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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

If you have questions regarding other material in the Program Review, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Program Review to your Dean by November 30, 2021.**

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| **COLLEGE PROFILE** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide information on the characteristics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

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| **College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 4,140 | 3,864 | 3,696 | 3,290 |
| Efficiency  (Productivity; avg faculty-student ratio) | 13.4 | 13 | 13.2 | 14.3 |
| Success Rate (%) | 67% | 69% | 67%\* | 74% |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 | 1,014 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **DEPARTMENT DESCRIPTION**   Please verify the mission statement for your department. If your program has not created a mission statement, provide details on how your department supports and contributes to the College’s mission. | | |
| **Name(s) of member(s) completing this Program Review** | **Department/Program** | **Completion Date** |
| Ari Krupnick | Arts and Cultural Studies/Philosophy | 11/30/21 |
| **List faculty names and/or staff with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Ari Krupnick | Eric Gerlach, Marc Lispi | |

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| **II. STUDENT EQUITY & SUCCESS** |
| Using the data dashboards provided below, review and reflect upon the outcome trends for your department. You may use data from other sources if available.  [Click here if you would like to view BCC’s Planning Documents](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)    For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |

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| **3A.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. | | |
| **What are your enrollment trends in the past three years?** | | |
| 17-18 enrollment = 723  18-19 enrollment = 643 (down 11% from previous year)  19-20 enrollment = 589 (down 8% from previous year)  20-21 enrollment = 470 (down 20% from previous year) | | |
| **When the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?**  Over the last three years, the amount of enrollment in PHIL courses attributable to each ethnic group has not really changed. It’s about 30% White, 25% Asian, 23% Hispanic/Latino, 9% Black/African American, and 9% two or more. Year to year the proportions change by just a couple of percentage points.  This is not a “trend” per se, but perhaps just something worth noting: enrollment in PHIL courses is slightly tilted towards White students and away from Hispanic/Latino and Black/African American students, in the sense that White students are a slightly bigger group, and Hispanic/Latino and Black/African American students are a slightly smaller group, in PHIL courses than they are at BCC as a whole.  There are a lot of potential explanations for that, so it’s hard to reach any firm conclusions about how to address that imbalance in representation. Perhaps outreach to relevant student groups? | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| N/A | N/A | N/A |
| **What would you recommend that we do to increase student enrollment in your department?** | | |
| No recommendations. | | |

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| **3B.** [**Course Completion and Retention Rates Dashboard – Instruction**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  *If you need more guidance with this item, click here for additional support.* [Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). | | |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?** | | |
| **Gender: Over the past 3 years, the completion rate for Female students has been stable at around 70%. The completion rate for Male students has also been stable at around 70%. The retention rate for both Female and Male students has also been stable over the past three years in the low to mid 80% range. The completion and retention rates for X students has been more volatile over the last three years, e.g., the completion rate went from 44% in 19-20 to 71% in 20-21, but the sample size is quite small at around 10-15 students per year.**  **Age: Over the past three years, the completion rate has risen slightly for younger age groups (16-18, 19-24, and 25-29) from the low to mid 60s up to the mid 70s. The completion rate for some middle-aged students (35-54) has dipped from the high 60s down to the high 50s over the past two years. But the sample sizes for that group are relatively small, at around 30 students a year.**  **The retention rate for the younger age groups has essentially stayed stable over the past three years, with a slight uptick over the past year up into the mid to high 80s from the low to mid 80s in previous years. The retention rate for middle-aged students has bounced around a bit, going from the high 70s, down to high 60s, and then back up to the low 80s.**  **Ethnicity:**  **White: completion rate hovers in the mid to high 70s; retention rate stays in the mid to high 80s.**  **Asian: completion rate from 73 to 82 back to 73; retention rate stable in the mid to high 80s.**  **Black: completion rate from 50 to 60 to 66; retention rate from 71 to 75 to 84.**  **Hispanic: completion rate from 55 to 61 to 64; retention rate stable in the high 70s to low 80s.**  **2 or more: completion rate from 70 to 60 to 67; retention rate from 82 to 75 to 87.** | | |
| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?** | | |
| **The completion rate for Black students has gone up by a total 16 points over the past three years, and the retention rate has gone up by 13 points.**  **The completion rate for Hispanic students has gone up by a total of 10 points over the past three years (the retention rate for Hispanic students has stayed about the same).** | | |
| **How do these outcome trends compare to the college average?** | | |
| **Across BCC, the completion rate for Black students has gone from 57 to 68 to 65 over the past three years, for an increase of 8 points since 18-19 (compared to a 16 point increase in PHIL courses). The retention rate for Black students has gone from 75 to 81 to 80, for an increase of 5 points since 18-19 (comparted to a 13 point increase in PHIL courses).**  **Across BCC, the completion rate for Hispanic students has gone from 64 to 71 to 68, for an increase of 4 points since 18-19 (compared to an increase of 10 points in PHIL courses). The retention rate for Hispanic students has gone from 78 to 84 to 81, for an increase of 3 points compared to 18-19 (compared to a decrease of 3 points, from 80 to 77, in PHIL courses).** | | |
| **What questions do you have about the trends?** | | |
| None. | | |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete and succeed in your courses? (support your recommendations with examples) e.g., offer diff modalities; timing of day).** | | |
| Over the years, I haven’t heard anything from students about wanting courses offered at different days or times or in different modalities. I think we do a good job of providing a range of options for PHIL students.  One thing I have heard at least a few times is a request for tutoring in Philosophy (not just tutoring for writing in general). Tutors that actually had an advanced knowledge of the subject would be a big help, I imagine. | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?**  The trends are largely positive, especially for DI populations. | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| N/A | N/A | N/A |

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| **3C.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) | | |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).** | | |
| Philosophy only offers one “award,” namely, the ADT in Philosophy.  Total number of ADTs awarded:  17-18: 1  18-19: 2  19-20: 6  20-21: 1  Female recipients:  17-18: 0  18-19: 1  19-20: 2  20-21: 0  Male recipients:  17-18: 1  18-19: 1  19-20: 4  20-21: 1  19-24 age group:  17-18: 0  18-19: 1  19-20: 5  20-21: 1  24-29 age group:  17-18: 0  18-19: 1  19-20: 0  20-21: 0  35-54 age group:  17-18: 0  18-19: 0  19-20: 1  20-21: 0  65 and above age group:  17-18: 1  18-19: 0  19-20: 0  20-21: 0  (no other age groups received any awards over the time period in question)  White:  17-18: 1  18-19: 2  19-20: 2  20-21: 1  Hispanic/Latino:  17-18: 0  18-19: 0  19-20: 1  20-21: 0  American Indian:  17-18: 0  18-19: 0  19-20: 1  20-21: 0  Two or More ethnicities:  17-18: 0  18-19: 0  19-20: 2  20-21: 0  (no other ethnic groups earned any awards over the time period in question) | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| No DI populations showed gains in earning the Philosophy ADT. But you can’t really say that any showed declines either, given that the overall number of ADTs awarded is so small. | | |
| **How do these outcome trends compare to the college average?** | | |
| There aren’t really any trends in the Philosophy award data in the first place. | | |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (support your recommendations with examples)** | | |
| I haven’t heard students point out any issues when it comes to completing their Philosophy ADT. | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| N/A | N/A | N/A |

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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.) |
| We (a GP workgroup consisting of myself, Laura Ruberto, Catherine Nichols, and Alejandra Oseguera) are currently working on creating “program maps” for the Philosophy ADT. There will be a few different maps for the Philosophy ADT, e.g., one if you are planning to transfer to such and such UCs, another if you are planning to transfer to such and such CSUs, and so on. The maps ought to give students planning on transferring as Philosophy majors clarity on what courses to take to best reach their goal.  Once we complete the program maps for the Philosophy ADT, I can further help support student transfer by assisting other faculty within my department (Arts and Cultural Studies) in completing program maps for their ADTs. |

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| **3E. Curriculum** |
| View the department’s curriculum through the lens of student equity outcomes. BCC outcome data suggests that disproportionately impacted groups of students experience low rates of success. |
| **How do you plan to adjust the curriculum to advance student equity and address DI student outcome gaps?**  Examples include: making adjustments to lesson plans based on student assessment outcomes; review pedagogy and revise assignments for culturally relevant content; simplify student processes and make service areas student-centered; manage class discussions and student participation; review best practices, etc.). |
| I’ve noticed that not everyone teaching PHIL courses is up to speed with best practices surrounding online teaching. As online courses will continue to be a significant part of our offerings even after the pandemic is over, making sure that all PHIL instructors are trained on how to properly design and conduct online courses---especially so that students from DI groups do not get left behind---would be a productive step. |

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| In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: | Philosophy |
| Action Name: | Assist PHIL Instructors with Online Instruction |
| Description: | Meet with other PHIL instructors to review best practices for online teaching, especially how to support students that may not be as prepared. |
| Completion timeline: | Spring 2022 |
| Responsible person: | Ari Krupnick |
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| Department/Discipline: | Philosophy |
| Action Name: | Complete Program Maps for Philosophy ADT |
| Description: | The program maps would give students who plan on transferring as philosophy majors a very clear sense of what courses to take and when to take them so as to best achieve their goal. |
| Completion timeline: | Fall 2021 |
| Responsible person: | Ari Krupnick |

**III. PROGRAM GOALS**

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| 1. **List your current Department Goals.** | | |
| 1. Complete the program maps for the Philosophy ADT (as mentioned above) 2. Improve online instruction in PHIL courses (as mentioned above) 3. Complete assessments as scheduled (as mentioned below) | | |
| 1. **How do the goals align with the College goals? If so, which ones?** | | |
| **Berkeley City College Goals**   * **GOAL I:** Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success. * **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program. * **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career. * **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options. * **GOAL V:** Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term. | | |
| Goal 1 for the Philosophy program aligns with GOAL IV for the college.  Goals 2 and 3 for the Philosophy program align with GOAL II for the college. | | |
| 1. **Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? \****Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.* | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| N/A | N/A | N/A |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.** | | |
| The essential function of the Philosophy program is to offer high quality philosophy courses and degrees that prepare students to transfer to four year schools.  (I’m not sure I understand the question.) | | |
| 1. **Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)** | | |
| I’m not sure I understand the question. | | |

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| Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

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| 1. **ASSESSMENT** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the Program Review resource allocation requests require the completion of assessment in order to qualify.* |
| **9A. List and describe the department/program’s progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs). If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).** |
| I’m not sure exactly what we are supposed to discuss in response to this prompt. Am I supposed to be talking about the extent to which the SLOs for PHIL courses, and the PLOs for the PHIL ADT, are being met by students? Or am I supposed to talk about how well we as a discipline are doing in terms of completing assessments of PHIL courses and the PHIL ADT? I’ll say something about both.  First, with regard to how we are doing on completing assessments:  Three PHIL courses have been assessed recently: PHIL 001 (Fall 2020), PHIL 031A (Fall 2020), and PHIL 011 (Spring 2020). All are courses that I teach and for which I did the assessments.  There are five more courses that are scheduled to be assessed soon: PHIL 002 (Spring 2022), PHIL 016 (Fall 2021), PHIL 020A (Fall 2021), PHIL 020B (Spring 2022), and PHIL 035 (Spring 2022). These courses have always been taught by part-time faculty over the last several years.  There are two other philosophy courses that are not offered on a regular schedule and do not yet have a specific semester designated as the semester that they will be assessed: PHIL 010 and PHIL 037.  The PHIL ADT has not been assessed recently. Just this semester, I updated the PLOs for the PHIL ADT, and completed an assessment matrix for that program. Those updates will go into effect at the start of next year (Fall 2022). It would make sense to wait to do an assessment until the new PLOs are in effect. So it would make sense to assess the PHIL ADT during the Fall 2022 semester.  As mentioned above, the courses which are not consistently assessed within PHIL are those courses that are taught by part-timers, and thus must be assessed by them. As lead faculty for Philosophy, I do remind part-timers by email of the need to complete assessments---sometimes multiple times within a semester---but perhaps routine meetings of PHIL instructors at a few points throughout the semester (say, the beginning, the middle, and the end) would be more effective.  Second, with regard to how students are doing in meeting learning outcomes within PHIL:  As mentioned above, only PHIL 001, PHIL 031A, and PHIL 011 have been assessed recently. When students take those courses, they are largely meeting the SLOs (the details about the exact extent to which students are meeting the SLOs for those courses are in Curricunet). |
| **9B. What improvement plans did your department identify upon the assessment of each program? How has your department used the results of assessment to improve student learning outcomes and/or curriculum? Please be as detailed as possible.** |
| The PHIL ADT has not been assessed recently. I plan to assess it in Fall 2022, when the new PLOs first go into effect. |
| **9C. Describe how the program has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement.  Include the three most significant plans for improvements as a result of the assessment process with timelines.**[Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
| Steps already taken based on assessment results:  PHIL 001:   * Reduced the overall number of topics covered to allow students more time to process each one. * Made writing assignments smaller but more frequent to allow for more practice and feedback. * Developed a grading rubric for each writing assignment to make grading criteria clearer. * Implemented quizzes with automatic feedback for students to check their own understanding.   PHIL 031A:   * Updated SLOs to better capture what students should be able to do by the end of the course.   Future plans based on assessment results:  PHIL 001:   * Include examples of excellent student work with all or almost all assignments to help students grasp what they should be aiming for in their work (Fall 2022).   PHIL 031A:   * Include examples of excellent student work with all or almost all assignments to help students grasp what they should be aiming for in their work (Fall 2023).   PHIL 011:   * Adopt Peter Smith’s An Introduction to Formal Logic (2nd edition) as the new text for the course. Smith’s text offers a more modern and in-depth treatment of the material than the currently used text, and like the current text is also freely available online (Spring 2023). |
| **9**D**. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?** |
| The SLOs for a course are included on the course syllabus whenever that course is taught. The PLOs for the Philosophy ADT---the only degree/certificate that we offer---are published in the college catalog. |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| Only course level outcomes are published on course syllabi. The PLOs for the Philosophy ADT are published in the college catalog. |

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| In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: | Philosophy |
| Action Name: | Meet regularly with other PHIL instructors |
| Description: | Meet with the other PHIL instructors at the beginning, middle and end of the semester to discuss assessments which must be completed (among other important topics, e.g., reviewing course outlines of record, improving our online instruction). |
| Completion Timeline | Ongoing starting Spring 2022 |
| Responsible person: | Ari Krupnick |
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| Department/Discipline: | Philosophy |
| Action Name: | Complete assessments |
| Description: | Complete assessments of PHIL courses and the PHIL ADT. For details see answer to Prompt 9A. |
| Completion Timeline | See answer to Prompt 9A |
| Responsible person: | Ari Krupnick |
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| Department/Discipline: | Philosophy |
| Action Name: | Carry out Action plans from past assessments |
| Description: | See answer to Prompt 9C |
| Completion Timeline | See answer to Prompt 9C |
| Responsible person: | Ari Krupnick |

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| 1. **ENGAGEMENT** |
| **10A. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty/staff/admin participate in.** |
| I have served as the Chair of the Curriculum Committee since the start of the 18-19 academic year. I am also currently part of a GP workgroup for the Art and Culture Academic and Career Pathway (as it is currently called). |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Marc Lispi, part-time Philosophy instructor, shared the following with me:  “Every semester, both in my role as a professor of Philosophy and as an advisor to the Students for Social Change Club, I help organize and sponsor a range of events and activities broadly centered around questions of social justice.  Before the pandemic in 2019 and 2020, these events were in person, and included the following:  — Indigenous Wet’suwet'en activists facing land seizures in British Columbia, Canada;  — Iranian exiled activists speaking about the Iranian regime after the U.S. assassination of General Qasem Soleimani.  — A discussion with immigration and border journalist and author Todd Miller, focusing on the links between climate disruption, mass displacement, and restrictive border policies.  — A panel discussion with Hong Kong journalist and author of “Hong Kong in Revolt” Au Loong-Yu, and two Hong Kong activists during the 2019-2020 uprising against the Chinese Government’s extradition bill.  Once the pandemic hit and our campus was closed, these events moved online and shifted in focus towards the pandemic and the ways student lives were being impacted. Some events included:  — A discussion with a panel of local doctors, virologists, and biologists, summarizing the information about SARS-CoV-2 and answering audience questions.  — A panel with local organizers of the unhoused speaking about their self-sufficient and collaborative community called “Cob on Wood” in Oakland, California.  — An online town hall with Sam Mitrani, Associate Professor of History at the College of DuPage in Illinois. He specializes in the history of law enforcement and joined us soon after the murder of George Floyd.  Later events have focused on topics like vaccination, the Delta Variant, and safe returns to schools. In addition, students from the four colleges of our district volunteered to collect oral histories of fellow students and family members struggling during the pandemic, and then some of these stories were collected for a digital newsletter called “On the Frontlines.” This was primarily a way for students to feel connected and purposeful during a period of intense isolation.  Overall these sorts of events serve to provide space for a deeper engagement with issues that impact our students, and tend to offer an opportunity to take up some form of action towards addressing some of these problems.” |
| **10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| The Philosophy program does not currently conduct its own “trainings.” However, as mentioned elsewhere in this document, I would like for PHIL instructors to meet regularly going forward, in part to do trainings, e.g., we can go over how to enter assessment data in Curricunet, what our course outlines of record say and how to check them in Curricunet, and what are best practices for online instruction.  In terms of discussions and decision-making, adjunct faculty are always closely consulted when formulating the schedule of classes for each semester, to ensure that that their preferences are satisfied to the extent possible.  I also consult with adjunct faculty when I, as program lead, am contemplating curriculum updates, such as changes to course SLOs or changes to degree requirements, especially when the proposed changes would directly impact courses that adjunct faculty regularly teach.  While I do consult with adjunct faculty when considering curriculum updates, I could do a better job of making sure that adjunct faculty are aware of when exactly those changes go into effect, and making sure that they full understand the implications of any changes. If we had regular meetings during the semester, that would be a good time to “close the loop” on curriculum updates. |
| 1. **10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.** |
| N/A |

|  |  |
| --- | --- |
| In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Discipline: | Philosophy |
| Action Name: | Meet regularly with other PHIL instructors |
| Description: | Meet with the other PHIL instructors at the beginning, middle and end of the semester to discuss assessments which must be completed, curriculum changes, and pedagogy (including best practices for online instruction). |
| Completion Timeline | Ongoing starting Spring 2022 |
| Responsible person: | Ari Krupnick |

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| --- |
| **VI. Prioritized Resource Requests** |
| In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.  [Click here to view the Resource Request Process and Timeline](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking (1=Most important)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff | Accessibility Specialist |  |  |  | 1 |
| Student Worker |  |  |  |  |  |
| Part Time Faculty |  |  |  |  |  |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Department wide PD needed |  | | |  |  |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) |  | | |  |  |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies |  | | |  |  |
| Non-Instructional Supplies |  | | |  |  |
| **Technology & Equipment** | Description/Justification  *Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | | | Estimated Cost |  |
| New | Hyflex camera | | | $6000 each | 2 |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms | Hyflex classroom | | |  | 2 |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) |  | | |  |  |
| Library collections |  | | |  |  |
| OER | Accessible OER | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description |  | | |  |  |

**Thank you for your time and effort in completing the Program Review!**

**Please email the completed Program Review to your Dean by November 30, 2021.**