

APR Instructional Philosophy 2022-23 Latest Version

Annual program review for philosophy, reviewing the 2022-23 academic year

APR Instructional

Annual Course Student Learning Outcome Data : Version by **Bangs, Michael** on **12/14/2023 23:46**

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
PHI101 - Introduction to Philosophy		
1. Compare and contrast different philosophers and philosophies from different eras and philosophical movements. (Active from Fall 2015)	70.00%	88.00%
2. Evaluate philosophical principles introduced by the philosophers. (Active from Fall 2015)	70.00%	88.00%
3. Analyze and synthesize philosophical ideas in order to derive personal beliefs. (Active from Fall 2015)	70.00%	88.00%
PHI104 - Critical Thinking		
1. Differentiate between inductive and deductive arguments, as well as cognitive and emotive language. (Active from Fall 2015)	70.00%	76.92%
2. Expose and avoid common fallacies in all forms of argument and rhetoric. (Active from Fall 2015)	70.00%	76.92%
3. Analyze and evaluate arguments found in advertising, print and broadcast media, journals, and textbooks. (Active from Fall 2015)	70.00%	76.92%
4. Construct cogent deductive and inductive arguments in oral and written communication. (Active from Fall 2015)	70.00%	76.92%
PHI205 - Contemporary Moral Issues		
1. Compare and contrast the use of moral theories in contemporary debates. (Active from Fall 2015)	70.00%	100.00%
2. Analyze and evaluate the arguments surrounding contemporary moral issues. (Active from Fall 2015)	70.00%	100.00%
3. Synthesize and develop their own moral arguments on contemporary moral issues. (Active from Fall 2015)	70.00%	100.00%

APR Questions Tableau : Version by **Williams, Sarah** on **01/24/2024 18:29**

Using the Data Provided (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/LTCCProgramReviewSummary?iid=1>) please provide the number of students (headcount) that are served by the discipline.
Philosophy served 65 traditional students at 26 RSP students (91 total) in 22-23 academic year.

Using the Data Provided (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/Demographics?iid=1>), identify the populations served by the discipline. Are there any inconsistencies? Does the Population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?
Philosophy serves a diverse population, which reflects our campus community:
9% Asian
16% Black
31% Latinx
4% Multi race
5% unknown
34% White

Using student success data (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/SuccessRatesOverall?iid=1>), identify any trends in successful completion of courses.
Are there particular courses (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/SuccessRatesbyCourse?iid=1>) students are struggling in?
Are there any demographics that are less likely to complete certain courses in the discipline?
What steps need to be taken to support students and the department in meeting its equity obligations?
Black and Multi-Race students appear to have a lower success rates. Students also appear to struggle more in PHIL 104 as a correspondence (RSP) course. More professional development work with regards to DEIA could be done to address these gaps.

Are there any courses lacking Title V Updates?
If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)
Yes, PHIL 205. The instructor has been notified and is in the process of completing updates.

Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.
LTCC does not have an in person Philosophy instructor so all classes are offered online or correspondence for RSP.

Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

There is steady enrollment in all philosophy classes when offered online or correspondence.

Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

No, there is not a FT faculty in the philosophy discipline

Are staffing levels adequate to fulfill the purpose of the program?

Yes, for online and RSP. Again, we do not have an in person instructor.

What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

Based on the data, it may be beneficial for the faculty in philosophy to participate in professional development for serving justice impacted students and continued education and training on DEIA efforts.

Where applicable, outline and explain any budget shortfalls for this discipline.

Philosophy does not have it's own budget.

If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

None.

Using the SLO Data above, are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

Overall students are meeting the benchmark, however, it appears students are struggling with understanding PHIL 104 SLO's with only 77% success rate. Again, encouraging the faculty to participate in professional development for justice impacted students and DEIA is warranted.

What are the major strengths of your department?

Stable enrollment

In what ways could your department improve to better meet the needs of the College and support student success?

More in person offerings

What are the biggest challenges your department may face in making these improvements?

Finding an in person instructor

Identify any other questions, comments, suggestions, or concerns you may have.

None

Dean Review : Version by **Williams, Sarah** on **01/31/2024 19:21**

Sarah Williams