

2014-15 Program Review

Name of Program: Languages
Name of Unit: Communications & Languages
Name of Area: Academic Affairs
Date Completed: 10/9/2013

Program's Mission Statement

The RHC Languages Area seeks to provide quality student-centered instruction in life-long learning of foreign languages and culture.

Program's SLO Information - Assessment Results (1a)

Overall, students in the Languages program perform well in all areas. The only common link seems to be a lower proficiency in the areas of learned structures and vocabulary which is in line with most schools of thought in the field of language acquisition. This would support the idea that students naturally adapt to proficiency in communication, culture and vocabulary usage but often find it more difficult to master grammatical structures within the language. The French and Spanish departments have both recently acquired new textbooks to help strengthen proficiency in grammatical structures. The French textbook coincides with a soap-opera based DVD learning program. The video delivers course content through thematically relevant, contextualized media designed to heighten student interest through its dramatic storyline. Students become vested in the characters and consequently show greater interest in the structures presented.

The Spanish textbook has many technically advanced and interactive exercises for practice. One such study tool includes a self-assessment for students. Before they answer a question they are asked how sure they are of their answer. As a result students report giving much more thought to their answers.

While there are no serious gaps in student learning and achievement, there is one issue that the Spanish Department faces: the large number of heritage Speakers of Spanish in the student body. These Heritage speakers often sign up for Spanish 101, which is intended for students who have never learned Spanish before (be it in a classroom or in the home). They find the class too simple on the oral production of the language and too difficult on the written

production of the language. As a result, they do not succeed in the class. We believe that the success rate improves once the students are placed in the appropriate class.

Program's SLO Information - Changes in Instruction (1b)

Traditionally we have had a large number of sections of Spanish 101, compared to just a few sections of Spanish 130 (Spanish for Heritage Speakers). To address the problem of Heritage speakers taking a class where their chances of success are compromised, we decided to investigate what percentage of students are indeed Heritage Speakers. Our aim was to try to balance the number of class offerings to better serve the needs of our students depending on whether they are non-native speakers of Spanish or Heritage Speakers of Spanish. We created a short survey to see how many Heritage Speakers were enrolled in Spanish 101. The results gave us close to 60% Heritage Speakers vs. about 40% non-native speakers. With this information we started to change the number of offerings from Spanish 101 to Spanish 130. We are now at a point where the offerings are more balanced - There is about an even number of offerings of Spanish 101 and Spanish 130. This change took place over 2-3 years and it has yielded positive results. The students in Spanish 130 are showing an improved achievement of outcomes.

Program's SLO Information - Requested Resources (1c)

In 2009, the Spanish department lost one of our full time faculty members and had to become very flexible to maintain the total course offerings with only two full time faculty instructors. The hiring of a full time instructor in 2011, has helped tremendously but is seen by the department only as a replacement. We still feel that the full time/part time ratio -three full time/15 part time- which is about the same as in 2000, shows that we have yet to achieve our goal of hiring at least one more full time instructor. There has been a very positive impact on the program from the hiring of a new faculty member. As the full-time instructors work together, we have seen an improvement in the achievement of student learning outcomes. The French and Spanish instructors have updated their textbooks with the latest quality technological programs for classroom and especially online courses. They include: videos, CDs, DVDs, and the new innovative technology to conduct student oral practice and instructor assessment, as well as student/instructor distant communication: CCC Confer, Skype, Facetime, etc. In particular the adoption of the new Spanish textbook has had a very positive impact on the student learning outcomes. In an age where the students are used to technology in the classroom we are seeing a higher achievement in the student learning outcomes. Our benchmarks are being easily reached.

The Department still feels that it could benefit from acquisition of more software, DVDs, films, and documentaries for the Language lab and classrooms in order to continue to focus on course content & communication. The request for French films is still pending, but we foresee good results when we finally acquire some films.

Program's SLO Information - Assessment Reports (2)

We have completed at least two assessment reports for every course that is taught in our area.

Program's SLO Information - Online Results (3)

Some course sections of the following classes are taught completely online: SPAN 101 (Spanish I), SPAN 102 (Spanish II), SPAN 130 (Spanish for Heritage Speakers I), SPAN 131 (Spanish for Heritage Speakers II), SPAN 202 (Spanish IV) and FR 101 (French I). The number of total online sections has increased from 8 sections (Spring 2010) to 11 sections (Spring 2013). The general consensus among instructors teaching both online and on-campus classes is that there is no significant difference in achievement of student learning outcomes between students in online sections and those in the traditional format. However, some small changes have occurred in some of the sections that require closer attention.

Regarding SPAN 101 (Spanish I):

Background information

SPAN 1 (Spanish I) is the course with more online sections. During the Fall Semester 2013 a total of 5 online sections have been offered, all of them with high enrollment.

Findings and Analysis

The retention ratio in these sections has increased considerably since the 2011 Fall Semester. During the 2010-2011 school year the Languages Department actively researched a new textbook for the SPAN 1 class. The new book by McGraw Hill was adopted in the Fall Semester 2011. The newly adopted book presents a more interactive, more technically-advanced and more comprehensive system for the online classes. The system also provides a “free trial period” that allows the students to start working on class assignments from day one even if they have not purchased the book. We believe that the more engaging system and the advantage of the free trial could have been the causes of the higher retention rates observed in these sections.

Regarding SPAN 130 (Spanish for Heritage Speakers I):

Last year the Languages Department conducted a survey to better understand the students' needs for the Spanish classes. As a result, the number of SPAN 130 sections has been increased. This change, however, did not translate into an increase of SPAN 130 online classes. The comparison between the success ratios for SPAN 130 online and SPAN 130 on-campus reveals that there is no significant difference in achievement of student learning outcomes.

Regarding SPAN 131 (Spanish for Heritage Speakers II):

Background information

In 2008 this class was offered in the Fall. For the past 4 years this class has been offered only

in the Spring Semester as a continuation of SPAN 130 (offered both in the Fall and in the Spring Semesters). SPAN 131 is offered exclusively online, there is no “on-campus” version of this class at this moment. The Department is exploring the possibility of offering this class on-campus in the near future.

Findings and Analysis

-- Compared to SPAN 130 (with a very consistent enrollment), SPAN 131 has experienced a significant enrollment increase in the past 4 years. From 14 students in Spring 2009 and 17 students in Spring 2010 to 28 students in Spring 2012 and 26 students in Spring 2013.

-- From Spring 2009 to the present moment, the average success percentage of this class is 75.28%.

As stated above, there is no on-campus version of this class; therefore, we cannot compare these results to an identical class offered in the traditional format. What could be done, however, is the comparison between SPAN 131 and SPAN 102 (the equivalent class for non-heritage speakers). From Spring 2009 (using only the Spring Semester results) the average success percentage for SPAN 102 is 73.38%. The online class appears slightly more successful than its equivalent class, SPAN 102. It is not possible to decipher if this small difference is based on the class delivery method or on other factors.

Regarding SPAN 202 (Spanish IV)

Background information

For the past 5 years this class has been offered in the Summer Session. In 2013 the class was also offered in the Spring Semester. SPAN 202 is a continuation of SPAN 201 (offered both in the Fall and in the Spring Semesters, exclusively on-campus). SPAN 202 is offered exclusively online. There is no “on-campus” version of this class at this moment.

Findings and Analysis

As stated above there is no on-campus version of this class; therefore, we cannot compare the learning success results to an identical class offered in the traditional format. What could be done, however, is the comparison between SPAN 202 and SPAN 201.

The average language success percentage from 2008 to 2013 shows a higher score for the SPAN 201 on-campus class (80.5%) versus the online SPAN 202 class (75.36%). In a closer analysis we can see the following fluctuation: From 2008 to 2010 the average learning success percentage for SPAN 201 (on-campus) is higher than for SPAN 202 (online). On the contrary, from Spring 2011 to Spring 2013 the learning success percentage for SPAN 202 is higher (83.60%) than for SPAN 201 (77.06%). SPAN 202 shows a stronger increase in success rates from 57% (Summer 2008) to 83% (Spring 2013). We are satisfied with having moved the SPAN 202 class to the Spring semester rather than the Summer, as the success rate has increased considerably.

In conclusion, the on-campus classes show an average higher success rate on some semesters, while on other semesters it is the online classes that have a higher success rate. In other words, both classes present similar behaviors and generally show no significant difference in achievement of student learning outcomes.

Our area is in the process of developing an AAT-degree in Spanish. While we are in the early stages of development, we hope that once the degree is approved and established we will promptly develop student learning outcomes for it.

Program's Characteristics, Performance and Trends

Updated Data for: 2014-2015 Program Year

Rio Hondo College Total Enrollment									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
21,573	52,560	59,943	17,891	54,301	52,162	16,515	50,296	47,114	15,476

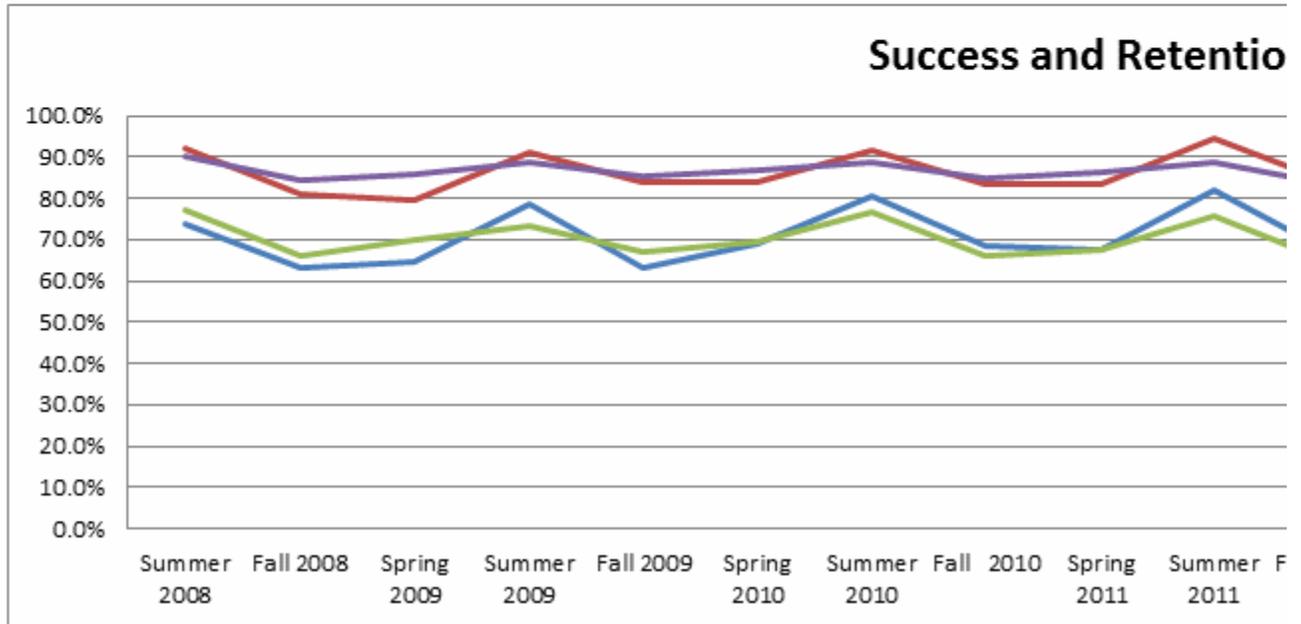
Languages Total Enrollment									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
533	956	989	591	1,052	939	511	1,137	1,010	539

Languages									
Enrollment By Course									
Course	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
ASL149	38	37	34	29	30	30		64	33
ASL150	15	13	12		20				23
CHIN101		58	53		65	18		77	22
CHIN102			8			18			14
FR101	27	116	116	32	91	92	26	93	110
FR102		24	29		27	28		32	31
FR201		15			15			11	
FR202			13			19			12
JAPN101	10	49	29	21	29	51	25	25	26
JAPN102			15					27	8
SPAN101	304	416	467	337	538	460	320	574	493
SPAN102	96	74	65	120	72	79	104	71	85
SPAN130	22	128	119	24	146	106	26	137	114
SPAN131		6	14			17			16
SPAN201		14	9		15	16		20	16
SPAN201H		6	6		4	5		6	7
SPAN202	21			28			10		

Languages									
FTES									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
84.9	162.2	160.7	88.5	175.9	154.9	85.3	185.8	163.1	86.5

Languages Success and Retention								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
Program Success	73.9%	63.3%	64.8%	78.5%	63.2%	69.2%	80.4%	68.7%
Program Retention	92.3%	81.1%	79.7%	91.2%	83.9%	83.9%	91.4%	83.5%

Rio Hondo College								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
College Success	77.2%	66.3%	69.7%	73.5%	67.0%	69.3%	76.6%	65.9%
College Retention	90.0%	84.4%	86.0%	88.5%	85.3%	86.6%	88.7%	85.1%



Languages Grade Distribution										
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	S
A	231	272	298	248	317	322	204	383	353	
B	92	204	216	145	221	212	139	251	189	
C	66	128	123	65	124	115	67	145	135	
CR	5	1	4	6	0	0	0	0	0	
D	20	49	51	21	53	36	21	48	44	
F	78	120	95	54	165	101	35	120	115	
IF	0	0	0	0	0	1	0	0	0	
NC	0	1	1	0	0	0	0	0	0	
NP	0	0	0	0	0	0	0	0	0	
P	0	0	0	0	3	1	1	2	6	
W	41	181	201	52	169	151	44	188	168	
Grand Total	533	956	989	591	1052	939	511	1137	1010	

Languages % Grade of Distribution										
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	S
A	43.3%	28.5%	30.1%	42.0%	30.1%	34.3%	39.9%	33.7%	35.0%	4
B	17.3%	21.3%	21.8%	24.5%	21.0%	22.6%	27.2%	22.1%	18.7%	2
C	12.4%	13.4%	12.4%	11.0%	11.8%	12.2%	13.1%	12.8%	13.4%	
CR	0.9%	0.1%	0.4%	1.0%						
D	3.8%	5.1%	5.2%	3.6%	5.0%	3.8%	4.1%	4.2%	4.4%	
F	14.6%	12.6%	9.6%	9.1%	15.7%	10.8%	6.8%	10.6%	11.4%	
IF						0.1%				
NC		0.1%	0.1%							
NP										
P					0.3%	0.1%	0.2%	0.2%	0.6%	
W	7.7%	18.9%	20.3%	8.8%	16.1%	16.1%	8.6%	16.5%	16.6%	
Grand Total	100.0%	1								

Languages Section Delivery									
Time Taught	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Day	22	10	25	22	11	26	24	9	27
Evening	6	3	8	9	3	8	6	3	10
Weekend	0	0	1	0	0	1	0	0	1
Online	8	7	7	9	7	8	10	7	8
Other	0	0	0	4	0	4	4	0	1

Languages Success By Course									
Course	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
ASL149	86.8%	75.7%	73.5%	89.7%	73.3%	83.3%		79.7%	87.9%
ASL150	86.7%	92.3%	91.7%		80.0%				82.6%
CHIN101		50.0%	52.8%		53.8%	66.7%		46.8%	72.7%
CHIN102			87.5%			66.7%			92.9%
FR101	96.3%	53.4%	58.6%	90.6%	67.0%	73.9%	92.3%	84.9%	64.5%
FR102		87.5%	72.4%		81.5%	85.7%		78.1%	83.9%
FR201		86.7%			86.7%			72.7%	
FR202			92.3%			73.7%			91.7%
JAPN101	70.0%	44.9%	37.9%	66.7%	55.2%	58.8%	92.0%	40.0%	46.2%
JAPN102			80.0%					77.8%	62.5%
SPAN101	73.4%	63.7%	62.7%	76.6%	57.6%	66.1%	76.6%	66.0%	62.5%
SPAN102	71.9%	74.3%	72.3%	88.3%	80.6%	79.7%	89.4%	77.5%	71.8%
SPAN130	50.0%	59.4%	69.7%	54.2%	66.4%	67.9%	69.2%	67.2%	69.3%
SPAN131		50.0%	64.3%			76.5%			87.5%
SPAN201		92.9%	100.0%		80.0%	56.3%		95.0%	81.3%
SPAN201H		100.0%	83.3%		75.0%	80.0%		100.0%	85.7%
SPAN202	57.1%			64.3%			80.0%		

Languages Enrollment Management			
Indicator	Summer 2012	Fall 2012	Spring 2013
# Sections	9	27	22
Fill Rate	85%	90%	88%
# Students Over-/Under-Enrolled	-96	-149	-165
Section Cap (Average)	32.0	31.3	29.9
# Sections Over-/Under-Enrolled	-3.0	-4.8	-5.5
% FTEF Part-Time	N/A	69%	61%

The Languages Department of the Communications Division at Rio Hondo College offers courses in Spanish, French, Chinese, Japanese and American sign Language. Both French and Spanish areas offer two beginning (101 and 102) and two intermediate (201 and 202) courses. The Spanish area also offers courses designed exclusively for Heritage Spanish speakers (130 and 131). These Heritage Spanish Speaker classes are equivalent to the two beginning classes in Spanish. In other words, we have a Non-native Speaker track and a Heritage Speaker track. Two beginning courses in Chinese, Japanese (101 and 102), and American Sign Language (149 and 150) are offered.

With the exception of Spanish 201 which is taught exclusively on campus, all Spanish courses are currently offering at least one section online. Spanish 101 is also being offered as a hybrid course. All Spanish and French courses are taught as web-enhanced courses. In addition we are now offering French 101 as an online class as well - one of very few French 101 classes offered in the country.

Every effort is made to ensure that instructors are kept current with standards proposed by the California State Framework through direct contact with the California Foreign Language Project. Most current full-time language instructors have attended at least one year of framework-aligned based instructional institutes and one instructor has worked as a presenter.

An additional and important component to the French program here at Rio Hondo College is the Rio Hondo French Club, which began over ten years ago. The French Club is charged with promoting awareness of French language and culture in the community and on campus. Previous activities sponsored by the French Club include end of semester dinners in French restaurants, trips to museums, outings to French plays, and social events revolving around French themes. The Rio Hondo French club meets twice a month and has grown to boast a membership of upwards of twenty-five to thirty persons. Furthermore, students have traveled on educational trips to France for the past ten years consecutively providing them an opportunity to use the language in context and in a culturally integrated fashion.

The Spanish program has provided study abroad programs in Guanajuato, Mexico as well as Sevilla, Spain.

This 2013-2014 school year, the Foreign Languages department is thrilled to support and help establish a Spanish club and a yearly Foreign Languages Film Festival suggested by a Spanish adjunct faculty member. The Spanish club had its first meeting with great success and high attendance and interest. The Foreign Languages Film Festival will take place on November

7th, and it will feature films in Spanish, French, and Chinese.

These new ways of enhancing the Foreign Languages program are an accomplishment that demonstrates great initiative and interest from the adjunct faculty who actively communicate, participate, and are viewed by the department as an integral part of its success. A World Culture and Music festival is also in the works for the following school year.

Program's Strengths

The strengths in the foreign language area are many. First, there are numerous offerings of foreign language courses to help meet the needs of students. Second, the courses, particularly for Spanish, are delivered on-campus, hybrid, and fully-online, again to help to meet the needs of students. And now we are also offering French 101 as a fully online course. We are studying the possibility of developing a French 101 hybrid course. The faculty in the foreign language area keep current in their field by way of conferences, and workshops. We also have a dedicated group of part-time faculty in the area that are well-versed in the current trends in language education as well as in online education. The biggest strength the Department has is a strong group of colleagues that work very well together to advance our goals for the benefit of our students.

Program's Weaknesses

Our weakness is the uneven distribution in the full-time/ part-time ratio when it comes to Spanish instructors. We have augmented the number of Spanish full-time professors by one, as a replacement position opened up recently. Ideally we would be able to increase the number of Spanish full-time faculty members by one more. We hope that as the economic situation of the college improves, opportunities for the hiring of one more Spanish full-time faculty member will arise.

Program's Opportunities

There are many opportunities for the foreign language area.

First, we need to increase our Spanish full time faculty by at least one more member.

Second, now that we have SLOs developed for all courses, we have the opportunity to engage more fully in the assessment cycle and continue to make any necessary changes to the SLOs or to the offerings in our area, as a result of the assessment findings.

Third, we can increase our online offerings given the huge demand that we have seen in that area – in particular in the beginning level, Spanish 101. We have been able to increase the number of sections offered consistently – a trend that will continue in the future. We have also started offering French 101 in the online format, and will explore either offering more sections of French 101 in the future. We have the option to offer French 101 in the hybrid format as well. We hope to develop French 102 as an online course some time in the future.

Fourth, we have also seen the need to articulate our courses with more universities. As we

develop an AAT degree in Spanish it has become clear that there is a need for articulation. Finally, now that we are sponsoring a Foreign Languages Film Festival, we see an opportunity to create a World Music Festival. We envision this event as something that will showcase all our language offerings and beyond. We would like to balance each semester by presenting the Film Festival in the Fall, and the Music Festival in the Spring.

Program's Threats

A threat to our area has been the lack of sufficient full-time Spanish instructors. With the loss of one of our colleagues the Department has had to absorb the extra load. The situation has presently improved, as we hired a new full-time Spanish Professor. However, we see the need for one more full-time member of the Spanish faculty. All of our full-time instructors and adjunct instructors are strained to capacity.

The biggest threat to our area is the same threat that afflicts the whole college, and the community college system as a whole – the current economic situation, that both demands that we offer more, while requesting cuts be made.

Program's Accomplishments and Recommendations for Improvement

We are happy to report that we recently accomplished a very important goal from previous years plans. We have balanced the number of Spanish 130 (Heritage Speakers) offerings compared to our Spanish 101 offerings, to adequately fit the needs of our student population. In turn, accomplishing this goal has allowed us to eliminate a different goal: the implementation of a placement test in Spanish. We studied the possibility of developing and/or implementing such a test and concluded that the costs would be prohibitive at this time of budget uncertainty.

Presently, we offer courses in two Asian languages: Chinese and Japanese. Perhaps in coming semesters we will be able to offer a section of Vietnamese. We make every attempt to schedule classes that meet the needs of a varied demographic in the area. We try to maximize student access and to service every segment of our student body.

We also offer two courses in American Sign Language classes (ASL 149 and ASL 150). We are in the process of developing a third semester level (ASL 151). The interest in ASL has also increased greatly. We are now offering three sections of ASL 149, and have had to increase the number of our ASL adjunct faculty. We have two new, very accomplished ASL instructors this semester.

We follow the same reasoning in the offering of our distance education classes. As a department we have been teaching by means of distance education for a long time. Spanish 102 was the first course offered as a distance education class when the Virtual College was created in the late nineties.

Since then, we have greatly increased our online offerings to now include Spanish 101, Spanish 130, Spanish 131, and Spanish 202. Currently, we teach Spanish 130, 131, and 202 as fully online classes (in addition to the on-campus sections). Spanish 101 and 102 are offered on-campus, online, and hybrid. While we no longer offer our evening on-campus French class, we are pleased to have started offering French 101 online in Spring 2011. We hope to develop a French 101 hybrid class in upcoming semesters. We are also planning on giving Spanish 202 the honors designation as well.

Many of our on-campus classes are also ‘web-enhanced’, where the class meets traditionally on the campus, but it has an important component using the resources available online.

The foreign languages area strives to appropriately meet student demands. This means that we need to be relatively flexible in our offerings and ready to make necessary changes to maximize our service to students. Current offerings are appropriate, with the caveat that our program continues to grow.

In the past few years we implemented a fully online Spanish 101 course. We first offered it in the summer of 2007. While we suspected that the course would be successful, we did not foresee the degree to which it would be so successful. The class closed immediately and two more sections of it were added successfully. The demand continued into the fall of 2007, where we offered three sections fully online, just as in the summer. This trend in enrollment continues to grow. Since the fall of 2012 we are offering five sections, and the demand for more of them is evident. In the Spring of 2011 we started offering French 101 fully online to great success, and we will be monitoring the demand for more sections of this class in the future. The rates of success and retention in our online classes are comparable and sometimes better than the on-campus classes.

We foresee the need to augment the number of online sections offered every semester from now on. However, we understand that due to budgetary constraints the possibility of offering more sections may take some time. The online offerings have not diminished the popularity and successes in enrollment of on-campus classes. Regarding the online offerings in our area, our conclusion is that online classes serve a different segment of our student population, and offering more of them takes us toward achieving our goal of serving the entire college community.

We have many cultural accomplishments in the Department, and have mentioned several in this report already: The Foreign Film Festival coming up in November, the French Club, and the new Spanish Club. In addition, we have French Professor Chris Bowen who takes groups of students to France every year. He has been leading these trips for over ten years. We also have the accomplishments of Professor Mariano Zaro, who is a poet, and continues to present and participate in poetry events in the Los Angeles area and abroad.

Program's Strategic Direction

The demand for our program’s offerings is definitely expected to increase. Both on-campus

and online offerings are very healthy, and our goal is to maintain that trend. In the next 3-5 years we expect the program to evolve in a similar way that it has been evolving, making the necessary changes to our offerings according to the increasing focus in technology experienced by education in general. The course delivery has not necessarily discarded one mode of delivery over another (traditional vs. online), rather they have both seen an increase in interest due to the workforce's demand for language knowledge.

The individuals working in the program will need to maintain their skills current to ensure that the program remains effective to the student population's needs. The skills faculty need are to keep abreast of the current trends in language education, as well as to be prepared to use the technology to deliver courses via the internet. The Virtual College at Rio Hondo College provides excellent training for faculty – an opportunity that we have used extensively in the past and will continue to do so.

The next area that the Languages area is ready to address is the need to develop the AAT degree in Spanish that will provide our students with more opportunities to transfer and/or be better equipped for the job market. We are currently working on the AAT degree and hope to have it ready for approval by the end of the year 2013.

Program's Staff Development

It is important for all Languages Faculty to keep up to date as far as technology in the language teaching classroom. To that effect, the faculty will seek out the opportunities offered by the college for training, such as the workshops offered by the Virtual College.

The Spanish faculty in particular needs to keep informed about the most recent developments in teaching Spanish to Heritage Speakers. To that effect we have participated and organized workshops about Heritage Speakers Language Teaching. We will continue to seek opportunities in the field.

Program Review - Additional Comments

Program Review - Executive Summary

Program Review - Response to the Executive Summary

Goal #1	Long term (2-5 years)	Corresponds with Institutional	Status: in
Goal # 1			progress

Description of Goal

Hiring of at least one more full-time faculty member

Evaluation of Goal

The total workload for and course offerings for the entire Spanish language course offerings had been maintained for several years by only 2 full-time faculty members. This number has now increased to three full-time instructors in the Spring 2011. While the increase has alleviated the need for full-time faculty, the program can still benefit from having one more full-time Spanish instructor. It is our belief that the statistics will speak for themselves as far as evaluation of this goal.

Objective #1.1

Status: in progress

Necessary funding is needed.

Resources Needed: Additional Personnel

Position Classification: Full Time Faculty

Required for How Long: Ongoing

Position Title: Spanish instructor

Basic Position/Job Description:

Spanish instructor

Estimated Salary Excluding Benefits: \$100,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

We lost one of our full-time faculty members in January 2009. We replaced her position in the Spring 2011. However, we had requested a growth position before her loss. Our full-time/part-time ratio is still inadequate. We have about 15 part-time Spanish instructors to 3 full-time Spanish instructors.

Goal #2	Long term (2-5 years)	Corresponds with Institutional	Status: in
Goal # 1			progress

Description of Goal

Increase amount of foreign language software/DVD in Foreign Language Lab.

Update existing software to most recent and efficient versions.

Specifically, the program will benefit from acquiring the Chinese Word Processor, which would allow students to practice using pinyin.

Also, we need materials such as videos (documentary and movies) in Spanish. Other grammatical software can supplement student practice. An example of a good program is "Eduoles" Spanish practice exercises.

As in previous semesters, students need more practice with regard to proficiency in the use of learned structures and vocabulary. Students will benefit greatly from DVD programs and films. In particular, we would like to purchase French and Spanish films to create a library that all instructors can use in the classroom.

Instructors need to continue to focus on course content and communication. Implementation of more guided practice in classroom activities is suggested.

Evaluation of Goal

Student surveys will be administered to evaluate the success of this goal.

Objective #2.1

Status: in progress

Necessary funding is needed.

Resources Needed: Additional Budget

Requested Item: Additional films in French and Spanish

Required for How Long: 1 time

Requested Amount: \$1,000.00

Description:

Increase in foreign language software/DVD for Foreign Language lab

Supporting Rationale

Additional materials would increase student access to foreign language and culture and provide for supporting materials to enhance student learning.

Goal #3 Long term (2-5 years) Corresponds with Institutional	Status: in
Goal # 1	progress

Description of Goal

Establish an AAT degree in Spanish to give students a more direct avenue to transfer upon completion of required courses.

Evaluation of Goal

Student satisfaction survey will be administered as well as growth in upper level languages courses will be closely monitored. Research of similar degrees in other institutions is necessary. Evaluation of aspects of success will be studied. Faculty already have participated in campus workshops to develop AAT degrees.

Objective #3.1	Status: complete
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Obtain support from the division.

Goal #4 Long term (2-5 years) Corresponds with Institutional	Status: in
Goal # 1	progress

Description of Goal

Increase the offering of Spanish online courses.

Evaluation of Goal

We have offered online courses in our Department for over ten years. While the demand for them has always been strong, in recent semesters it has definitely exploded. We had

increased the offerings of Spanish 101 in particular by one or two sections every semester since we started offering it until the budget crisis made it difficult to continue growing at the same pace. We foresee having to offer more of these sections in the future.

Objective #4.1

Status: in progress

Necessary funding is needed.

Existing Resources

Divison funding of classes - may or may not be available due to budget circumstances.

Goal #5 Short term (1 year) Corresponds with Institutional Goal
9

Status: in
progress

Description of Goal

The Spanish department need reliable and efficient laptop computers that adequately meet the instructional needs of instructors that not only use computers to communicate with students, other faculty and administrators but also and most importantly teach online courses.

Ideally faculty will have both an office computer and a laptop computer for telecommuting use.

Evaluation of Goal

Online courses require the instructors to have access to their computers 24/7. Computers need to be upgraded regularly, maintained, serviced, and constantly checked for viruses, etc. to prevent problems -- not to react to them.

Objective #5.1

Status: in progress

Necessary funding is needed.

Existing Resources

A request to computer services to fulfill this need as it arises.

Goal #6	Long term (2-5 years)	Corresponds with Institutional	Status: in
Goal # 5			progress

Description of Goal

The use of student workers in the ESL/Languages Lab (room LR-117).

Evaluation of Goal

Student Workers should have experience in language courses which require a laboratory component so that they are familiar with the materials that are provided. Students who are enrolled in Language courses will find it easier and less intimidating to navigate the Language Laboratory if student workers are there to facilitate and answer simple questions. The use of Student Workers -- peers -- may increase attendance early in the Semester, when students are easily frustrated by their lack of ease in the Language Lab, thereby improving learning altogether.

We are aware that this goal has to be a long-term one, as budget limitations make this hard to accomplish in the present. This semester there may be available student workers that we can hire.

Objective #6.1		Status: in progress
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Obtain personnel referrals from Student Services.

Resources Needed: Additional Personnel

Position Classification: Student Worker

Required for How Long: Ongoing

Position Title: Student worker

Basic Position/Job Description:

Student Worker should have experience in language courses which require a laboratory component so that they are familiar with the materials that are provided

Estimated Salary Excluding Benefits: \$2,560.00

Supporting Rationale:

The cost listed above is the cost per semester, assuming a student worker can work 20 hours per week.

Goal #7 Long term (2-5 years) Corresponds with Institutional Goal # 5	Status: in progress
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Description of Goal

Promote the recruitment of Chinese language tutors in the Learning Assistance Center.

Evaluation of Goal

There is a need for students to have a way to practice the language with a tutor. As we observe the demand for tutoring we will be able to evaluate this goal. We are aware that this goal has to be a long-term one, as budget limitations make this hard to accomplish in the present.

Objective #7.1	Status: in progress
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We will recruit students from previous semesters who have completed the courses successfully and who may want to seek employment at the LAC

Existing Resources

Recruitment of students from previous semesters.

Goal #8 Long term (2-5 years) Corresponds with Institutional Goal # 1	Status: in progress
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Description of Goal

The creation of a course in the Vietnamese language.

Evaluation of Goal

Presently, we offer courses in two Asian languages: Chinese and Japanese. Perhaps in coming semesters we will be able to offer a section of Vietnamese. We make every attempt to schedule classes that meet the needs of a varied demographic in the area. We try to maximize student access and to service every segment of our student body, and we feel this is a segment of the campus population that we can serve better by offering this course.

Objective #8.1

Status: in progress

Obtain support from the division. Develop the course and submit it to the Curriculum Committee.

Existing Resources

Division funding of classes - may not be available at the present time due to budget limitations.

Goal #9 Long term (2-5 years) Does Not Correspond with an Institutional Goal

Status: in progress

Description of Goal

Obtain a small TV - Blue Ray combo for the Language Lab.

Evaluation of Goal

In the past we had a small TV in the Language Lab and it had high use by the students to watch Foreign Language films in the Lab. A TV where the students can watch films increases the students' options for completing Lab hours. We will be able to evaluate the success of the goal according to the use of the equipment, which we expect to be high.

Objective #9.1

Status: in progress

Necessary funding is needed.

Resources Needed: Additional Budget

Requested Item: Small TV - Blu-Ray combo

Required for How Long: Ongoing

Requested Amount: \$300.00

Description:

A TV and a Blu-Ray player for students to view foreign films in the Language Lab LR-117.

Supporting Rationale

This equipment will increase student access to foreign language films and provide more opportunities for students to complete their lab requirement.

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

Name	Role
1. Llerena, Lydia	Review Manager
2. Zaro, Mariano	Participant
3. Vo, Hao	Participant
4. Regalado, Anna	Participant
5. Holcomb, Robert	Participant
6. Gonzalez, Wendy	Participant
7. Garcia, Janice	Participant
8. De Los Santos, Blanca	Participant
9. Bowen, Chris	Participant

2014-15 Program Review

Name of Program: Philosophy
Name of Unit: Behavioral and Social Sciences
Name of Area: Academic Affairs
Date Completed: 9/12/2013

Program's Mission Statement

Mission Statement: With its emphases on questioning, truth-seeking, values-articulation, dialogue, critical thinking, and personal growth, philosophy, in its classical form, aims at nothing less than making one a better person.

Vision: The vision of the College as being an exemplary institution meeting the needs of its changing population is in harmony with the activity of the philosophy program. Since the current full-time instructors were hired, we have doubled the number of different courses offered by the philosophy program (from 5 to 10), providing a broader base, and satisfying a more diverse range of interests. We have greatly expanded the number of our courses deliverable as hybrid or online (8 total as of Fall 2013). We have increased the numbers of sections of the course that had already been available online. We have also been offering hybrid versions of philosophy courses to fulfill that niche—all this in response to the growing number of distance learners seeking to take our courses, and our desire to accommodate as many types of student needs as possible. We have experimented with class scheduling in an effort to maximize effectiveness and satisfy student need, including early morning, evening, afternoon, and Friday classes. All the while, we have sought to maintain the quality and integrity of our offerings.

Mission: With our College emphasis on transfer programs, lifelong learning, challenge, innovation, and quality, the philosophy program has been one productive piece of the greater College machinery. Philosophy has always been a staple of a solid liberal arts education, and today is no different in that regard. Learning how to think critically, to reflect on complicated and important questions, and to develop an understanding of the cosmos, oneself, and one's values is an essential aspect of the lifelong learning needed simply to live well, not merely as part of our own vision statement.

Goals: Out of the many goals of Rio Hondo College, the most relevant to the philosophy program, as a single department, concerns quality instruction. Preston and Dixon have both been teaching in the program for several years now, with excellent evaluations and indications of student success and appreciation. Student satisfaction is high, along with enrollment. By expanding course offerings, and by providing more hybrid and online courses, we are meeting

the growing and changing demands of our students.

Program's SLO Information - Assessment Results (1a)

The philosophy department has been collecting and assessing data since Fall 2009. We have a total of 64 course SLOs on record for our 10 active philosophy courses. We have near 100% compliance with regard to data collection, with discrepancies being primarily due to adjunct faculty failing to provide data early on in the process. We have created 36 assessment reports for those 10 courses. The overall trend is very good. Our lowest performing course is also our most popular: PHIL 101. Even as our lowest performer, students are performing above benchmark (at 75.6%). All other courses exhibit even higher proficiency (up to 95.3% for PHIL 101H). Our degree is new, as is degree assessment, so we have only three semesters' worth of data, but students exhibit 84.7% and 86.8% proficiency on two standards.

Program's SLO Information - Changes in Instruction (1b)

One glaring problem with SLOs is that it's effectively impossible to hold constant all of the factors that contribute to student success and/or failure. For example, students are much more "proficient" during summer sessions. It is unlikely that this is because our faculty are considerably better teachers in the summer. Instead, it's a different student population, which is unaccounted for with the typical SLO process.

Overall, performances have improved over the last few years. Is this because we have improved our teaching, or because our adjunct pool has shrunk due to budget cuts, and those few who remain are our best? We have noted, however, what amounts to common sense: students perform better when they attend class. To that end, we are more vocal in encouraging regular, on-time attendance, and some course policies reflect this expectation.

Program's SLO Information - Requested Resources (1c)

While not specifically pertaining to attendance issues, we have consistently requested an "Elmo" or document camera for room A208, every year, in every plan, for the past several years. Because this request has never been granted, or even acknowledged, there has been no positive effect on outcomes. However, it may be that negative effects have resulted in students being disconnected from difficult material due to the limitations of technology. Dixon has effectively used an Elmo at SWEC and students were more engaged during test review and the review of test results.

Program's SLO Information - Assessment Reports (2)

The data provided in this program review show two courses for which less than two assessments have been completed: PHIL 101H, and PHIL 150. PHIL 150 hasn't been offered in several years, has been removed from our degree, and will not be taught in the foreseeable future. With respect to PHIL 101H, the data provided is in error. We have assessed PHIL 101H numerous times, and the SLOolutions software shows reports for two different SLOs, one of which was assessed covering Fall 09 and Spring 10, and the other having been assessed over multiple cumulative terms (Spring 11 and Spring 12, Spring and Spring 13, and Spring 10 through Spring 13).

Program's SLO Information - Online Results (3)

None of our courses is taught exclusively online, though PHIL 120 is taught online (now) more often than on-ground. The online sections are somewhat more proficient, but this is likely due to a different student population (e.g., self-starters, concurrently enrolled at 4 year institutions, etc.), as well as our inability to restrict access to information during assessments (i.e., every assessment is effectively open book, open note, and open Internet).

Program's SLO Information - Degrees and Certificates (4)

We currently have an AA in PHIL, and our working on the paperwork for a transfer AA degree. We have presently linked a degree SLO to PHIL 101 and PHIL 101H, as the basic proficiency needed in that class is the one most essential for success in PHIL programs, in general.

Program's Characteristics, Performance and Trends

Updated Data for 2014-2015 Program Year

Rio Hondo College Total Enrollment									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
21,573	52,560	59,943	17,891	54,301	52,162	16,515	50,296	47,114	15,476

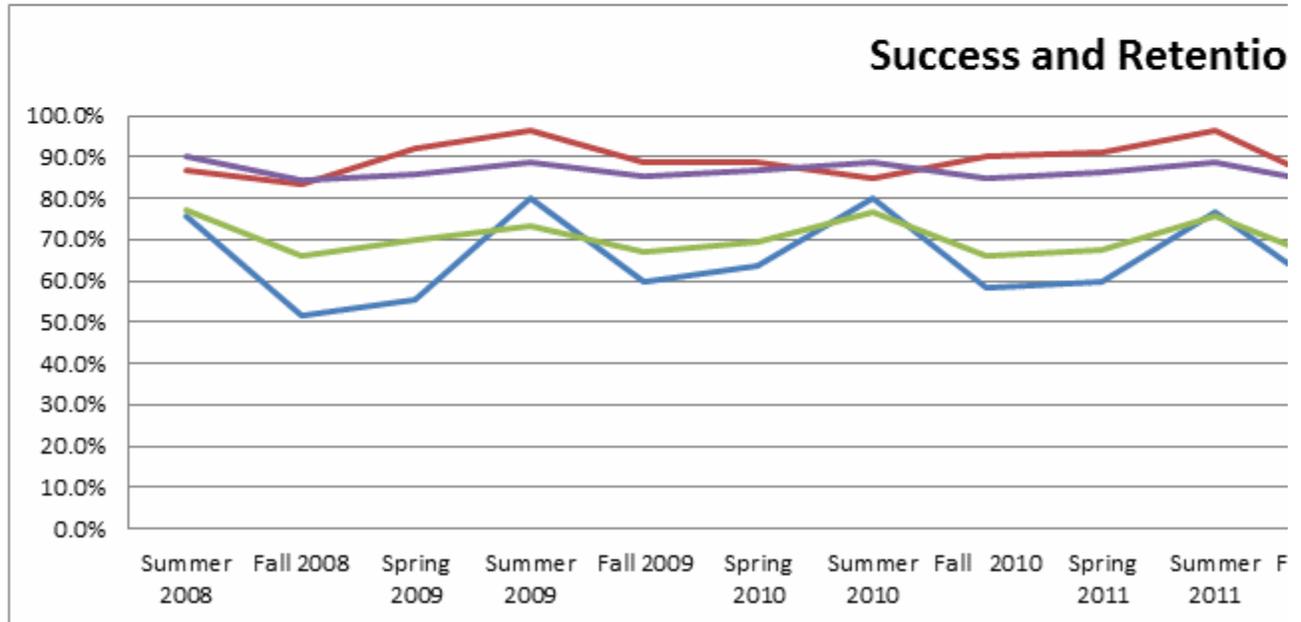
Philosophy Total Enrollment									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
172	719	716	190	813	597	160	793	633	163

Philosophy Enrollment By Course									
Course	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
PHIL101	172	511	455	149	490	359	122	524	289
PHIL101H			23			27			27
PHIL110		21	28		39				47
PHIL112		49	46		91	85		92	87
PHIL120		60	101	41	51	81	38	90	90
PHIL124		47						43	
PHIL126			20						54
PHIL128						45			
PHIL135			26		43			44	
PHIL140					48				39
PHIL150		31	17		51				

Philosophy FTES									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
19.0	79.6	75.4	19.9	88.8	66.0	16.8	86.0	69.0	16.8

Philosophy Success and Retention								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
Program Success	75.6%	51.7%	55.4%	80.0%	59.8%	63.8%	80.0%	58.5%
Program Retention	86.6%	83.4%	92.3%	96.3%	88.6%	88.6%	85.0%	90.2%

Rio Hondo College								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
College Success	77.2%	66.3%	69.7%	73.5%	67.0%	69.3%	76.6%	65.9%
College Retention	90.0%	84.4%	86.0%	88.5%	85.3%	86.6%	88.7%	85.1%



Philosophy Grade Distribution										
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	S
A	59	160	131	87	196	166	94	202	147	
B	47	115	154	49	161	117	25	137	130	
C	22	97	112	16	129	98	9	125	100	
CR	2	0	0	0	0	0	0	0	0	
D	3	45	54	4	56	44	3	54	48	
F	16	183	210	27	178	104	5	196	151	
IF	0	0	0	0	0	0	0	0	0	
NP	0	0	0	0	0	0	0	1	0	
P	0	0	0	0	0	0	0	0	0	
W	23	119	55	7	93	68	24	78	57	
Grand Total	172	719	716	190	813	597	160	793	633	

Philosophy % Grade of Distribution										
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	S
A	34.3%	22.3%	18.3%	45.8%	24.1%	27.8%	58.8%	25.5%	23.2%	4
B	27.3%	16.0%	21.5%	25.8%	19.8%	19.6%	15.6%	17.3%	20.5%	2
C	12.8%	13.5%	15.6%	8.4%	15.9%	16.4%	5.6%	15.8%	15.8%	
CR	1.2%									
D	1.7%	6.3%	7.5%	2.1%	6.9%	7.4%	1.9%	6.8%	7.6%	
F	9.3%	25.5%	29.3%	14.2%	21.9%	17.4%	3.1%	24.7%	23.9%	1
IF										
NP								0.1%		
P										
W	13.4%	16.6%	7.7%	3.7%	11.4%	11.4%	15.0%	9.8%	9.0%	
Grand Total	100.0%	1								

Philosophy Section Delivery									
Time Taught	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Day	10	1	11	12	1	11	10	2	11
Evening	2	1	3	1	1	3	1	0	2
Weekend	0	0	0	0	0	0	0	0	0
Online	3	2	4	3	2	4	4	2	5
Other	0	0	0	0	0	0	0	0	0

Philosophy Success By Course									
Course	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
PHIL101	75.6%	50.3%	53.8%	77.9%	58.0%	63.0%	80.3%	56.3%	55.4%
PHIL101H			78.3%			92.6%			74.1%
PHIL110		52.4%	60.7%		59.0%				78.7%
PHIL112		55.1%	58.7%		51.6%	58.8%		56.5%	51.7%
PHIL120		58.3%	50.5%	87.8%	68.6%	61.7%	78.9%	66.7%	66.7%
PHIL124		42.6%						60.5%	
PHIL126			40.0%						63.0%
PHIL128						66.7%			
PHIL135			73.1%		67.4%			70.5%	
PHIL140					62.5%				53.8%
PHIL150		71.0%	70.6%		74.5%				

Philosophy Degrees & Certificates					
	2008-09	2009-10	2010-11	2011-12	*2012-13
Associate of Arts	0	0	5	3	3

*NOTE: Because Spring 2013 graduation records were not yet complete on the date these figures were tabulated (8/05/2013), the actual number of 2012-13 graduates might be higher than the figures reported here.

Philosophy Enrollment Management			
Indicator	Summer 2012	Fall 2012	Spring 2013
# Sections	4	18	13
Fill Rate	93%	102%	98%
# Students Over-/Under-Enrolled	-12	16	-14
Section Cap (Average)	45.0	42.4	45.0
# Sections Over-/Under-Enrolled	-0.3	0.4	-0.3
% FTEF Part-Time	N/A	28%	8%

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The PHIL program now offers as many as 10 different courses. Some are specialized courses (e.g., PHIL 124, PHIL 126, PHIL 128, PHIL 140) and are offered approximately once every 2-3 semesters. Others are “core” courses offered at least once per semester, or, in the case of PHIL 101, numerous times each semester.

We have two full-time faculty members (Preston, and Dixon) and (until recently) 2-4 adjunct faculty each semester. Due to severe budget cuts, we are down to one (regular) adjunct faculty member. We share support staff (1 administrative assistant, and 1 part-time assistant) with the entire Social Sciences division.

All of our courses fill to capacity each term, with numerous student petitioners seeking to add despite the sections being closed. Even our "specialty" courses fill each term, though it is likely that some of that demand is due to a general desperation for transferable units, rather than a pure interest in the specialized philosophical topics. Retention rates remain high, and are generally above the College retention rates each term.

Success rates for PHIL courses (excluding Summer sessions) are usually slightly lower than that of the College, in general. This is disappointing, but unsurprising. Since the retention rate of philosophy courses is slightly higher than the College average, it seems that more students “fail” philosophy courses by virtue of actually staying in the course, rather than dropping it. Moreover, the abstract thinking, analytical skills, and rigorous argumentation required by philosophy courses renders them notoriously “difficult” classes. Given that we have no prerequisites (for any of our courses except PHIL 101H and PHIL 110--both of which require passing ENGL 101 with a C or better), and allow students to enroll regardless of their background and preparation level, it is to be expected that many will find the courses more difficult than that to which they are accustomed. What is surprising is that, in spite of all this, our success rates have improved, and the gap between our own success rates and that of the College is as small as it is (e.g., a difference of 3.1% in Spring 2013). This is certainly a sign of improvement and success.

In summary, our success and retention rates roughly parallel the College trends, with marginally higher retention, and marginally lower success rates.

Program's Strengths

Subject matter: The subject matter of philosophy is intrinsically interesting, and inevitably generates student interest. This is a great strength of our program. So long as we provide the discipline with skilled and enthusiastic instructors, sufficient offerings, and adequate space and equipment, the students will come. Our recent course additions, and revitalized lecturer pool, served the program, and its students, well. The budget cuts threaten this, however (see "threats" below).

Instructors: The program is also strong in that it has two enthusiastic and resourceful full-time instructors. All of our courses are current, and we are expanding our ability to offer hybrid and online variants of our courses. When our previous President (Martinez) asked for new degrees, we immediately wrote our AA in PHIL. Now that the State is demanding AA-T degrees, we are writing one of those. Both FT instructors have received consistently excellent evaluations from both students and their immediate supervisor.

Program's Weaknesses

Reputation: Philosophy has a reputation for difficulty that inspires some students to avoid PHIL courses, especially when courses in other disciplines will satisfy the same requirements. Combined with the (misguided) reputation for being "useless," this can cause a suppression in enrollment compared to other disciplines. Additionally, the recent trend in this state to effectively revise our mission statement so as to promote remediation and transfer exclusively (at the expense of valuing "life-long learners") could create downward pressure on enrollment for courses, such as philosophy, often regarded as less practical.

Success Rate: As described under "Characteristics, Performance, and Trends," success rates for PHIL courses remain lower than that of the College, in general. As stated above, this is disappointing, but unsurprising. The retention rate of philosophy courses is slightly higher than the College average, suggesting that more students "fail" philosophy courses by virtue of actually staying in the course, rather than dropping it (as already discussed above). Moreover, the abstract thinking, analytical skills, and rigorous argumentation required by philosophy courses renders them notoriously "difficult" classes. Given that we have no prerequisites (for most of our courses), and allow students to enroll regardless of their background and preparation level, it is to be expected that many will find the courses more difficult than that to which they are accustomed. Nevertheless, as previously noted, this gap is shrinking, and our success rate is improving considerably.

Program's Opportunities

Explore the increasing applicability of technology in the classroom: Virtually all philosophy courses are directly aided by audio-visual modalities. We routinely use the Internet to show video clips available online, Powerpoint for clear presentations, and movies to demonstrate and explain particular themes. We plan to further integrate, where applicable, these

instruments, and others to foster a better learning experience for our students. The "Elmo" we have requested every year for the past several years would be of great value, especially for Critical Thinking and Logic courses. It is admittedly frustrating that this modest request has been ignored/declined each year for A208, while every single classroom at SWEC and EMEC comes already equipped with the same technology. It is even more frustrating to use this technology off the main campus, see that it enables further student understanding, yet the main campus cannot seem to find the resources.

Explore the ways various philosophy courses can be helpful and integral to other new degree programs: Sociology and Psychology both considered adopting PHIL110 (Critical Thinking) for inclusion in their respective majors. While Sociology did not (ultimately) incorporate any PHIL courses in their degree, Psychology included both PHIL 110 and PHIL 101/101H as options for their degree. Nearly all of our courses are included in the General Studies degree, including most of the "with emphasis in" variants. With new majors being actively desired by the college administration, we are at a unique time in the history of the institution, and the philosophy program intends to be included in as many relevant degree options as is appropriate.

Experiment with additional classroom space: Philosophy has just recently acquired the use of an additional classroom, allowing us to offer more sections of philosophy at high demand times. Thus far, the competition between sections has not diminished enrollment, but both competing sections fill to capacity. Indeed, our fill rates for Fall and Spring terms range from 98%-102%. This shows the high level of demand for philosophy courses, and warrants further experimentation with the additional space.

Develop additional online/hybrid course offerings (i.e., PHIL 110, 124, 126, 128, 140--see "goal #7): These additional means of offering our program courses give us greater flexibility and options so as to meet student needs in the midst of budget constraints.

Program's Threats

Budget cuts: our program was cut 24% for the Spring 2013 term. As a result, we taught a total of 11 sections that term. Should this last for more than a term or two, our program will certainly stagnate, if not decline. As of Fall 2013, we have been told to expect similar dismal offerings in Spring 2014. It is only because Dixon is now the chair of the curriculum committee, and therefore has significant reassigned time, that we are able to retain our lecturer pool at all. Even with that reassign "cushion," we have lost all but one lecturer for Spring terms, and his course offerings depend largely on the availability of additional sections from SWEM or EMEC. We were pleased to have finally found an excellent lecturer poised to take on regular adjunct responsibilities for our program, but we fear that we will lose him in the very near future solely as a result of our inability to offer him sections on a reliable basis. Our ability to offer a variety of courses in a variety of mediums and at a variety of times is thereby diminished. Given such drastic cuts, the total number of sections is diminished, but so too will be our ability to offer the specialty courses required for our AA degree(s). As a result, interest in and completion of our degree program will diminish.

Classroom space: Although we recently acquired an additional classroom, should we ever lose access to that room, our capacity for growth and our ability to satisfy student demand will be

stifled. We turn away scores of students every semester who wish to add our already-full sections. We have already begun experimenting with non-traditional time slots, and have met with success. It is an undeniable fact, however, that without additional classrooms, the program will never achieve its true potential

Technology replacement: It is important that our current equipment (desktop computers, laptops, classroom projectors, etc.) be replaced on a regular, continuing basis. The increased use of media resources (e.g., Internet video clips) requires fast computers with sufficient processing power. Without regular updates, technological failures or deficiencies will interfere with teaching, grading, SLO evaluation, etc.

Library resources: Access to the online resource JSTOR would allow numerous and varied primary resources to be used at will by students and instructors. The library has been generally effective at addressing our more urgent needs. We request only that this continues.

Support staff: This challenge is shared by all programs housed within the Social Sciences and Humanities Division. For all the sections our Division offers, we have only one full-time secretary to assist with record keeping, logistical tasks, faculty support, as well as student needs. To maintain efficiency and to continue to provide excellent service to students, we do not merely desire more support staff, we need it. The recent addition of part-time clerical support has helped, but it's essential that this position at least be maintained, if not upgraded to full-time.

Record-keeping: The task of preparing for courses, continually revising and improving course offerings, lecturing, mentoring, and grading, and participating in various clubs or committees all aimed at maintaining or improving the quality of education received at RHC is becoming considerably more difficult due to the exponentially increasing demands from SLOs, annual program plans, etc. In the last several years, instructors have been required to create, implement, record, and analyze course level SLOs and program level SLOs. Soon, institutional SLOs will be added to the mix. Program review has always been a significant task, but occurred only every few years. Now, program plans have been added as an annual task. These plans require data analysis from both SLOs as well as institutional information—all of which must be addressed in written reports. Simply put, instructors are being asked to do a lot more, and it is coming at the expense of classroom and program needs. The many hours spent preparing each report, assessing SLO reports, etc., are hours that could have been devoted to course preparation, timely grading, course revisions, club sponsorship, etc. It appears that the trend promises still more similar work in the future. The more that instructors are asked to do outside the classroom, the less time they have for the classroom. While recognizing the role of most of this for accreditation purposes, it would appear that either a reduced teaching load, or at least an increase in salary, is warranted.

Program's Accomplishments and Recommendations for Improvement

In brief, the PHIL program is strong. Because of its very rapid growth, it's difficult to ascertain any "typical" performance data, as what is "typical" is difficult to discern. We are still

experimenting with scheduling and course rotations, as well as with hybrid and online offerings. Nevertheless, we have two dedicated and skilled full-time instructors who are serious about growing and improving the program.

As mentioned above, retention rates for the program are high, and parallel the retention rates of the College. This demonstrates that we are keeping the students in our classes.

The overall quality of the program is visible by appealing to SLO assessment reports as well. Consider the following recently generated report summaries, in which all courses capable of assessment well exceed proficiency benchmarks:

PHIL 101:

SLO (1) assessed over 4 years = 75.6% proficient

SLO (2) assessed over 1 year = 86.4% (standard 1), 84.2% (standard 2)

PHIL 101H:

SLO (1) assessed over 2 sections = 92.3%

SLO (2) assessed over 7 sections = 95.3% proficiency on both standards

PHIL 110

SLO (1) assessed over 7 sections = 83.9% proficient

PHIL 112

SLO (1) assessed over 8 sections = 84% proficiency

PHIL 120

SLO (1) assessed over 15 sections = 77.2% proficiency

PHIL 124

SLO (1) assessed over 2 sections = 86.7%

PHIL 126

SLO (1) assessed once = 74.5% (standard 1), 87.2% (standard 2)

SLO (2) assessed once = 80.5% (standard 1), 78% (standard 2)

PHIL 128

SLO (1) assessed over 2 sections = 83.1% on both standards

PHIL 135

SLO (1) assessed over 3 sections = 84.3%

PHIL 140

SLO (1) assessed over 2 sections = 84.4% proficiency

Degree SLO (linked to PHIL 101 and PHIL 101H) assessed over 3 terms = 86.8% (standard 1) and 84.7% (standard two)

Observations: Overall, our outcomes are excellent, and exceed our benchmarks by a significant degree, in most cases. We had previously observed a slight downward trend in the average of our outcomes for our speciality courses, and thought it the result of increased student demand. In the past, students taking those courses did so primarily from an interest in the material, and in philosophy in general. With cuts at the CSU and UC system, RHC has many more students, fewer sections, and much greater demand for any section that will satisfy a humanities GE requirement. As such, we are seeing many more students taking these speciality courses who have no prior experience or preparation in philosophy, nor even any special interest. Not surprisingly, they tend to perform at a lower level than their more internally motivated peers. That downward trend has reversed, and though the cause is unclear at this moment, a related hypothesis offers itself: as a result of those CSU and UC cuts, more of those students are taking our classes. As a result, those students taking our speciality

courses are perhaps better prepared than previous pools. This remains only a hypothesis at this stage.

Program's Strategic Direction

Unfortunately, our strategic direction must (inevitably) be dictated by budget constraints. If our program is operating at our contractual minimum, we will have a different program than if we are in a season of growth, or even stability. Interest in our AA degree is consistent, and we anticipate that our AA-T degree will be even more popular. We would like to offer our speciality courses in such a way as to satisfy that demand, but if our offerings are so limited, we must consider that most of our students are not majors, but are rather taking our courses for GE credit. If we cater to that larger demographic, then our speciality (degree-serving) courses will be offered less often. We hope to continue to offer a variety of course types (i.e., online, hybrid, evening, etc.), but such decisions will also need to be made in the general context of our budget. Despite the increased interest in our courses, our lecturer pool has been all but eliminated, making growth out of the question--at least for now. So, ultimately our direction is one of survival until we can return to respectable levels of funding.

Program's Staff Development

We have usually had modest needs. Traditionally, our primary concern has been regular maintenance and upgrading of our classroom technologies (e.g., projectors, computers, etc.). The addition of a document camera ("Elmo") in at least one of our rooms would greatly enhance the teaching of certain courses (e.g., PHIL 112). The library has been helpful in acquiring books in our field for the past several years, and we hope that trend continues. Sufficient funds for the occasional purchase of subject-related DVDs is also necessary. Neither of our full-time faculty has had a sabbatical, and both of us have an interest. We are interested, of course, in the continuing possibility of sabbatical. The largest issue, of course, is the basic state of our budget. The loss of our lecturers, the loss of roughly 40% of all our sections over the last few years, and the possible loss of even the chance for overload (including summer courses) weighs heavily on the program, and impacts faculty morale.

Program Review - Additional Comments

Because of the overlap between Philosophy and Political Science due to PHIL 128/POLS 128 (Political Philosophy), Colin Young has been consulted during our review process. He helped to write the course, and has been active in its promotion amongst political science students.

Program Review - Executive Summary

Program Review - Response to the Executive Summary

Goal #1	Short term (1 year)	Corresponds with Institutional Goal	Status: in progress
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Description of Goal

Secure State approval of PHIL AA degree for transfer.

Evaluation of Goal

We are nearly finished with the paperwork for both the curriculum committee and State approval. Division approval for the degree has already been acquired.

Objective #1.1

Status: on hold

Complete and submit State paperwork for the PHIL AA degree for transfer.

Existing Resources

Expertise and efforts of Preston and Dixon, with input from Managers.

Goal #2	Short term (1 year)	Corresponds with Institutional Goal #	Status: complete
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Description of Goal

Offer cross-listed political philosophy course.

Evaluation of Goal

This was planned for, and first executed, in Spring 2010. The course has been offered twice now, and is a stable feature of our program.

Objective #2.1

Status: in progress

Complete course preparation and offer in Spring 2010.

Existing Resources

Library materials.

Goal #3 Long term (2-5 years) Corresponds with Institutional
Goal # 1

Status: complete

Description of Goal

Secure an additional philosophy classroom.

Evaluation of Goal

We have limited use of room A208, as well as occasional offerings at SWEC and now EMEC. Our sense (fueled, no doubt, by ever-present budget anxiety), however, is that our access to all of those additional spaces (SWEC, EMEC, and A208) is tenuous.

Objective #3.1

Status: in progress

Consultation with, and cooperation from, Division Dean.

Existing Resources

Room A208. Rooms at SWEC and EMEC.

Goal #4 # 1	Long term (2-5 years)	Corresponds with Institutional Goal	Status: on hold
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Description of Goal

Evaluate our current PHIL 135 course and determine whether we should: a) revise it such that it's repeatable for credit. 2) Replace it with a new "special topics" course. 3) Leave it as is, and address student repetition concerns by clever scheduling.

Evaluation of Goal

Dixon is researching the curriculum issues at stake due to repeatable course designations. This exploration is on-going as he becomes more informed of the broader curriculum concerns. We are also considering the creation of some additional courses as an alternative way to address this concern. It is likely that additional courses will be the solution given repeatability issues. But for the time being this Goal is tabled due to budget cuts and the inability to offer topics courses to meet changing students needs.

+Due to recent repeatability guidelines from the State, 135 cannot have a repeatable designation. We, however, are exploring a reenrollment option.

Objective #4.1	Status: in progress
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Dixon will continue consultation with the curriculum committee.

Goal #5 Goal # 9	Long term (2-5 years)	Corresponds with Institutional	Status: in progress
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Description of Goal

Secure a campus library subscription to JSTOR.

Evaluation of Goal

We are researching costs and subscription options in preparation for making an official resource request. The request has been submitted in previous plans, but we have not received any indication of its feasibility.

Objective #5.1

Status: in progress

Request JSTOR subscription from library, and provide rationale.

Impact of Objective on Other Programs, Units, and/or Areas

Impact on the Area: Academic Affairs

JSTOR is an expansive online collection covering many disciplines, and of use to most programs on campus.

Resources Needed: Additional Budget

Requested Item: Subscription to JSTOR

Required for How Long: Ongoing

Requested Amount: \$8,000.00

Description:

This is an approximate amount. Licensing fees vary.

Supporting Rationale

A JSTOR subscription provides a popular online resource used at most universities. It will benefit campus research, and familiarize students with a research tool they will likely use after transfer.

Goal #6 Long term (2-5 years) Corresponds with Institutional
Goal # 9

Status: in
progress

Description of Goal

Secure a document camera for at least one of our philosophy classrooms so that Dixon may more effectively teach his logic and critical thinking courses.

Evaluation of Goal

This request has been made every year, in every annual plan, for the past several , and we are awaiting any response, let alone confirmation.

Objective #6.1

Status: in progress

Submit request in program plan.

Resources Needed: Additional Technology

Technology Classification: Technology Related to Facilities (e.g., Smart Classrooms, etc.)

Requested Amount: \$400.00

Description:

Document camera for classroom use.

Reason:

Enable projection of non-electronic resources onto screen for classroom viewing.

Location: A208

New or Replacement: New Installation

Services Required: Electricity, Software Support

Goal #7	Short term (1 year)	Corresponds with Institutional Goal #	Status: complete
1			

Description of Goal

Secure division and campus approval for several additional classes: online/hybrid versions of PHIL 110, PHIL 124, PHIL 126, PHIL 128, and PHIL 140.

Evaluation of Goal

Division approval is secured, and we submitted all the necessary paperwork to the curriculum committee as of their first meeting (Fall 2013). The curriculum committee approved all of the

courses for DE at the 9-11-13 meeting.

Objective #7.1

Status: in progress

Secure division approval for those courses and complete the curriculum paperwork,

Existing Resources

Expertise and labor of Preston and Dixon.

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

- | Name | Role |
|-----------------|----------------|
| 1. Preston, Ted | Review Manager |
| 2. Dixon, Scott | Participant |
| 3. Young, Colin | Reviewer |