2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018   **PROGRAM: PHILOSOPHY**
CLUSTER: HUMANITIES AND SOCIAL SCIENCES   **LAST YEAR CPPR COMPLETED: 2013-2014**
NEXT SCHEDULED CPPR: 2018-2019   **CURRENT DATE: 1/23/2018**

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

Note: Degrees and/or certificates for the <u>same</u> program <u>may be consolidated</u> into one APPW.

This APPW encompasses the following degrees and/or certificates:
Philosophy AA-T

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*
NONE

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

      Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
      No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

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2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

General Enrollment (Insert Aggregated Data Chart)
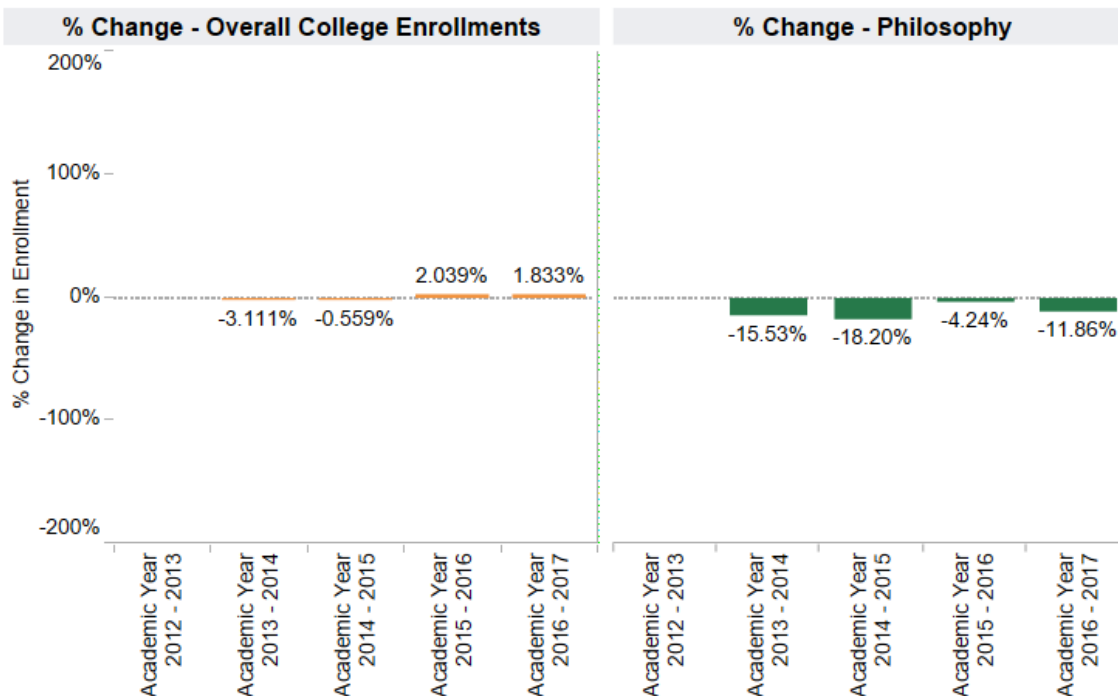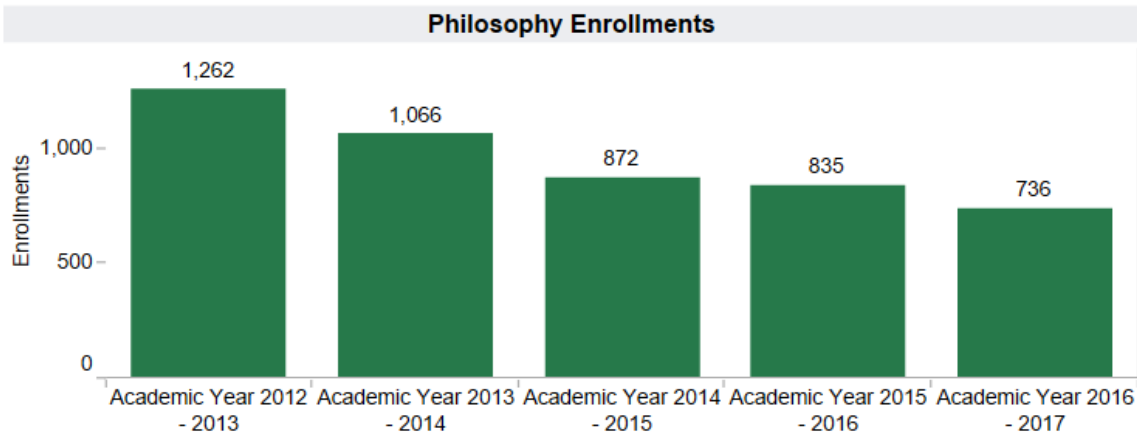Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

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

Philosophy Enrollments

Academic Year	Enrollments
2012 - 2013	1,262
2013 - 2014	1,066
2014 - 2015	872
2015 - 2016	835
2016 - 2017	736

% Change - Overall College Enrollments

Academic Year	% Change
2012 - 2013	-3.111%
2013 - 2014	-0.559%
2014 - 2015	
2015 - 2016	2.039%
2016 - 2017	1.833%

% Change - Philosophy

Academic Year	% Change
2012 - 2013	-15.53%
2013 - 2014	-18.20%
2014 - 2015	
2015 - 2016	-4.24%
2016 - 2017	-11.86%

Enrollment in Philosophy courses has been fluctuating; it was lower in the most recent year that in the previous year, but not as low as in either of the two years before that one. The Philosophy Department does not know what factors may be causing such fluctuations or how to explain the observed differences in enrollment between the department and the college. We would welcome any guidance the college can offer in answering these questions.

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2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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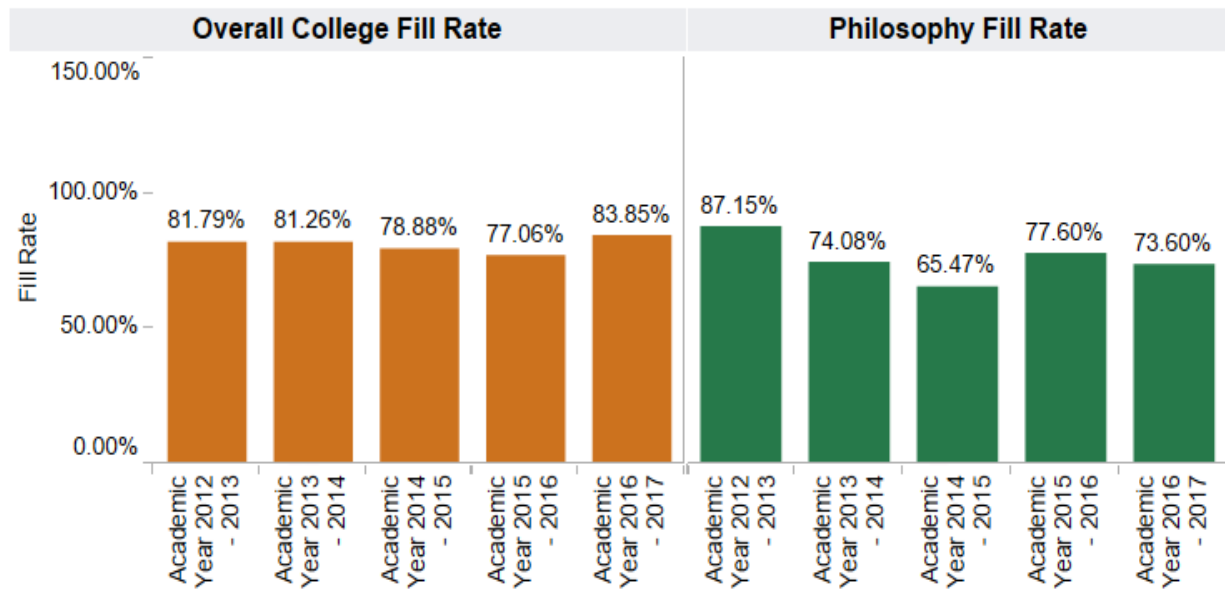Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

Overall College Fill Rate

- Academic Year 2012 - 2013: 81.79%
- Academic Year 2013 - 2014: 81.26%
- Academic Year 2014 - 2015: 78.88%
- Academic Year 2015 - 2016: 77.06%
- Academic Year 2016 - 2017: 83.85%

Philosophy Fill Rate

- Academic Year 2012 - 2013: 87.15%
- Academic Year 2013 - 2014: 74.08%
- Academic Year 2014 - 2015: 65.47%
- Academic Year 2015 - 2016: 77.60%
- Academic Year 2016 - 2017: 73.60%

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.

Philosophy fill rates have fluctuated over the past five years. Still, the average fill rate in Philosophy for those years (75.58%) is only five points below to the average fill rate in the college for those years (80.57%). This is to be expected, considering the challenging nature and rigor of Philosophy courses.

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2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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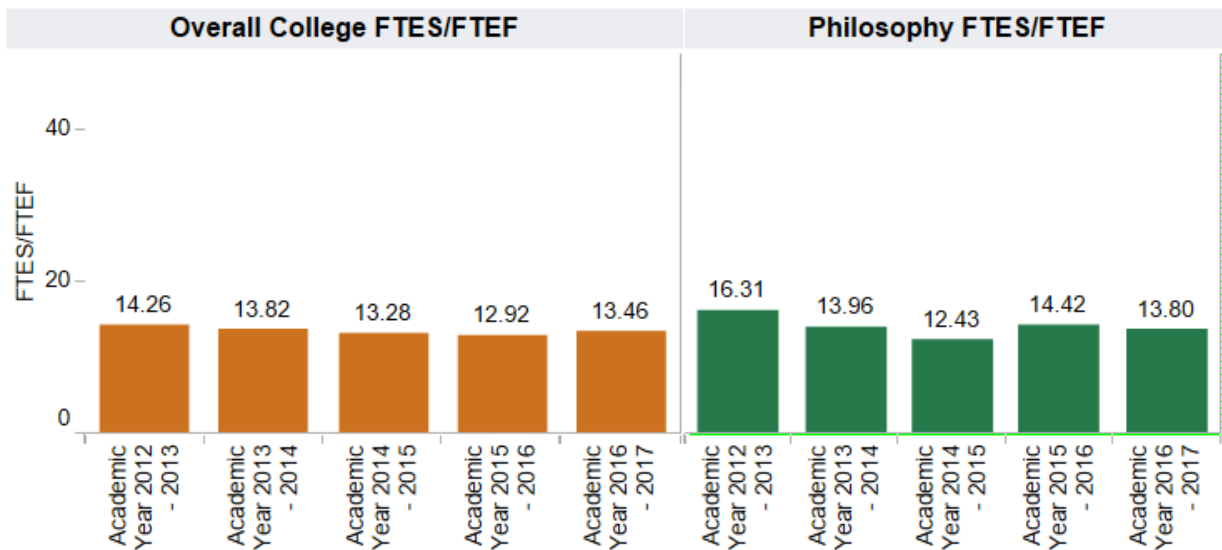

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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)

The Philosophy Department's efficiency rate is comparable to that of the college. In four of the past five years, Philosophy's efficiency was slightly higher than the efficiency of the college as a whole.

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET
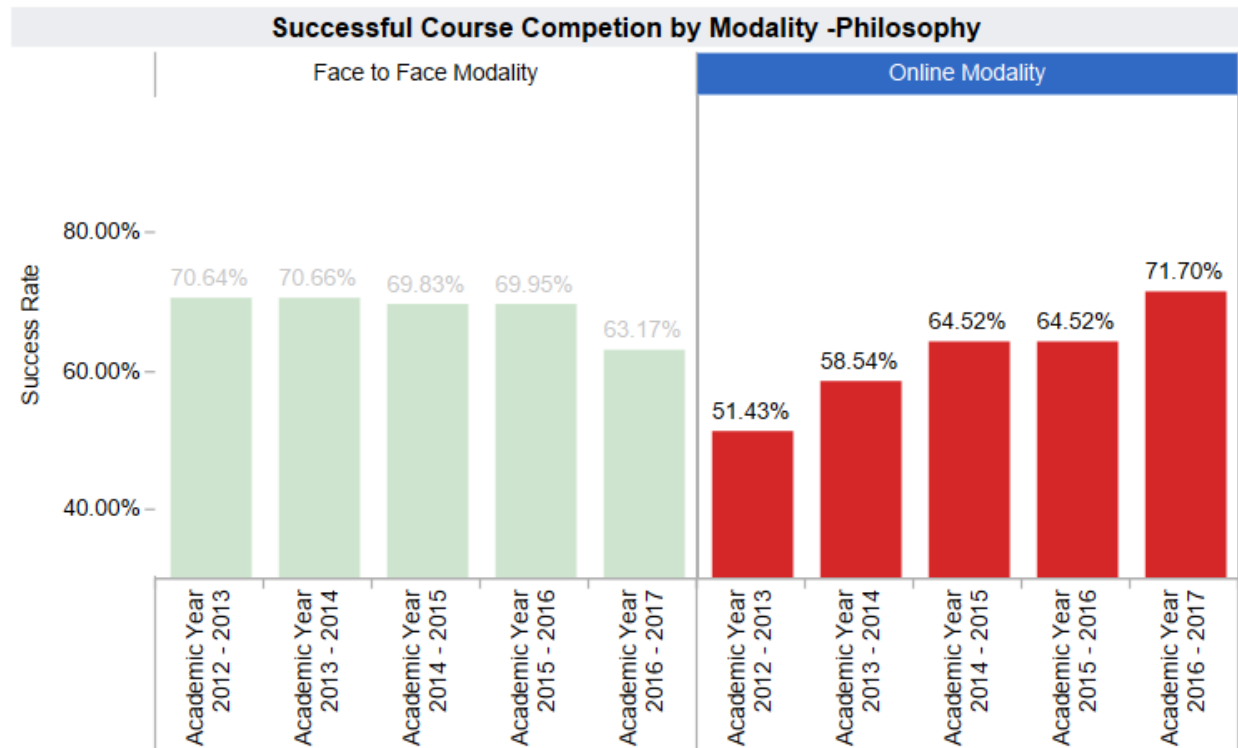
[Student Success—Course Modality (Insert Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Philosophy

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Philosophy

Successful Course Competion by Modality Table - Philosophy

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	70.64%	70.66%	69.83%	69.95%	63.17%
	Total Department Enrollments	1,192	985	749	619	524
Online Modality	Department Success Rate	51.43%	58.54%	64.52%	64.52%	71.70%
	Total Department Enrollments	70	82	124	217	212

Success in both modalities is slightly lower in Philosophy than in the college. This is to be expected, considering the challenging nature and rigor of philosophy courses. The success in online Philosophy courses has increased significantly over the last five years, largely because of ongoing course assessment and revision by faculty who teach Philosophy courses in the DE modality.
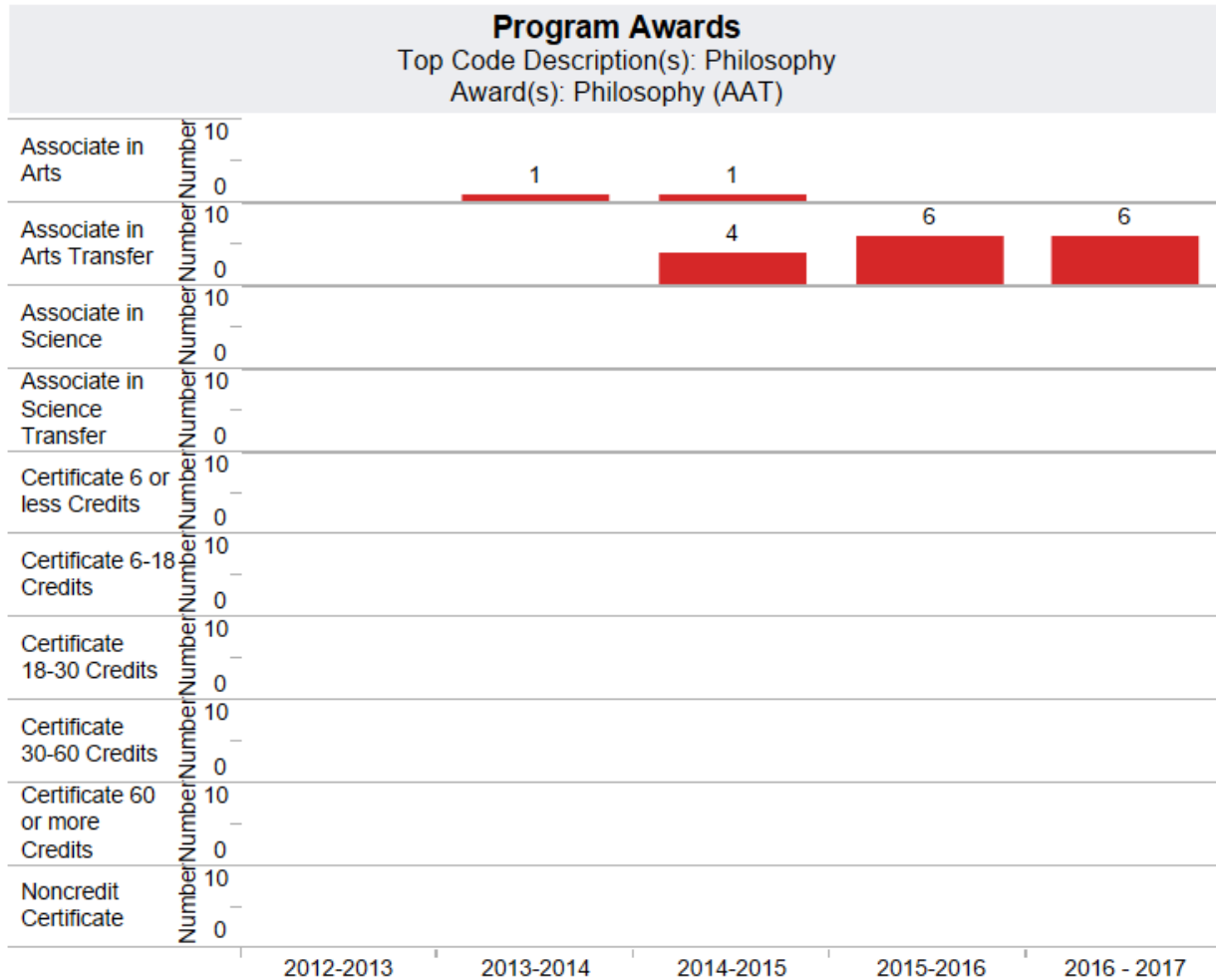
2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Degrees and Certificates Awarded (Insert Data Chart)

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	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts	Philosophy (AAT)		1	1		
	Total		1	1		
Associate in Arts Transfer	Philosophy (AAT)			4	6	6
	Total			4	6	6
Grand Total			1	5	6	6

Program Awards: The number of degress and certificates awarded by program type

The Philosophy AA-T degree continues to grow in popularity—slowly but surely.

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2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

General Student Success – Course Completion (Insert Aggregated Data Chart)
Review the Disaggregated Student Success charts; include any charts that you will reference.
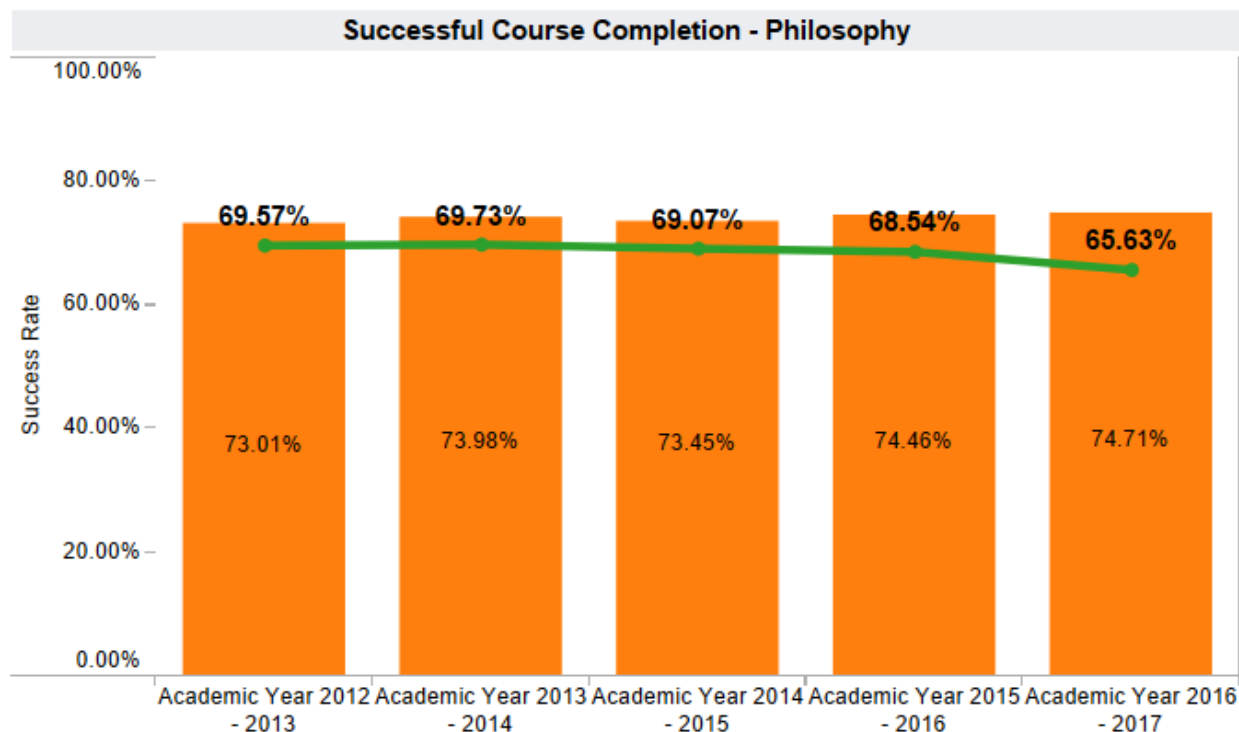Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Philosophy

COURSE All

Legend:
■ Department Success Rate
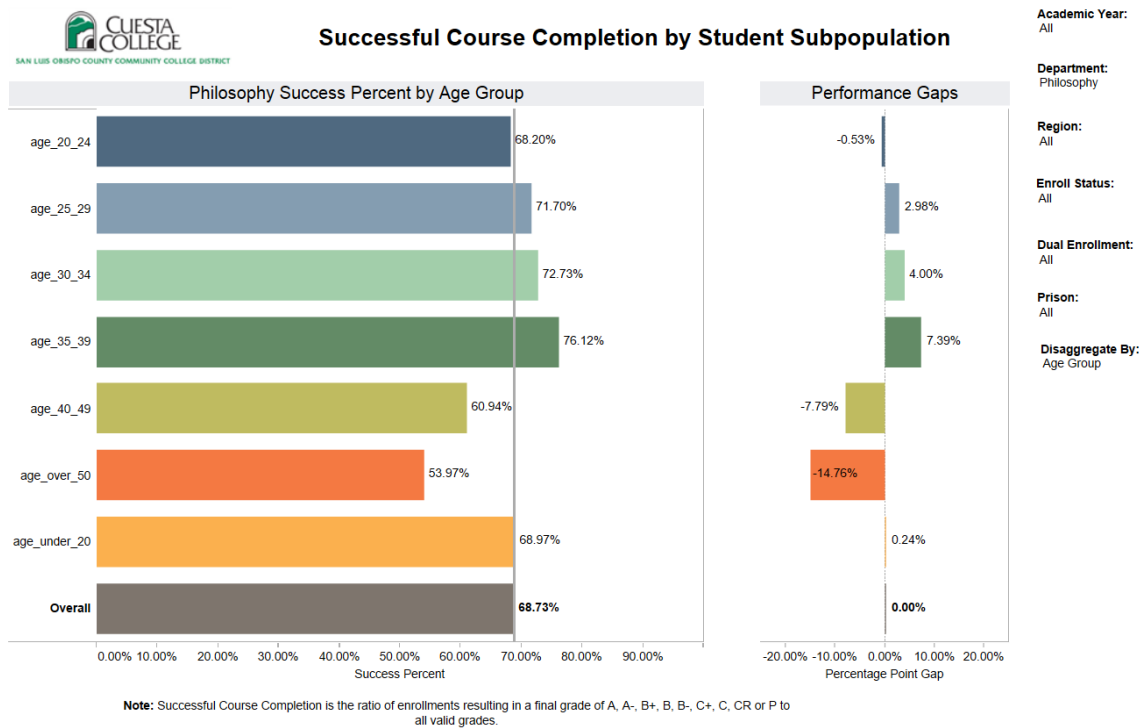■ Overall College Success Rate

Successful Course Completion - Philosophy

Philosophy Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	69.57%	69.73%	69.07%	68.54%	65.63%
Total Enrollments	1,262	1,067	873	836	736

The overall success rate in Philosophy is slightly lower than that in the college as a whole. This is to be expected, considering the challenging nature and rigor of philosophy courses.
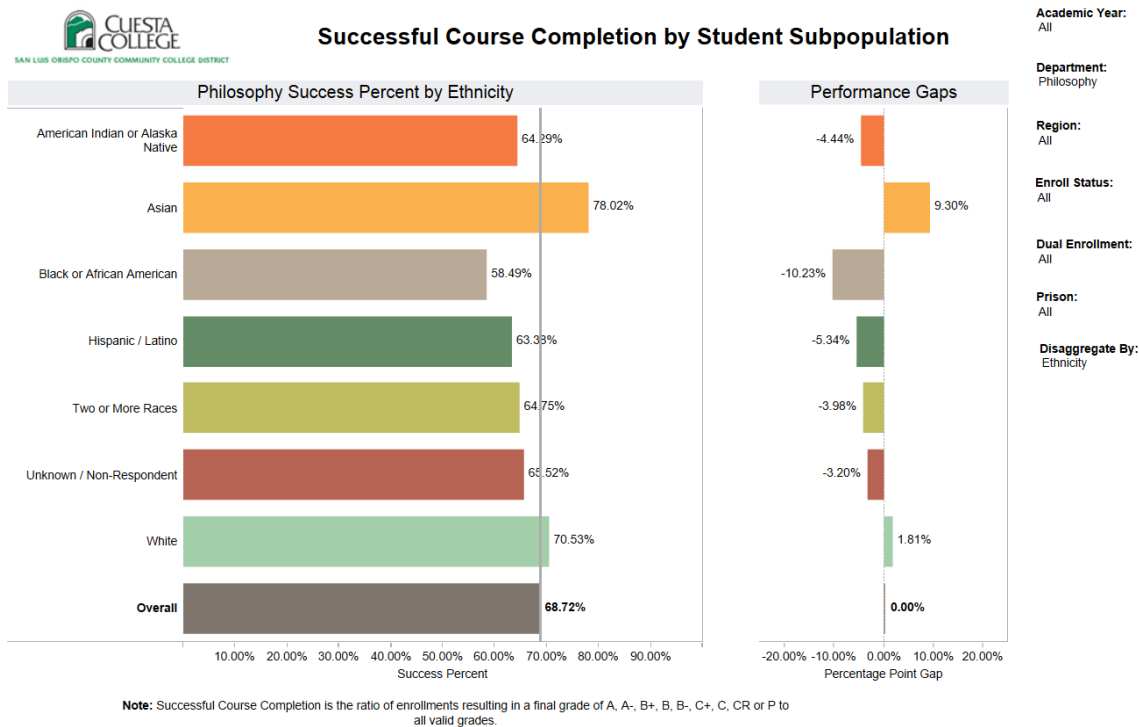
With regard to most of the aggregated success data, Philosophy's numbers mirror those of the college. Only two discrepancies stand out:

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.

Philosophy's success rate is 10 points below the college for 40-49 year olds and 20 points below the college for the 50+ age range. It is unclear why such discrepancies exist, though it is worth noting that the sample sizes for these groups are relatively small.

San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet
Approved by Academic Senate 2017-04-28 Document to be Used for Submission Spring 2018

8

Successful Course Completion by Student Subpopulation

Academic Year: All

Department: Philosophy

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Ethnicity

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.

Philosophy's success rate is 6 points below the college for Black or African American students. It is unclear why such a discrepancy exists, though it is worth noting that the sample size for this group is relatively small. On the other hand, Philosophy's success rate is 6 points above the college for Asian students.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

In Fall 2016, students assessed themselves with regard to how well they had achieved the SLOs in each course. The Fall 2016 assessment also included direct assessment focusing on the objective in each course that had the lowest mean score in the 2013 assessment data.

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 "Analyze Results & Plan Improvements" stage of the SLO assessment cycle (see calendar below). Our goal will be to plan ways to reduce the percentage of "Does Not Meet Expectation" responses on the one SLO in each course that had the highest percentage of students selecting that response.

Terms	SLO Assessment	Analyze Results & Plan Improvements	Plan Implementation
Fall 2016-Spring 2017	205, 206, 208, 209, 212, 213		
Fall 2017-Spring 2018		205, 206, 208, 209, 212, 213	
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

Approved by Academic Senate 2017-04-28 Document to be Used for Submission Spring 2018

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below).* *If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

   A.   New or modified plans for achieving program-learning outcomes.
   B.   Anticipated changes in curriculum, scheduling or delivery modality
   C.   Levels, delivery or types of services
   D.   Facilities changes
   E.   Staffing projections
   F.   Other

NONE

San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet
Approved by Academic Senate 2017-04-28 Document to be Used for Submission Spring 2018

11

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success— Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet
Approved by Academic Senate 2017-04-28 Document to be Used for Submission Spring 2018

12

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: https://www.surveymonkey.com/r/J79W8GW

San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet
Approved by Academic Senate 2017-04-28 Document to be Used for Submission Spring 2018

13