

**Program Review Report
2008-2009**

Department_____Philosophy_____

Recorder_____Doug Knapp_____

Participants____Doug Knapp, Sarah Heuer, Bob Victorin-Vangerud, Paul Fendos, and Don Allan

Please answer the questions and prompts on the Program Review Form in the following categories onto this form.

ALIGNMENT

Mission Statement: The mission of the Philosophy Department is to facilitate student learning in the problems and history of philosophy. This includes, among other things, the development of reasoning and critical thinking skills and the analysis of influential ethical theories and major philosophical theories of reality. In terms of content, symbolic logic is included in PHIL 1220 Logic, and this course meets MnTC Goal 4 requirements (math). At the same time we endeavor to expand beyond the scope of traditional courses in philosophy by offering courses in area studies.

Goals:

- a) Teach an understanding of the Problems of Philosophy
- b) Teach an understanding of the History of Philosophy
- c) Consider the central role of Philosophy with respect to the origins of knowledge in all respective disciplines (interdisciplinary connections)

The mission and goals of the philosophy department align very well with Inver's own mission to improve student understanding, help them lead purposeful lives, and appreciate lifelong learning. We also feel that we are aligned well with MnSCU's mission to enhance the quality of the lives of our students.

CURRICULUM

- 1) We have reviewed our curriculum and find that our offerings fit very well with neighboring institutions. Our courses are accepted by most of the institutions to which our students transfer.
- 2) See Departmental Curriculum Map, attached.

COURSE OUTLINES

We have reviewed our course outlines and elected to revise some of them. Course outlines will be submitted to the AASC in the fall of 2009. These revisions reflect changes of the student outcomes and topics for PHIL 1120 and PHIL 1112.

COURSE SYLLABI

We have examined course syllabi and found that they accurately reflect the common course outlines, allowing for faculty discretion for teaching methods, class procedures, assignments, and grading policy. The learning outcomes on the course outlines are on department syllabi.

Syllabi do not generally include MnTC competencies, and so the department will consider including these in future syllabi.

Syllabi include ADA, religious accommodation, and disability services statements. These statements show up on most but not all syllabi, so the department will work on better consistency with syllabi policies regarding student diversity.

ARTICULATION – Programs Only

N/A

INTERNAL PARTNERSHIPS

PHIL credits count as elective credits but are not required for any programs on campus.

ENROLLMENT

			2006	2007	2008
PHIL	1110	Intro to Phil	204.	197.	284.
PHIL	1112	Ethics	156.	231.	296.
PHIL	1120	Logic	126.	173.	198.
PHIL	1130	Envir Ethics	55.	80.	106.
PHIL	1135	Philosophy East & West			12.
PHIL	2201	Phil/Religion	73.	123.	99.

Philosophy department fill rates: FY2006: 74%; FY2007: 90%; FY2008 85%; FY2009: 78%

With respect to the philosophy department's ability to attract students to its courses, the department has demonstrated respectable work: from academic year 2003 through 2008, each philosophy course on average was filled to 82% capacity. Plus, a substantial majority of students succeeded in course completion.

STUDENT LEARNING

The department will use the fall 2009 departmental SAAP project to examine our effectiveness in teaching the outcomes in PHIL 1110 (Intro).

We have examined individual and department success/failure and withdraw rates and find that we are below college-wide averages. The percentage of students in PHIL courses

who earn Ds and Fs is 18.8% compared to the college-wide average of 21.6%. The percentage of students in PHIL courses who withdraw is 12.5% compared to the college-wide average of 14.32%.

STUDENT FEEDBACK ON TEACHING AND LEARNING

The philosophy department gives students assignments and feedback early in the term and provides students opportunities for revision when needed.

RESOURCES

We have reviewed library materials and requested additional resources be added to the collection, specifically in environmental ethics and philosophy of religion. Those additions have been made. We do not find deficiencies or errors on the Inver Hills web site.

COST ANALYSIS

The philosophy department’s costs are below the mean across Inver campus. We are above the mean for the metro community colleges. Since our costs are mainly tied to faculty salaries and our two UFT people are at the top of the pay schedule, that makes our delivery slightly more expensive than that of parallel institutions.

FACULTY

Sarah Heuer, M.S. Bioethics, has taught Introduction to Philosophy and Environmental Ethics at IHCC

Doug Knapp, M.A. and A.B.D. in Philosophy, full-time faculty member so has taught full range of courses

Bob Victorin-Vangerud, Ph.D. in Philosophy, has taught Ethics and Logic at IHCC

Paul Fendos, Ph.D. in China Studies, teaches East/West Philosophy at IHCC

Don Allan, M.A. Philosophy, has taught Introduction to Philosophy, Ethics, Logic, Philosophy of Religion, and East/West Philosophy

GOALS AND ACTION PLAN

SWOT Assessment

Category	Curriculum	Faculty/Personnel	Equipment/supplies
Level			
Strengths	We offer an appropriately wide array of offerings that introduce students to the well-accepted problems in history and philosophy and that are	The current faculty have a wide variety of expertise and therefore can cover the curriculum well.	

	transferable.		
Weaknesses	We think the range of offerings needs expansion.	Since the department relies so heavily on part time faculty, we have more faculty turn over than would be ideal for maintaining a strong program.	
Opportunities	We are considering the option of running a new course called Political Philosophy and will explore that option in the next year. We think we could expand the size of our offerings and fill those classes, and intend to explore these possibilities.	New UFT position to be here in the fall. More and more courses being offered online. Faculty exploring and using new technologies for course delivery.	
Threats	Underprepared students. Philosophy is traditionally a discussion-based field, which makes conversion to online more complicated.	Continued high turn-over and continued heavy reliance on part time faculty. Limited availability of online production software, such as Camtasia and Clickers. Faculty also have limited time to devote to training in new technologies.	

Action Plan

Complete current UFT hiring process		April 2009	Anne Johnson
Explore a second UFT line for 2010.	<ol style="list-style-type: none"> 1. Gather data about how much part time work is regularly offered. 2. Present findings to Anne Johnson regarding work available for new UFT position. 	Fall of 2009	Doug Knapp
Explore the potential for a new course:	<ol style="list-style-type: none"> 1. Investigate similar offerings at peer 	Fall 2009	Bob Victorin-Vangerud, Doug Knapp

Political Philosophy	<p>institutions.</p> <ol style="list-style-type: none"> 2. Develop course outline 3. Submit to AASC 	Fall 2010	
Explore renewal of critical thinking course.	<ol style="list-style-type: none"> 1. Examine course outline 2. Investigate similar offerings at peer institutions. 3. Examine scheduling history. 4. Revise course outline, if deemed necessary or appropriate. 5. Submit to AASC 	Fall 2010	
Explore A.A. emphasis	<ol style="list-style-type: none"> 1. Examine possibility of offering an A.A. emphasis in Philosophy. 2. Examine what's needed for freshman/sophomore philosophy majors at 4 year institutions. 	Fall 2010	department

Departmental Curriculum Map

Outcomes Courses	Communication	Critical Thinking	Civic Engagement	General Problems of Philosophy	History of Philosophy	Interdisciplinary Connections
<i>Logic</i>	Students learn to make better arguments	Informal logic in particular teaches students to think critically/analyze arguments		Inductive vs. deductive reasoning, fallacies		Broad application to science, good writing, etc.
<i>Environmental Ethics</i>	Students learn to articulate the relevant facts and form arguments		Use relevant examples from current events; bring in outside speakers	Ethics, do we have moral obligations to the environment, nature, and/or animals?	Knowledge of ethical theories, environmental perspectives	Broad interconnections to science, public policy, etc.
<i>Introduction to Philosophy</i>		Learn to think critically about different philosophical disciplines		Broad survey of the most important problems in philosophy	Historical emphasis	Interconnections with other disciplines; science, religion, etc.
<i>Philosophy of Religion</i>	Students learn to respectfully communicate with students of diverse backgrounds	Students learn to analyze arguments from many viewpoints	Outside speaker; visit religious sites	Does God exist? Why is there evil? Can we be good without God?	Considers historical viewpoints from a variety of sources	Religion/theology
<i>East/West Philosophy</i>	Discern the different styles of communicating from various	Analyze and consider alternative perspectives	Outside speaker; visit religious sites	How do different cultures answer the same questions?	Consider the origins of different perspectives	Global disciplines, cultural studies, religion, international

	cultures					studies
<i>Critical Thinking</i>	Emphasis on media analysis	Improves clarity of thought and writing	Outside speaker; relevant news articles			Media, politics, communications, logic
<i>Ethics</i>	Students learn to deliberate respectfully with one another	Students must examine competing viewpoints	Perhaps a service learning aspect; learn how to apply ethics to everyday situations, current events, and controversial topics	What is the good life? What does it mean to be good? Learn fundamental ethical theories	Examination of historical ethical theories, what matters morally	Broad interconnections to public policy, religion, theology, etc.

Create a chart which indicates which college-wide and departmental outcomes are taught and assessed in the courses in your department. Your departmental goals should reflect your departmental mission. You should list at least three goals, but can do more.