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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strong</th>
<th>Adequate</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Evaluate the presentation of objectives, assessment criteria, and results</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Evaluate the assessment criteria</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Evaluate the assessment results</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Evaluate the use of results</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Evaluate the integration with institutional goals</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Inclusion of an educational outcome</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Inclusion of a recruiting or retention objective</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

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?

Yes
No, please explain and list missing syllabi.

Are all Student Information Plans current?

Yes
No, please explain and list outdated SIPs.
TRANSFER ISSUES  (Department Chair & Admissions/Advising)
Have any transfer problems been observed since the last program evaluation period?

No

Yes, please explain and indicate actions taken to resolve issues.
CONTACT HOURS

- Five-year contact hour history by department

<table>
<thead>
<tr>
<th>Dept</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
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<td>3936</td>
<td>8784</td>
<td>11856</td>
<td>10800</td>
<td>13008</td>
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</table>

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

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>WITHDRAWAL RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>199FA</td>
<td>29%</td>
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<td>200SP</td>
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<td>25%</td>
</tr>
<tr>
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</tr>
<tr>
<td>201FA</td>
<td>18%</td>
</tr>
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<td>202SP</td>
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</tr>
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<tr>
<td>203FA</td>
<td>28%</td>
</tr>
<tr>
<td>204SP</td>
<td>31%</td>
</tr>
</tbody>
</table>

\[ y = 0.0022x + 0.258 \]
\[ R^2 = 0.0281 \]

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

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>PASSING RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>199FA</td>
<td>64%</td>
</tr>
<tr>
<td>200SP</td>
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<tr>
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<tr>
<td>201SP</td>
<td>59%</td>
</tr>
<tr>
<td>201FA</td>
<td>71%</td>
</tr>
<tr>
<td>202SP</td>
<td>55%</td>
</tr>
<tr>
<td>202FA</td>
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</tr>
<tr>
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</tr>
<tr>
<td>203FA</td>
<td>61%</td>
</tr>
<tr>
<td>204SP</td>
<td>63%</td>
</tr>
</tbody>
</table>

\[ y = -0.0061x + 0.6447 \]
\[ R^2 = 0.1262 \]
DEPARTMENT OF PHILOSOPHY

- Successful completion (ABC) rates

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
<th>203FA</th>
<th>204SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/B/C RATE</td>
<td>58%</td>
<td>52%</td>
<td>57%</td>
<td>53%</td>
<td>67%</td>
<td>52%</td>
<td>53%</td>
<td>52%</td>
<td>58%</td>
<td>62%</td>
</tr>
</tbody>
</table>

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.

![Graph of Philosophy Successful Completion Rate (A/B/C)](image)
DECLARED MAJOR HISTORY

ACC does not offer an associates degree in Philosophy.
DEPARTMENT OF PHILOSOPHY

UHCL GPA RESULTS

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

(NOT APPLICABLE)
STUDENT EVALUATIONS  (Institutional Effectiveness and Research)

- History of instructors’ evaluations over past three years

(Average of questions 1-11 on Student Evaluations)

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>PT/FT</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
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<th>202SP</th>
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<th>203SP</th>
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<th>204SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASH, M</td>
<td>PT</td>
<td>1.593</td>
<td>1.352</td>
<td>1.404</td>
<td>1.378</td>
<td>1.551</td>
<td>1.476</td>
<td>1.340</td>
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<tr>
<td>CREEL, J</td>
<td>PT</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>1.459</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HATTRUP, J</td>
<td>PT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>1.429</td>
<td></td>
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</tbody>
</table>

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)

- Yes
- No, please explain.
- N/A
DEPARTMENT OF PHILOSOPHY

SUPERVISOR EVALUATIONS  (Department Chair)

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

Yes
No, please explain.

Summary of Findings

There have been no notable job-performance issues with faculty.
Have peer evaluations of faculty been completed regularly and in a timely fashion?

- Yes
- No, please explain

Summary of Findings
Are all faculty members current with professional development requirements?

Yes  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)
DEPARTMENT OF PHILOSOPHY

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)
DEPARTMENT OF PHILOSOPHY

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)
DEPARTMENT OF PHILOSOPHY

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

<table>
<thead>
<tr>
<th>Dept.</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
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<th>202FA</th>
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<tbody>
<tr>
<td>PHIL</td>
<td>464</td>
<td>144</td>
<td>368</td>
<td>624</td>
<td>464</td>
<td>336</td>
<td>800</td>
<td>192</td>
<td>576</td>
<td>560</td>
</tr>
</tbody>
</table>

PHILOSOPHY - TDCJ CONTACT HRS

\[ y = 20.655x + 339.2 \]

\[ R^2 = 0.0975 \]

WITHDRAWAL RATES

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>199FA</th>
<th>200SP</th>
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<th>204SP</th>
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</thead>
<tbody>
<tr>
<td>WITHDRAWAL RATE</td>
<td>3%</td>
<td>22%</td>
<td>9%</td>
<td>41%</td>
<td>7%</td>
<td>0%</td>
<td>8%</td>
<td>8%</td>
<td>0%</td>
<td>9%</td>
</tr>
</tbody>
</table>

PHILOSOPHY - TDCJ WITHDRAWAL RATE

\[ y = -0.0132x + 0.1796 \]

\[ R^2 = 0.1044 \]
DEPARTMENT OF PHILOSOPHY

PASSING RATES

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
<th>203FA</th>
<th>204SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSING RATE</td>
<td>93%</td>
<td>78%</td>
<td>83%</td>
<td>56%</td>
<td>86%</td>
<td>90%</td>
<td>92%</td>
<td>83%</td>
<td>97%</td>
<td>91%</td>
</tr>
</tbody>
</table>

**PHILOSOPHY - TDCJ PASSING RATE**

\[ y = 0.0143x + 0.772 \]

\[ R^2 = 0.1386 \]

SUCCESSFUL COMPLETION RATES

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
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<th>202FA</th>
<th>203SP</th>
<th>203FA</th>
<th>204SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/B/C RATE</td>
<td>93%</td>
<td>78%</td>
<td>78%</td>
<td>56%</td>
<td>79%</td>
<td>71%</td>
<td>92%</td>
<td>83%</td>
<td>97%</td>
<td>91%</td>
</tr>
</tbody>
</table>

**PHILOSOPHY - TDCJ SUCCESSFUL COMPLETION RATE (A/B/C)**

\[ y = 0.0149x + 0.7385 \]

\[ R^2 = 0.1349 \]

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.
## DEPARTMENT OF PHILOSOPHY

### CORE CURRICULUM

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>198FA</th>
<th>199SP</th>
<th>199FA</th>
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<th>202FA</th>
<th>203SP</th>
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</thead>
<tbody>
<tr>
<td>PHIL 1301</td>
<td>720</td>
<td>2544</td>
<td>2640</td>
<td>3312</td>
<td>3696</td>
<td>4272</td>
<td>3600</td>
<td>3744</td>
<td>5232</td>
<td>4416</td>
</tr>
</tbody>
</table>

![Bar chart for PHIL 1301 contact hours]

**Regression Equation**

\[ y = 357.82x + 1449.6 \]

\[ R^2 = 0.7603 \]

**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.
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.
DEPARTMENT OF PHILOSOPHY

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)

<table>
<thead>
<tr>
<th>PHIL 1301</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
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<th>202FA</th>
<th>203SP</th>
<th>203FA</th>
<th>204SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>WITHDRAWAL RATE</td>
<td>31%</td>
<td>27%</td>
<td>26%</td>
<td>30%</td>
<td>22%</td>
<td>33%</td>
<td>23%</td>
<td>26%</td>
<td>28%</td>
<td>31%</td>
</tr>
</tbody>
</table>

![Withdrawal Rate Chart]

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%.
DEPARTMENT OF PHILOSOPHY

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

<table>
<thead>
<tr>
<th></th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
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<th>201FA</th>
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<th>204SP</th>
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</thead>
<tbody>
<tr>
<td><strong>PASSENG RATE</strong></td>
<td>62%</td>
<td>64%</td>
<td>63%</td>
<td>58%</td>
<td>68%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>61%</td>
<td>63%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
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<th>203SP</th>
<th>203FA</th>
<th>204SP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABC RATE</strong></td>
<td>54%</td>
<td>51%</td>
<td>54%</td>
<td>50%</td>
<td>66%</td>
<td>53%</td>
<td>55%</td>
<td>52%</td>
<td>58%</td>
<td>62%</td>
</tr>
</tbody>
</table>

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.
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

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>I</th>
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</thead>
<tbody>
<tr>
<td>CRAWFORD</td>
<td>47%</td>
<td>35%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>HAAGA</td>
<td>11%</td>
<td>37%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>32%</td>
<td>0%</td>
</tr>
<tr>
<td>HATTRUP</td>
<td>20%</td>
<td>4%</td>
<td>8%</td>
<td>8%</td>
<td>28%</td>
<td>32%</td>
<td>0%</td>
</tr>
<tr>
<td>NASH</td>
<td>10%</td>
<td>24%</td>
<td>19%</td>
<td>6%</td>
<td>11%</td>
<td>27%</td>
<td>2%</td>
</tr>
<tr>
<td>PHIL 1301</td>
<td>12%</td>
<td>24%</td>
<td>18%</td>
<td>6%</td>
<td>11%</td>
<td>27%</td>
<td>2%</td>
</tr>
</tbody>
</table>

#### RESULTS

Predominantly B’s and W’s:
- Nash
- Haaga

Predominantly A’s:
- Crawford

Predominantly F’s and W’s:
- Hattrup

### COMPONENT MATRIX

<table>
<thead>
<tr>
<th>Component</th>
<th>Compone nt</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASH</td>
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<tr>
<td>HAAGA</td>
<td>.934</td>
</tr>
<tr>
<td>CRAWFORD</td>
<td>.640</td>
</tr>
<tr>
<td>HATTRUP</td>
<td>.397</td>
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</tbody>
</table>

Extraction Method: Principal Component Analysis.

a. 1 components extracted.
DEPARTMENT OF PHILOSOPHY

- 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.
DEPARTMENT OF PHILOSOPHY
HONORS PROGRAMS

Describe and evaluate honors program involvement. (Department Chair)

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

N/A
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.
DEPARTMENT OF PHILOSOPHY

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?

Yes

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?

Yes

No, please explain.

See above
DEPARTMENT OF PHILOSOPHY
EVALUATION OF SUPPORT SERVICES
(Department Chair)

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Strong</th>
<th>Adequate</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>*</td>
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<td></td>
</tr>
<tr>
<td>Copy center</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media center</td>
<td>*</td>
<td></td>
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<tr>
<td>IT</td>
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<td>Student workers</td>
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<td>Tutorial services</td>
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<tr>
<td>Other (describe)</td>
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</tbody>
</table>

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.)
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 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.
Evaluation of previous QEP

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

N/A