

DEPARTMENT OF PHILOSOPHY
ALVIN COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW
DIVISION OF SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY
ACADEMIC YEAR 2003-04

ORGANIZATION OF PROGRAM

MISSION/GOALS: (Institutional Effectiveness and Research) The criteria used for assessment of objectives are as follows:

1. Does the department have a mission statement?
2. Are the department objectives, assessment criteria, assessment results, and use of results presented in clear and complete sentences?
3. Are the assessment criteria well-defined?
4. Are the objectives adequately assessed?
5. Are assessment results coupled with meaningful follow-up actions?
6. Are the objectives properly linked with institutional goals?

Additionally, all departments are to include at least one educational outcome and an objective related to recruitment or retention.

Item	Strong	Adequate	Needs Improvement
Mission Statement			X
Evaluate the presentation of objectives, assessment criteria, and results			X
Evaluate the assessment criteria			X
Evaluate the assessment results			X
Evaluate the use of results			X
Evaluate the integration with institutional goals			X
Inclusion of an educational outcome			X
Inclusion of a recruiting or retention objective			X

Describe any changes needed.

1. Due to its size, the Department of Philosophy has not previously participated in the setting of objectives and the subsequent assessment of them. However, because philosophy is now part of the college's core curriculum, annual objective and assessment pages will be added to the *Planning and Effectiveness Manual*.

DEPARTMENT OF PHILOSOPHY

SIPS AND SYLLABI (Department Chair)

Are written course syllabi current and available for all courses within the program?

ﻓ Yes

ﻓ No, *please explain and list missing syllabi.*

Are all Student Information Plans current?

ﻓ Yes

ﻓ No, *please explain and list outdated SIPs.*

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TRANSFER ISSUES (Department Chair & Admissions/Advising)

Have any transfer problems been observed since the last program evaluation period?

ﻻ No

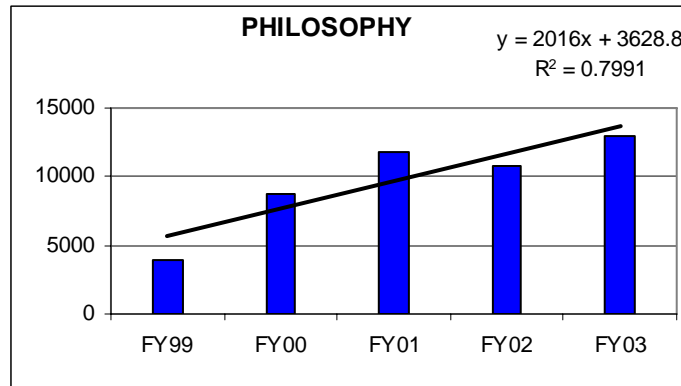
ﻻ Yes, *please explain and indicate actions taken to resolve issues.*

DEPARTMENT OF PHILOSOPHY
ENROLLMENT MANAGEMENT/SUCCESS
(Institutional Effectiveness and Research)

CONTACT HOURS

- Five-year contact hour history by department

Dept	FY99	FY00	FY01	FY02	FY03
PHILOSOPHY	3936	8784	11856	10800	13008



Summary of findings

A strong linear correlation suggests that contact hours are increasing at a rate of 2016 hours per year, having more than tripled since 1999.

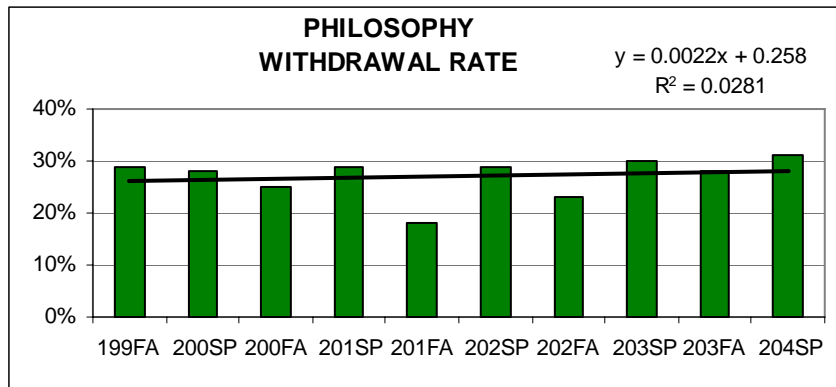
DEPARTMENT OF PHILOSOPHY

GRADE DISTRIBUTIONS (NO TDCJ)

All grade distribution data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2004. Census day rosters were utilized, with grades of A, B, C, and D considered “passing”. Grades of A, B, and C are considered successful completion. Non-passing grades include F, I, and W.

- Withdrawal rate history by department**

SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
WITHDRAWAL RATE	29%	28%	25%	29%	18%	29%	23%	30%	28%	31%

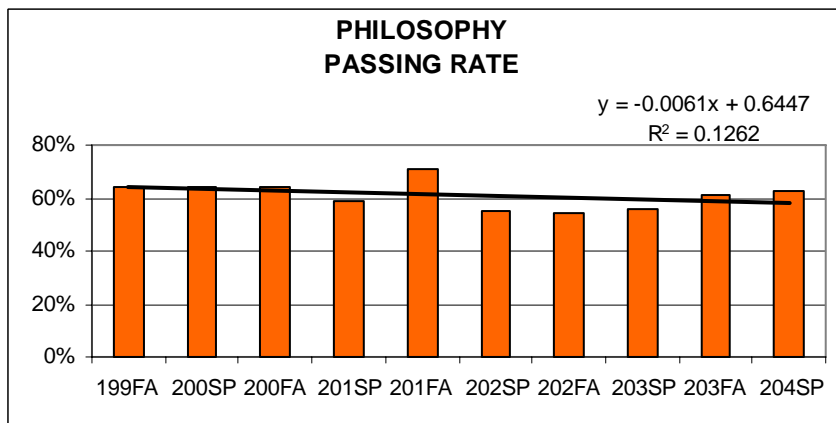


Summary of Findings

A lack of strong linear correlation indicates that no particular linear trends are occurring for withdrawal rates. They appear to be fairly consistent, hovering near 30%.

- Passing rates**

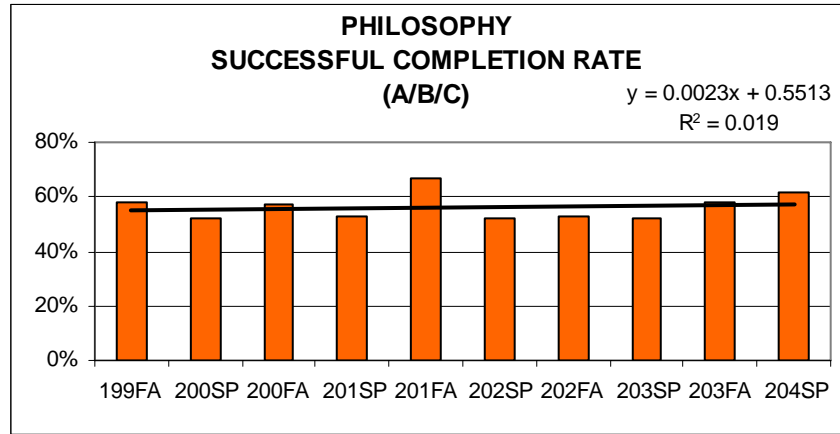
SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
PASSING RATE	64%	64%	64%	59%	71%	55%	54%	56%	61%	63%



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- **Successful completion (ABC) rates**

SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
A/B/C RATE	58%	52%	57%	53%	67%	52%	53%	52%	58%	62%



Summary of Findings

Following the same lines as withdrawal rates, passing rates and successful completion rates are following no specific linear trends but appear to be fairly constant over the five year period, normally in the 50 and 60 percent ranges.

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DECLARED MAJOR HISTORY

ACC does not offer an associates degree in Philosophy.

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UHCL GPA RESULTS

- GPA for majors with 15 or more students compared with UHCL GPA in that major

(NOT APPLICABLE)

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FACULTY EVALUATIONS

STUDENT EVALUATIONS (Institutional Effectiveness and Research)

- History of instructors' evaluations over past three years

(Average of questions 1-11 on Student Evaluations)

INSTRUCTOR	PT/FT	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
NASH, M	PT	1.593	1.352	1.404	1.378	1.551	1.476	1.340			
CREEL, J	PT										1.459
HATTRUP, J	PT										1.429

Summary of Findings

Students appear to be very satisfied with the performance level of instructors. No instructor in Philosophy has received a poor evaluation by students over the past five years.

Have follow-ups been completed in a timely fashion for instructors with repeatedly below average evaluations? (Department Chair)

ف Yes

ف No, please explain.

N/A

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SUPERVISOR EVALUATIONS (Department Chair)

Have supervisor evaluations of faculty been completed regularly and in a timely fashion?

ف Yes

ف No, *please explain.*

Summary of Findings

There have been no notable job-performance issues with faculty.

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PEER EVALUATIONS (Department Chair)

Have peer evaluations of faculty been completed regularly and in a timely fashion?

ف Yes

ف No, *please explain*

Summary of Findings

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PROFESSIONAL DEVELOPMENT (Department Chair)

Are all faculty members current with professional development requirements?

ف Yes

ف No, *please explain.*

(Summary and documentation of professional development by faculty members to be included as an appendix.)

DEPARTMENT OF PHILOSOPHY
DEVELOPMENTAL COURSES
(if applicable)
(Institutional Effectiveness and Research)

CONTACT HOUR HISTORY

(NOT APPLICABLE)

WITHDRAWAL RATES

(NOT APPLICABLE)

SUCCESSFUL COMPLETION RATES

(NOT APPLICABLE)

NEXT COURSE PERFORMANCE

(NOT APPLICABLE)

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DISTANCE LEARNING

(if applicable)

(Institutional Effectiveness and Research)

CONTACT HOUR HISTORY

(NOT APPLICABLE)

WITHDRAWAL RATES

(NOT APPLICABLE)

PASSING RATES

(NOT APPLICABLE)

SUCCESSFUL COMPLETION (ABC) RATES

(NOT APPLICABLE)

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MINI SEMESTERS

(if applicable)

(Institutional Effectiveness and Research)

CONTACT HOUR HISTORY

(NOT APPLICABLE)

WITHDRAWAL RATES

(NOT APPLICABLE)

PASSING RATES

(NOT APPLICABLE)

SUCCESSFUL COMPLETION (ABC) RATES

(NOT APPLICABLE)

DEPARTMENT OF PHILOSOPHY
HIGH SCHOOL CAMPUS DUAL CREDIT PROGRAMS
(if applicable)
(Institutional Effectiveness & Research and Department Chair)

CONTACT HOUR HISTORY

(NOT APPLICABLE)

WITHDRAWAL RATES

(NOT APPLICABLE)

PASSING RATES

(NOT APPLICABLE)

SUCCESSFUL COMPLETION (ABC) RATES

(NOT APPLICABLE)

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TDCJ PROGRAMS

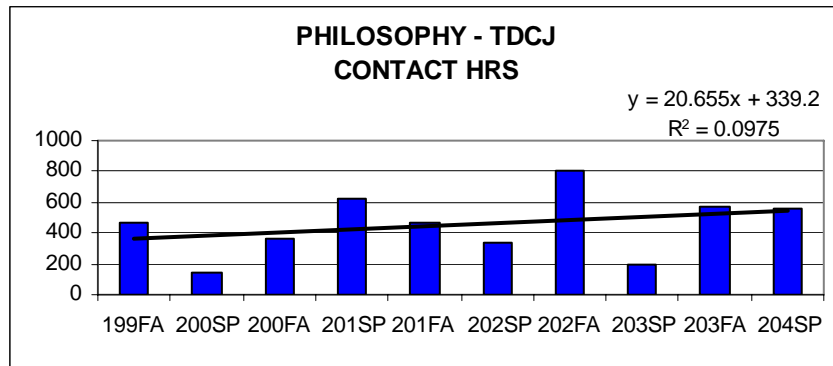
(if applicable)

(Institutional Effectiveness and Research)

Data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2004. Census day rosters were utilized, with grades of A, B, C, and D considered “passing”. Grades of A, B, and C are considered successful completion. Non-passing grades include F, I, and W. PHIL 1301 is the only course offered at TDCJ.

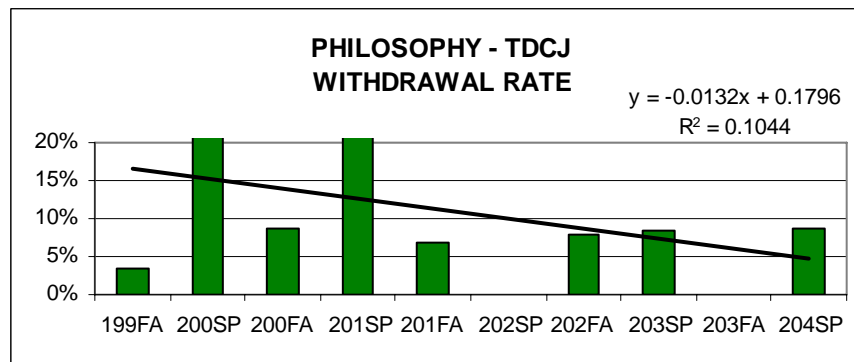
CONTACT HOUR HISTORY

Dept	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
PHIL	464	144	368	624	464	336	800	192	576	560



WITHDRAWAL RATES

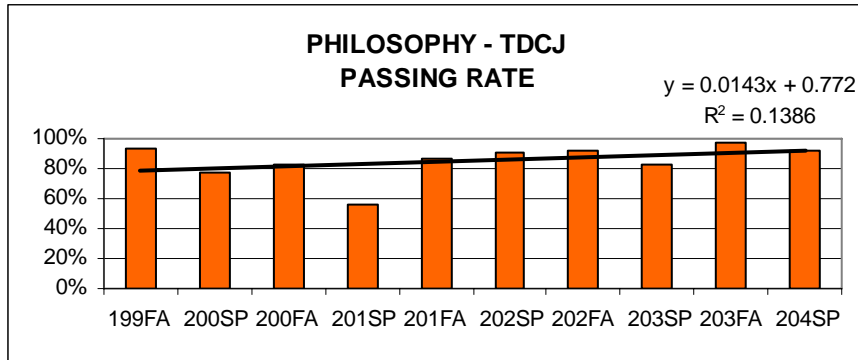
SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
WITHDRAWAL RATE	3%	22%	9%	41%	7%	0%	8%	8%	0%	9%



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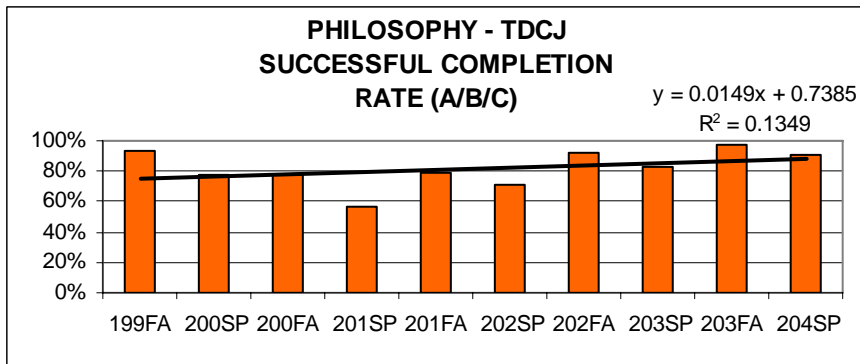
PASSING RATES

SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
PASSING RATE	93%	78%	83%	56%	86%	90%	92%	83%	97%	91%



SUCCESSFUL COMPLETION RATES

SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
A/B/C RATE	93%	78%	78%	56%	79%	71%	92%	83%	97%	91%



Summary of Findings

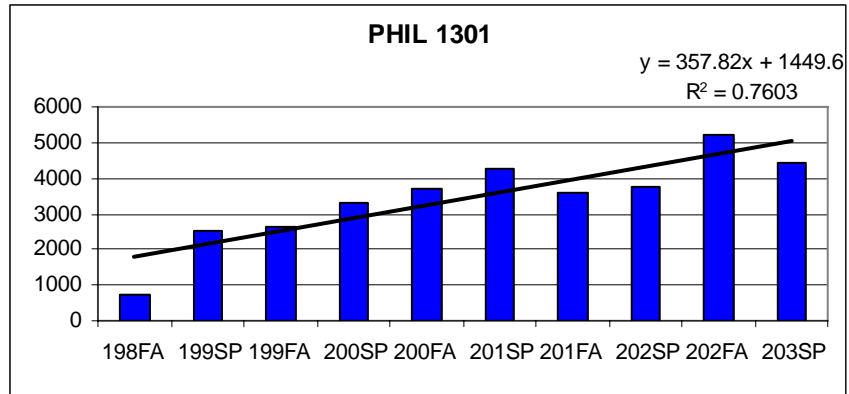
Weak linear correlations for contact hours, withdrawal rates, passing rates, and successful completion rates allow for no linear trends to be distinguished in these areas. However, with the exception of Spring 2001, TDCJ students have been very successful taking Philosophy.

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CORE CURRICULUM

FIVE-YEAR CONTACT HOUR HISTORY BY COURSE (Institutional Effectiveness and Research)

COURSE	198FA	199SP	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP
PHIL 1301	720	2544	2640	3312	3696	4272	3600	3744	5232	4416



Summary of findings

A strong linear correlation suggests a steady increase in contact hours of more than 357 hours each semester. Contact hours have nearly doubled since 1999.

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EVALUATION OF COURSE COMPETENCIES (Department Chair)

ACC recently completed an extensive evaluation of THECB course competencies and their inclusion in core curriculum courses at ACC. Information re. course competencies and their significance in the philosophy program as well as the social sciences in general are included in the *Final Report of the Alvin Community College Core Curriculum Committee*, October 2004.

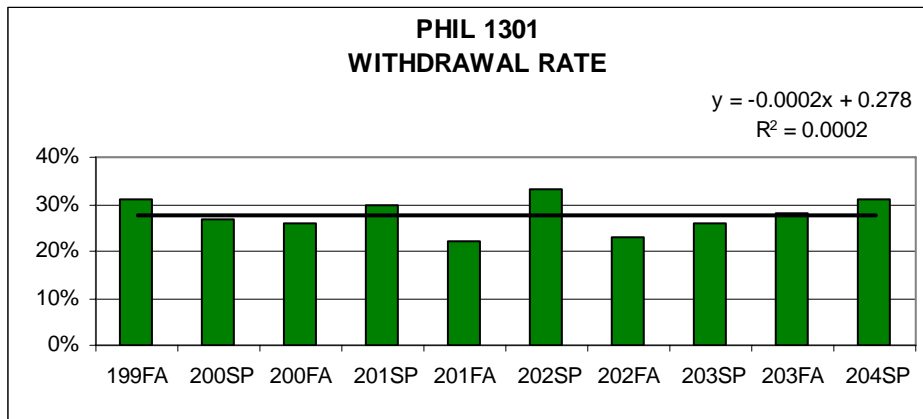
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EVALUATION OF EDUCATIONAL OUTCOMES

Data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2004. Census day rosters were utilized, with grades of A, B, C, and D considered “passing”. Grades of A, B, and C are considered successful completion. Non-passing grades include F, I, and W.

- **Withdrawal rates by course** (Institutional Effectiveness and Research)

PHIL 1301	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
WITHDRAWAL RATE	31%	27%	26%	30%	22%	33%	23%	26%	28%	31%



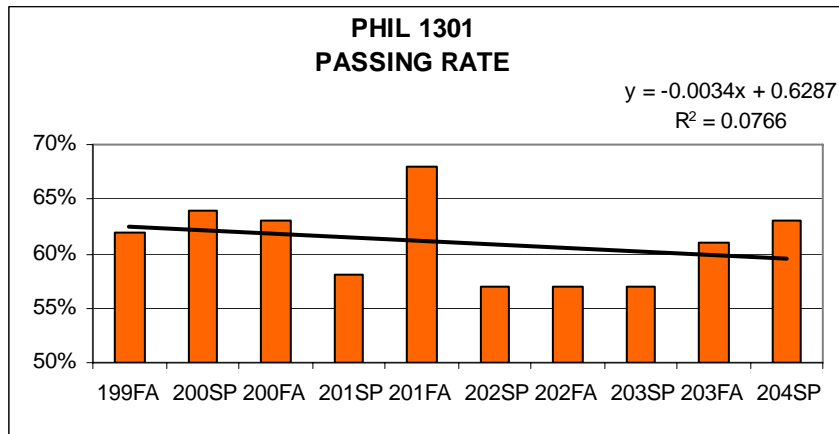
Summary of findings

No linear trends can be determined due to an extremely weak linear correlation. It does appear, though, that withdrawal rates remain fairly constant at about 25 to 30%.

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- **Passing rates by course** (Institutional Effectiveness and Research)

PHIL 1301	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
PASSING RATE	62%	64%	63%	58%	68%	57%	57%	57%	61%	63%

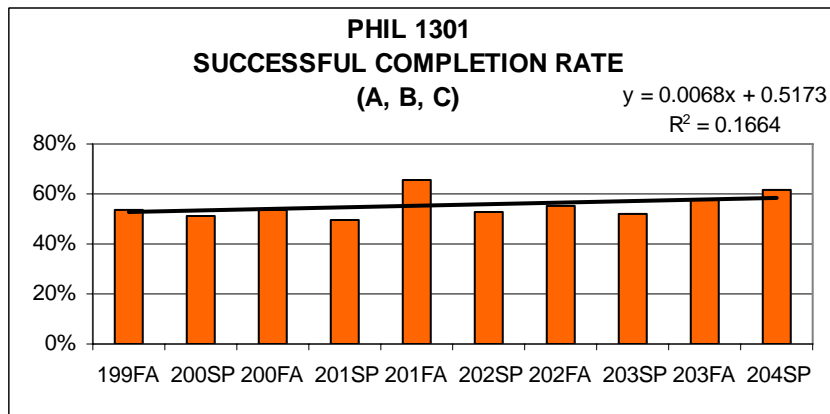


Summary of findings

Again, no linear trends can be determined for passing rates. However, after a drop in 2002, passing rates are again increasing back over 60%.

- **Successful completion (ABC) rates by course** (Institutional Effectiveness and Research)

PHIL 1301	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
ABC RATE	54%	51%	54%	50%	66%	53%	55%	52%	58%	62%



Summary of findings

A moderate linear correlation suggests that successful complete rates are increasing by about seven tenths of a percent each time PHIL 1301 is offered. Over 50% of students successfully complete the course with an A, B, or C.

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- **Factor analysis of instructor grade distributions for courses**
(Institutional Effectiveness and Research)

Factor analysis and other statistical methods are used to determine patterns of grade distributions. The grade distributions for each instructor are also presented below. Data collected is from Fall 1999 through Spring 2004.

PHIL 1301 GRADE DISTRIBUTIONS

PHIL 1301	A	B	C	D	F	W	I
CRAWFORD	47%	35%	0%	0%	0%	18%	0%
HAAGA	11%	37%	21%	0%	0%	32%	0%
HATTRUP	20%	4%	8%	8%	28%	32%	0%
NASH	10%	24%	19%	6%	11%	27%	2%
PHIL 1301	12%	24%	18%	6%	11%	27%	2%

RESULTS

Predominantly B's and W's:

- Nash
- Haaga

Predominantly A's:

- Crawford

Predominantly F's and W's:

- Hatrup

COMPONENT MATRIX

Component Matrix^a

	Component
	1
NASH	.940
HAAGA	.934
CRAWFORD	.640
HATTRUP	.397

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

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- **Review of exams for courses** (Department Chair)

Examinations administered by the philosophy faculty are appropriate for assessing level of attainment for learning objectives as well as the mastery of course competencies.

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HONORS PROGRAMS

Describe and evaluate honors program involvement. (Department Chair)

N/A

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CONTINUING EDUCATION

Describe and evaluate course overlays with Continuing Education. (Department Chair)

N/A

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TECHNOLOGY

Describe and evaluate technology integration into curriculum. (Department Chair)

Like all instructors in the social sciences, philosophy instructors have access to a wide variety of technology including LCD technology, DVD players, VCR's, large-screen television, overhead projectors, etc. Extent of integration in curriculum depends on individual instructors.

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RESOURCES (Department Chair)

Full-time/part-time faculty ratios and trends

100% adjunct faculty

Percentage of classes taught by full-time faculty

0%

Adequacy of departmental budget

Is the current departmental budget adequate to meet the needs of the program?

ف Yes

ف No, *please explain.*

Our students have demonstrated a clear demand for the philosophy courses we offer, but the department will not reach its full potential until the employment of full-time faculty.

Adequacy of facilities

Are the facilities required by the program adequate to meet the needs of the program?

ف Yes

ف No, *please explain.*

See above

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EVALUATION OF SUPPORT SERVICES
 (Department Chair)

Support Service	Strong	Adequate	Needs Improvement
Library	*		
Copy center	*		
Media center	*		
IT	*		
Student workers	*		
Tutorial services	*		
Other (describe)			

If “needs improvement” was checked, describe areas of concern.

(The above matrix was completed by Division Chair of Social Sciences and is based on communication with adjunct faculty in the PHIL Department.)

DEPARTMENT OF PHILOSOPHY

FUTURE

(Department Chair)

Strengths

Describe areas of strength within the program.

There is a documented demand for philosophy courses by our students.

Weaknesses

Describe areas of weakness within the program.

Lack of full-time faculty.

Opportunities

Describe feasible opportunities for improvement or enhancement to the program.

See above.

Threats

Describe any obstacles to the success of the program.

Though we have thus far been very fortunate in finding excellent adjunct faculty to staff our philosophy classes this situation could change at any time.

Quality Enhancement Plan

Describe actions and plans that the program/Department will implement over the next three years to improve its program. Each plan should describe:

N/A

1. What specifically is to be done and how it will help;
2. Who is responsible for carrying out the activity or process;
3. How the activity will be assessed;
4. A date when completion is expected.

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Evaluation of previous QEP

Summarize the attainment of action plans developed during the last Program Review.

N/A