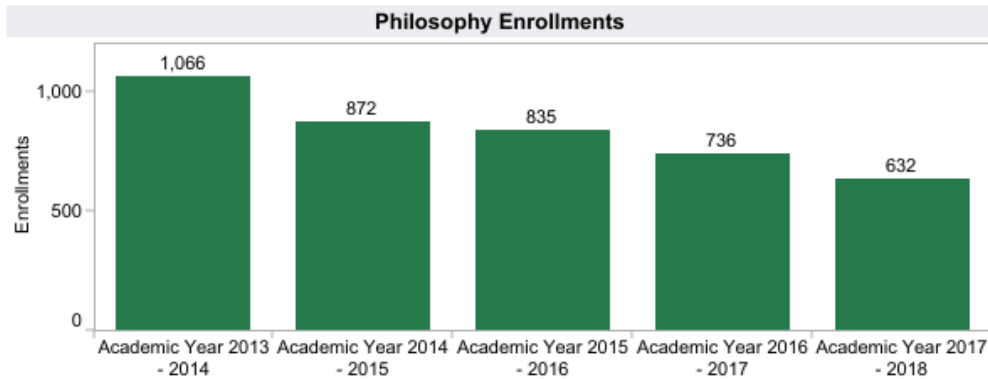Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2019

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Philosophy	All	All	All

Philosophy Enrollments

Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
1,066	872	835	736	632

% Change - Overall College Enrollments

Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
	-0.559%	2.039%	1.829%	1.653%

% Change - Philosophy

Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
	-18.20%	-4.24%	-11.86%	-14.13%

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

After a sizeable rebound in 2015-2016, the Philosophy Department's enrollments have trended downward in the last three years. This matches a downward trend in enrollment for the college overall in the same period. As noted by Dr. Wulff in her email to faculty on August 14, 2018: with regard to the college as a whole, "we continue to decrease FTES on the SLO, NCC campuses and South County Center."

[General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

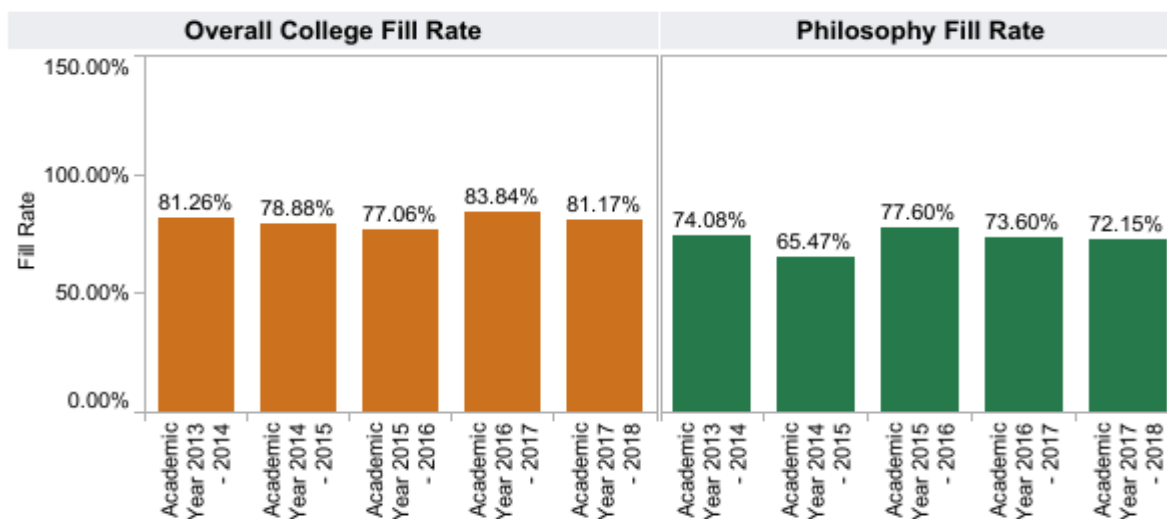**SLOCCCD Program Review Data - Student Demand (Fill Rate)**

Department:	Course:	Dual Enrollment:	Prison
Philosophy	All	All	All

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

Fill rates in the Philosophy Department averaged 73% over the past five years. This is slightly below the average college fill rate of 80% for the same period. There are several explanations for this observed difference:

1. Philosophy is an elective for most students, as it is merely one subject among many they might choose in order to satisfy transfer requirements. This means the Philosophy Program must compete for every student it gets.
2. As more and more students seek out AA-T degrees, there may be fewer who can elect philosophy courses, as philosophy course times may conflict with other courses they need to take for their degrees.
3. Enrollment in F2F courses has generally been decreasing college-wide in recent years, which means there are factors contributing to this trend that are largely demographic issues beyond the Philosophy Department's control.
4. Fill rates express what percentage of its course cap a given course has achieved. Like most courses within the Social Sciences Division, those in the Philosophy Program have a relatively high cap; four of our courses are capped at 42 and two are capped at 36. Thus, our average fill rate of 73% means our classes are averaging 28-30 students each. This is why, despite our fill rate being below the college average, our efficiency (FTES/FTEF) is above the college average (see page 7, below).

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)
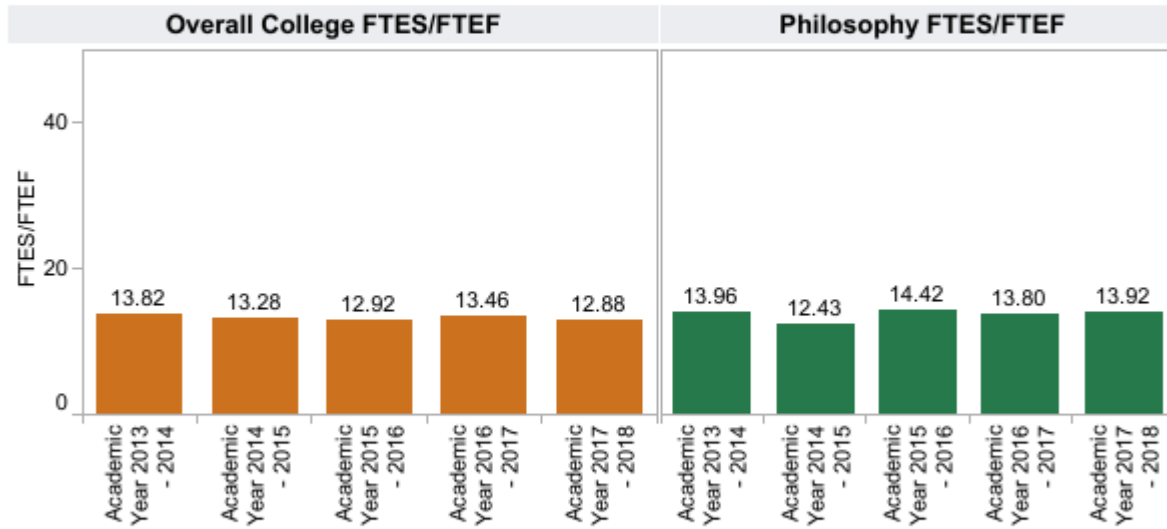Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Philosophy	All	All	All

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

In all but one of the past five years, the Philosophy Department FTES/FTEF rate has slightly exceeded that of the college as a whole.

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[Student Success—Course Modality (Insert Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Philosophy
Course: All

Legend:
- ■ Face to Face Modality
- ■ Online Modality

Successful Course Competion by Modality Table - Philosophy

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	70.66%	69.83%	69.95%	63.17%	67.76%
	Total Department Enrollments	985.0	749.0	619.0	524.0	366.0
Online Modality	Department Success Rate	58.54%	64.52%	64.52%	71.70%	65.17%
	Total Department Enrollments	82.0	124.0	217.0	212.0	267.0

Success in F2F philosophy courses averaged 68% over the past five years. In DE philosophy courses, the average success rate was 65% over the past five years. These numbers demonstrate that the Philosophy Department maintains a consistent level of rigor in both modalities.

Both numbers are slightly below the average success rates for the college as a whole in the past five years: 75% for F2F, 70% for DE. The observed difference between the Philosophy Program and the college most likely reflects the relative difficulty of the subject matter in philosophy courses.
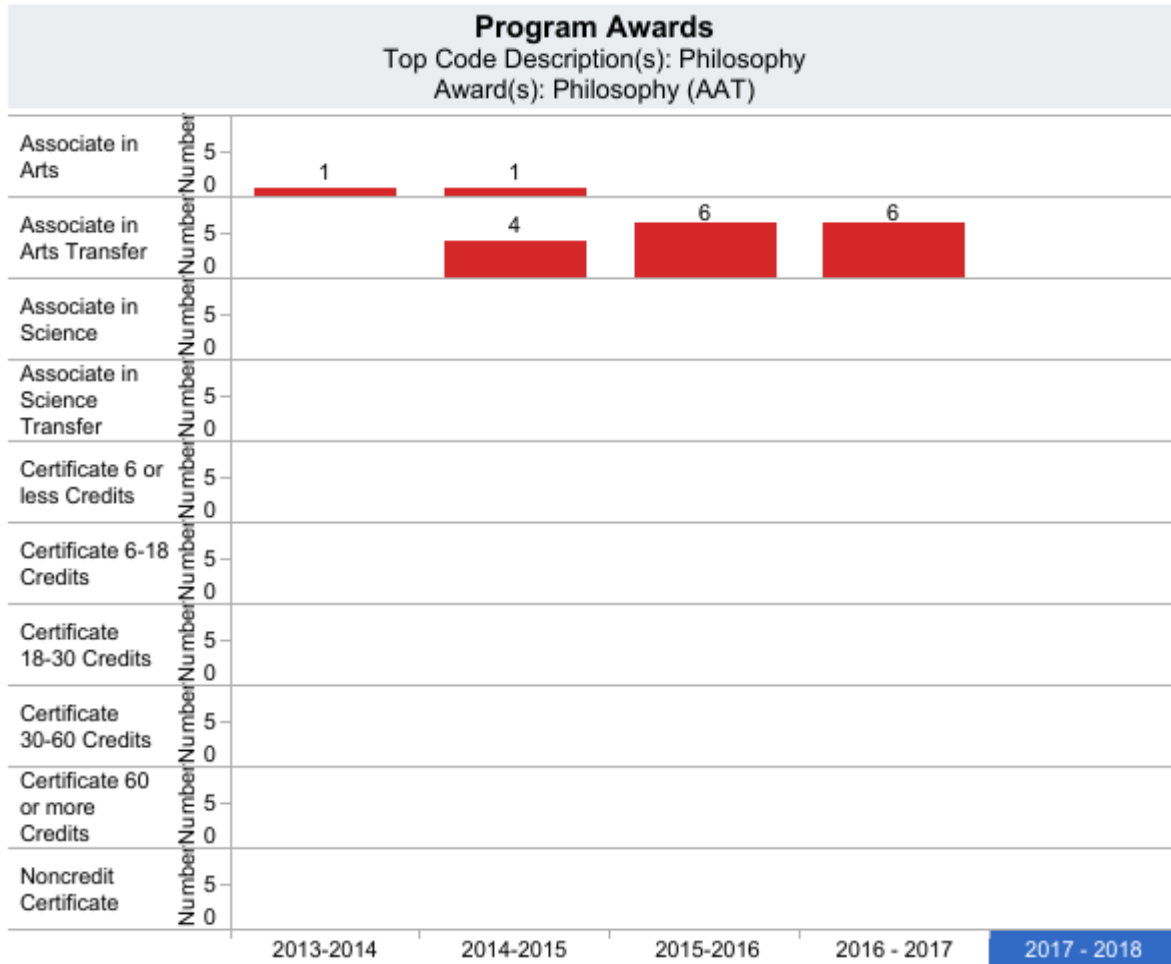
[Degrees and Certificates Awarded (Insert Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Philosophy

Award Type:
All

Program Awards
Top Code Description(s): Philosophy
Award(s): Philosophy (AAT)

Program Awards Table

Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts	Philosophy (AAT)	1	1			
	Total	1	1			
Associate in Arts Tr..	Philosophy (AAT)		4	6	6	
	Total		4	6	6	
Grand Total		1	5	6	6	

There has been an upward trend in the number of students taking the AA-T degree in philosophy since its inception in 2013-2014.

9 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
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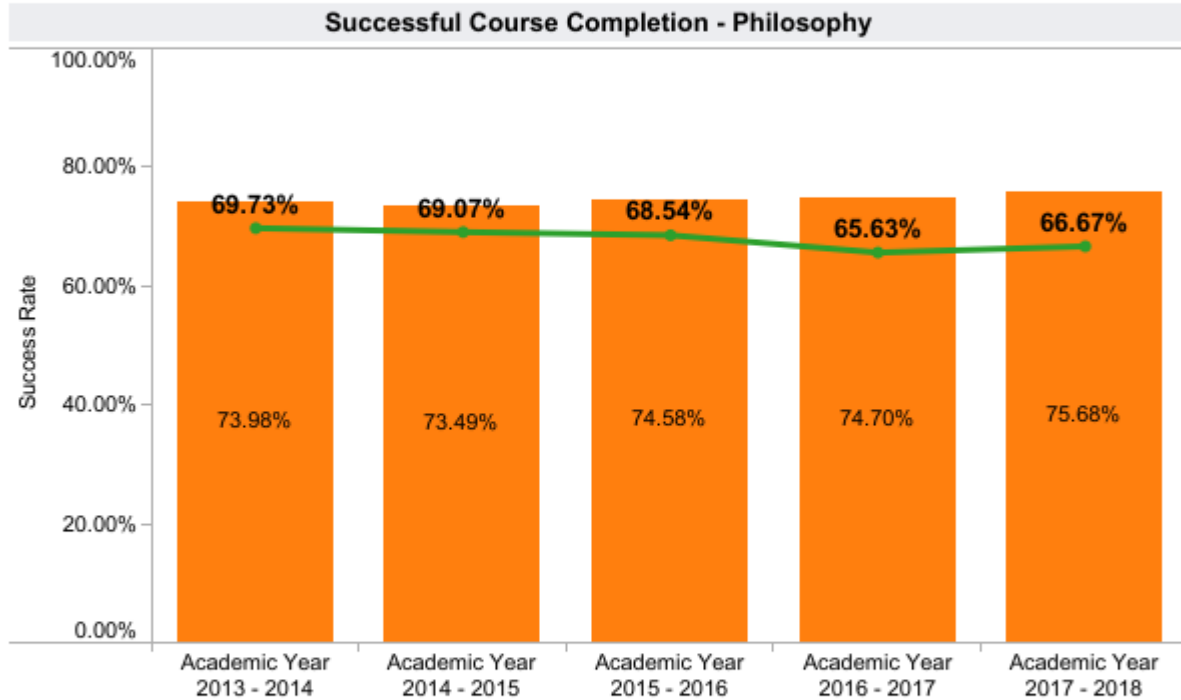Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2019

Insert the data chart and explain observed differences between the program and the institutional set standards (as shown on the chart).

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Philosophy

COURSE
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Philosophy

|	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success rate (green line)	69.73%	69.07%	68.54%	65.63%	66.67%
Overall College Success Rate (orange bars)	73.98%	73.49%	74.58%	74.70%	75.68%

Philosophy Success Rate Table

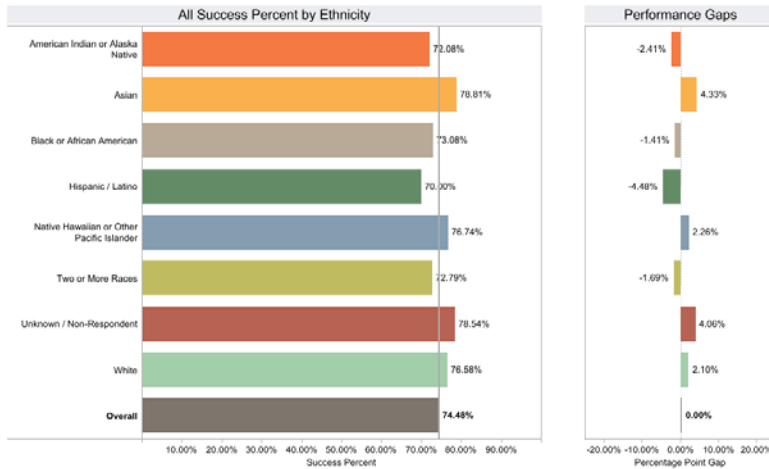|	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	69.73%	69.07%	68.54%	65.63%	66.67%
Total Enrollments	1,067	873	836	736	633

The Philosophy Department's success rate over the past five years has averaged 68%. This is slightly lower than the 74% average success rate for the whole college in the same period. The observed difference between the Philosophy Program and the college most likely reflects the relative difficulty of the subject matter in philosophy courses.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.
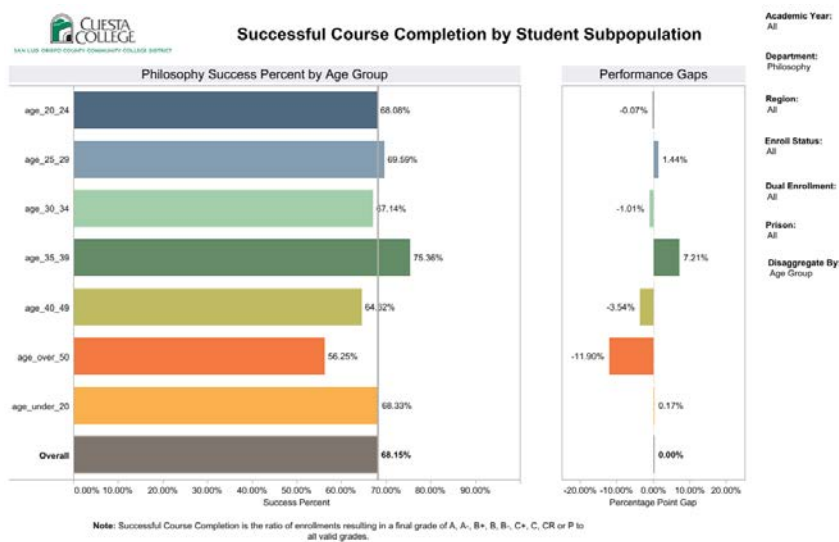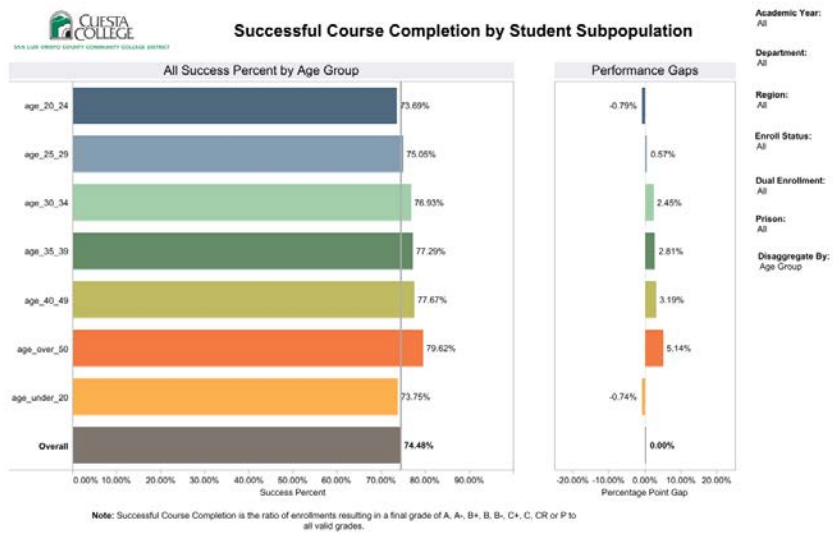
With regard to age, the most significant difference between the departmental data and the college data pertains to the Philosophy Department's fairly large negative performance gap for the "age_over_50" cohort (–11.9%), compared to the positive performance gap in that cohort for the college overall (+5.14%). This is best explained by the relatively low number of students over age 50 who enroll in philosophy courses. According to the "Student Characteristic and Enrollment Trends" table on the college's Institutional Research web page, students "age_over_50" constituted roughly 8% of total college enrollment in the past five years, whereas they constituted virtually none of the Philosophy Department's enrollment in the same period, as evidenced by that fact that the "age_over_50" cohort is not even listed in the Philosophy-Department-specific version of that table.

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I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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Successful Course Completion by Student Subpopulation

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.
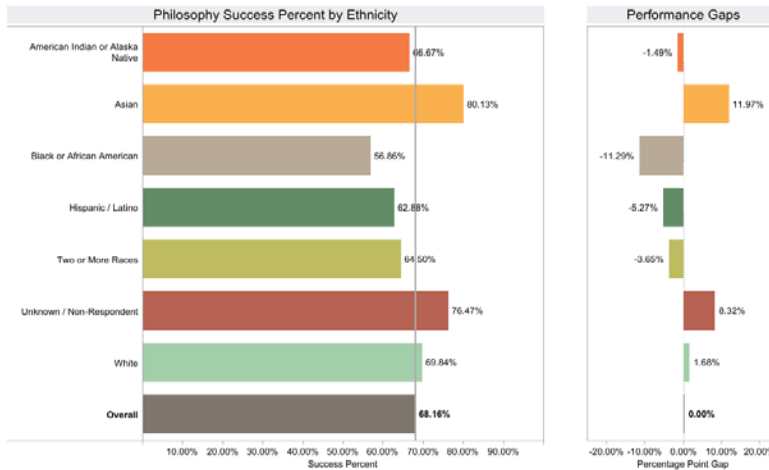

Successful Course Completion by Student Subpopulation

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

With regard to ethnicity, the most significant difference between the departmental data and the college data pertains to the Philosophy Department's fairly large negative performance gap for the "Black or African American" cohort (–11.29%), compared to the much smaller negative performance gap in that cohort for the college overall (–1.41%). This is best explained by the very small sample size for this cohort. According to the "Student Characteristic and Enrollment Trends" table on the college's Institutional Research web page, Black or African American students constituted only about 1.59% of total college enrollment in the past five years. The sample size for that cohort is even smaller in the Philosophy Department; the department-specific version of that table includes the "Black or African American" cohort in only one of the past five years.

The Philosophy Department is outperforming the college as a whole with respect to Asian students, who have a positive performance gap of +11.97% in philosophy courses, compared to a positive performance gap of only +4.33 in the college overall.

12 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
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IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the Curriculum Review Template and submit the form within your CPPR.

Philosophy AA-T Degree

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

The full-time instructor in philosophy (Gilbert) is also the Social Sciences Division representative on the Curriculum Committee. He reviews all Philosophy Program curriculum with each Program Review. The current CPPR Curriculum Review Template is attached.

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V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Terms	SLO Assessment	Analyze Results & Plan Improvements	Plan Implementation
Fall 2018-Spring 2019			205, 206, 208, 209, 212, 213
Fall 2019-Spring 2020	205, 206, 208, 209, 212, 213		
Fall 2020-Spring 2021		205, 206, 208, 209, 212, 213	
Fall 2021-Spring 2022			205, 206, 208, 209, 212, 213
Fall 2022-Spring 2023	205, 206, 208, 209, 212, 213		
Fall 2023-Spring 2024		205, 206, 208, 209, 212, 213	
Fall 2024-Spring 2025			205, 206, 208, 209, 212, 213

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Below are the overall percentage results of the Fall 2016 student self-assessments for each course, as recored in eLumen:

Course	Exceeds or Meets Expectations	Does Not Meet Expectations
PHIL 205	98.95	1.05
PHIL 206	90.79	9.21
PHIL 208	98.34	1.66
PHIL 209	62.5*	37.5*
PHIL 212	95.37	4.63
PHIL 213	94.02	5.97

Direct assessment results can be summarized as follows:

Course	PHIL 205	PHIL 206	PHIL 208	PHIL 209	PHIL 212	PHIL 213
% Passing	90	73	81	62.5	NA*	NA*
% Failing	10	27	19	37.5	NA*	NA*

An asterisk indicates data is either incomplete or missing. As this was our first time both using direct assessment and using eLumen, there was some miscommunication among faculty regarding the assessment process. The next cycle will include more detailed instructions for faculty on how to collect and report data.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Map Attached

D. Highlight changes made at the course or program level that have resulted from SLO assessment.

Overall, the data from both the student self-assessment and the direct assessment indicate that the vast majority of our students are achieving the vast majority of both the program and the course outcomes for philosophy.

We are currently in the "Plan Implementation" stage of the SLO assessment cycle (see calendar above). This means we are currently giving greater emphasis to those aspects of our instruction that best promote one outcome in each course—namely, the one on which the highest percentage of students selected "Does not meet expectations" on the 2016 student self-assessment. The target outcomes are as follows:

Course	Target SLO	"Does Not Meet Expectation" Responses
PHIL 205	Distinguish the various types of literature that constitute the Hebrew and Christian scriptures.	5%
PHIL 206	Identify, explain, and evaluate philosophical theories and arguments.	22%
PHIL 208	Identify and explain commonly occurring logical fallacies.	2%
PHIL 209	Describe and assess the historical and/or doctrinal connections between specific relevant religious traditions.	38%
PHIL 212	Explain how philosophers in one period (e.g., ancient) approached metaphysics and epistemology differently from philosophers in another period (e.g., modern).	6%
PHIL 213	Explain and evaluate ethical and social-philosophical theories and arguments	9%

E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

None.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives
B. Institutional Learning Outcomes
C. Program outcomes

These topics have already been addressed in sections II.B, II.C, and V.C, above.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling
B. Support services to promote success, persistence and retention
C. Facilities needs
D. Staffing needs/projections

The Philosophy Department has one significant concern in relation to the emerging Guided Pathways framework at Cuesta College. As noted above, most students who take philosophy courses do so as an elective means of satisfying requirements for transfer to the CSU or UC system. The requirements satisfied by philosophy courses can also be satisfied by many other courses in other disciplines. Thus, the Philosophy Program is always competing with other programs in its effort to draw students and fill sections.

In one early stage of the work to develop Guided Pathways, every program was asked to sketch out a sequence of courses by which students could complete a degree in that program. This sequence was to specify not only the sequence in which students should take degree-required courses in the major, but also which electives students should take to satisfy GE requirements, and when they should take those courses (Fall or Spring term, first year or second). If this is the way that Guided Pathways ends up being implemented, then most students will only seek out philosophy courses if other programs choose to recommended philosophy courses to their students. Since very few programs are likely to recommend philosophy courses to students as a way of satisfying their GE requirements, the implementation of Guided Pathways could result in lower and lower enrollment in philosophy courses.

16 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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The Philosophy Program would thus like the college's assurance that, when Guided Pathways is implemented, it will inform students in any program about all the different courses they might take in order to meet their GE requirements, not just those their chosen program happens to recommend.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

The Philosophy Department makes great efforts to recruit students to its courses. These efforts include making sure the department is represented at recruiting events (like Cougar Day, Promise Day, and Si Se Puede), emailing information to current students about course offerings in the susequent term, creating fliers about philosophy course offerings to share with students and counselors, etc. The Philosophy Department would welcome any recommendations the college can make as to how we might increase our enrollment.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII.   After completing and submitting this document, please complete the <u>Overall Program Strength and Ongoing Viability Assessment</u> with your Dean before May 15, 2018.

17 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
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SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

18 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2019

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:
https://cuestacollege.sharepoint.com/Committees/IPPR/Committee%20Documents?viewpath=%2FCommittees%2FIPPR%2FCommittee%20Documents&id=%2FCommittees%2FIPPR%2FCommittee%20Documents%2FPrioritization%20Process%20Handbook%20Sept%5F25%5F2018%2Epdf&parent=%2FCommittees%2FIPPR%2FCommittee%20Documents

APPLICABLE SIGNATURES:

_____   _____
Vice President/Dean   **Date**

_____   _____
Division Chair/Director/Designee   **Date**

_____   _____
Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

19 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2019