



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: Philosophy and Religious Studies Division: Social Sciences Date: 11/12/23

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: Martha Smith Roberts

Printed Name: Martha Smith Roberts

Date: 11/27/23

Dean Signature:

Printed Name: Jorge Gamboa

Date:
12-4-23

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

After August 15, you will be able to access PDF copies of your program's ISS data here:

[ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

- a. **According to the data provided, our department meets the completion standards (74.1%) among almost all groups other than Pacific Islander (6 students, 66.7% completion). Our highest completion rates, in order (Native American 2 students, 100%; Asian, 242 students 94.6%; Two or more 143 students 88.8%; Hispanic 979 students, 86.1%; White 333 students, 82.6%; Black/African American 46 students, 80.4%; Unknown 32 students, 78.1%; Filipino 8 students 75%).**
 - b. **Our department average completion rate is 86.4%, higher than the standard of 74.1% and close the aspirational goal of 86.7%**
 - c. **According to the data provided, our department meets success standards (62%) for 4/9 groups (Asian 242 students, 82.6%; Hispanic 979 students, 62.5%; Two or more 143 students, 67.1%; Unknown 32 students, 65.6%) and is below the completion standards for 5/9 groups (Black/African American 46 students, 56.5%; Filipino 8 students 37.5%; Native American 2 students, 0%; Pacific Islander 6 students, 16.7%; White 333 students, 61.9%).**
 - d. **Our department average success rate is 65 %, higher than the standard of 62% and slowly approaching our aspirational goal of 78.3%.**
2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.
 - a. **According to the data provided, our department generally meets expectations for completion. Though for student success our numbers are lower. It would help to be able to see the in-person and online statistics separately, as this can help us to explain and understand course success. Many students complete the course technically, but do not submit work for much of the course. This may explain the gaps between completion and success.**
 - b. **Our highest success and completion rates seem to be in our honors courses (PHIL 105HF, 100HF) and some of our 200 level courses (PHIL 202F, 270F, 299F). We continue to work on improvement of success and completion rates in all of our courses.**

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

After August 15, you will be able to access PDF copies of your program's ISLO data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

 - a. **We generally meet the ISLOs in our department for the Fall 2022 and Spring 2023. We are not sure how "exceeding expectations" is calculated. When we enter in our own CSLOs, we are only allowed to add in the data that they meet or fail expectations.**
 - b. **Overall we meet 87% (Fall 2022) and 88.27% (Spring 2023) of the standards.**

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?
 - a. **We generally meet the overall numbers success is varied by group, making consistent gaps hard to determine. For example,**
 - i. **ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.**
 - ii. Overall data: 82.35% meets expectations (56 students), 17.65% does not meet (12 students)
 - iii. Rates here are greatly varied: 100% meeting expectations for American Indian/Alaskan Natives, Asian students; 77.8% for Hispanic students; 87.5% for White Non-Hispanic students, and no data for others.
 - b. **We will continue to work to improve SLO expectation rates.**

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?
 - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program’s goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies	\$1000	
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	\$1000	

We are asking for up to \$1000 for promotional materials for the Philosophy and Religious Studies Department. These funds will be used for a departmental banner for tabling (\$350) and other promotional materials (pens (\$200), pencils (\$100), notepads (\$200) pins (150)). These materials will be used to promote the department and connect with students at events.

Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?

Our department needs promotional materials and supplies now to help us increase enrollment and represent the department at student events. We are asking for funds now because we need supplies in order to participate in student events as soon as possible. We want to attend events in the fall that will raise the visibility of our department. We have seen the success that other departments have had with student engagement using promotional materials and we think it would also benefit our enrollment, student success, and cultivation of community.

How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?

We are asking for funds to purchase a departmental banner for tabling on the quad and other promotional materials (pencils, pens, pathways information, course informational sheets, etc.) to raise awareness about our courses and department. We hope to use these materials at student events sponsored by AS, such as Dia de Los Muertos and Club Rush events. We also want to host our own campus events about our program and classes to bring in majors and students to take courses, including informational sessions, speakers, or films.

How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

This will help us to connect with students and increase enrollment. In a broad sense, our goals are two-fold: to provide and make students aware of introductory courses in philosophy and religious studies which will satisfy general education and transfer requirements, and to increase student success in our courses. One way to do this is to create a sense of community and belonging. The promotional materials and supplies we are requesting are meant to support our departmental efforts to engage with students outside of the classroom.