Program Review Year 2008 – 2009

Name of Program:

Liberal Arts: Philosophy Option

Program Review Team Members

Name	Title
Meredith Gunning, Ph.D.	**Associate Professor, Northern Essex Community College History, Government, Philosophy & Economics Dept**
James Gustafson, Ph.D.	**Professor Emeritus, Northern Essex Community College History, Government, Philosophy & Economics Dept**
Andrew Morse, M.A.	**Assistant Professor, Northern Essex Community College History, Government, Philosophy & Economics Dept**
Dan McGraw, Ed.D.	**Adjunct Instructor, Northern Essex Community College History, Government, Philosophy & Economics Dept**
Josef Velazquez, Ph.D.	**Assistant Professor, Stonehill College Philosophy Department**
Ruth A. Young, Ph.D.	**Professor, Northern Essex Community College Biology Department**
Amy Callahan, M.F.A.	**Associate Professor, Northern Essex Community College English Department**

DATE: March 27, 2009

SECTION ONE: PROGRAM

I. ACCREDITATION/ APPROVAL/ CERTIFICATION

A. Does the program have external (specialized) programmatic <u>accreditation</u>?

<div align="center">

Yes   _____   No   __<u>X</u>__

</div>

   IF NO, skip to I (B).

   IF YES, **please complete items 1 through 8 below**.

      1. What is the name of the programmatic accreditation agency?

      2. What is the current accreditation status of the program?

      3. What date was the last accreditation status awarded?

      4. What is the anticipated date of the next accreditation action?

      5. How often does the program file an official report with the accrediting agency?

      6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?

      7. What were the strengths and weaknesses of the program, as identified by the accreditation agency during the last accreditation activity? (*Base your response in this area to the citation of Standards.)*

      8. How has the program been revised to address the citations or recommendations?

2

B. Does the program have external (specialized) programmatic <u>approval or certification</u>?

Yes _____ No __X___

IF NO, skip to I (C).

IF YES, **please complete items 1 through 8 below**.

1. What is the name of the programmatic approval or certification agency?

2. What is the current approval or certification status of the program?

3. What date was the last approval or certification status awarded?

4. What is the anticipated date of the next approval or certification action?

5. How often does the program file an official report with the approving or certifying agency?

6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?

7. What were the strengths and weaknesses of the program, as identified by the approval or certification agency during the last approval or certification activity? (*Base your response in this area to the citation of Standards.)*

8. How has the program been revised to address the citations or recommendations?

C. Is there an external accrediting, certifying, or approval organization relevant to your program from which you are not currently receiving accreditation, approval or certification?

Yes _____   No   __X__

IF NO, skip to question II.

IF YES, **please complete items 1 through 3 below**.

    1. What is the name of this external organization?

    2. What status can your program receive from this organization?

Accreditation ___   Certification_____   Approval _____

    3. Are you intending to apply for accreditation, certification, or approval from this organization?

Yes _____   No _____

        IF NO, please explain, then go to question II.

        IF YES, **please complete items 4 through 7 below, then go to question II**

    4. Why are you intending to apply for accreditation, certification, or approval?

    5. When are you intending to apply and why?

    6. Are there any specific resources you will need when you go through the accreditation, certification, or approval process that you do not currently have? If yes, please describe.

    7. Please provide information about any additional questions, concerns, etc. you may have with respect to your intention to apply for accreditation, certification, or approval.

4

II. MISSION

A . The program's mission statement is as follows:

The mission of the Liberal Arts: Philosophy Option program at Northern Essex Community College is to prepare students by assisting them in the development of the skills and knowledge needed to lead reflective lives in contemporary society. Students will be able to use critical thinking skills to evaluate the historical development of human thought in diverse cultural contexts. They will be able to relate their analysis of philosophical texts to perennial issues in the human condition and their own lives. The program's courses are tailored so that students can successfully transfer their learning to the baccalaureate level.

B. Describe the process through which faculty developed the program mission.

The mission statement for the Liberal Arts: Philosophy Option program was developed through an initial draft which was subjected to collegial discussion and revision by the program review team and then by the Director of Academic Program Review and Assessment. The team met together in October 2008 and subsequently interacted electronically and individually with the coordinator of the program.

C. Describe how the program's mission statement is consistent with, or aligns with, the mission of the College.

The mission statement for the Liberal Arts: Philosophy Option program is a direct offshoot of the mission statement of Northern Essex Community College. The mission of the college is "to serve the people" of the community "as a caring and comprehensive center of educational excellence." The program offers students the skills that are a prerequisite for leading a productive life in any occupation. The courses offered in the program certainly "enhance the social, cultural and economic life" of the students and the surrounding region, enabling its graduates to conceive of and live a life that is reflective, critical, creative and constructive.

D. Describe how this program facilitates the accomplishment of the College's mission and core values.

In the area of **student engagement**, the Liberal Arts: Philosophy Option program exhibits the college's commitment to providing a diverse range of educational experiences which support student involvement. Philosophical reflection and learning is essential to any college's claim to equipping students to be constructive and critical citizens.
The program is committed to **collaborative relationships** throughout the college. Its students participate in learning communities, contemporary affairs programs, community outreach programs, and its courses fulfill requirements in other programs.
The program gives expression to the college's commitment to **personal and lifelong growth** of members of the college community. The courses of the program invite participants to **reflect critically** on their lives and make **lifelong commitments to the community and service**.
Through the program's philosophical commitment to discussion and debate, students learn that respect for the other is at the heart of any authentic life. Thus the core value of fostering **mutual respect** is placed center stage in philosophy courses.
As a corollary to the commitment to respect, the **diversity** of the community is appreciated and underscored in the program. In addition, students understand and commit themselves to the rationale for this recognition of diversity.
The college's commitment to **excellence** is a central value of the program. Students who succeed in philosophy courses of the program are equipped to contend with upper level courses at four-year institutions.

5

III. INSTITUTIONAL STRATEGIC PLAN

A. Describe how this program satisfies or is consistent with one or more of the College's institutional goals as defined in the Institutional Strategic Plan.

This Liberal Arts: Philosophy Option program supports strongly the strategic directions at the heart of the current (2008-2011) strategic plan. (i) The courses of the program encourage all students to be active learners, to take responsibility for their education, and to contribute to their growth in skills and knowledge. (ii) The program faculty members take seriously the responsibility to contribute to a healthy community. They are a resource that is consulted on issues regarding world religions and ethical decision-making. They are sought by student groups and by area institutions and colleges to speak on contemporary affairs. (iii) Just as faculty members take a strong leadership role in the classroom, so also they impart the responsibility for leadership to students by communicating the importance of developing a personal philosophy to live by. The faculty of the program understand the need to deploy resources intelligently and strategically, and work to strengthen the capacity of the college to maintain high performance. (iv) The Strategic Direction of diversity is one of the challenges to the program. While courses of the program advocate a multi-cultural approach to human thought, and lead students to view reality from a diversity of perspectives, students enrolling for the program have not been drawn from a very diverse pool. Nonetheless, all students are valued within the program and the highest standards are set for all students, irrespective of background. (v) Excellence is a standard that is set for both students and faculty alike. Faculty have worked to develop new and innovative courses, both in-class and online. Students have recognized this success, and take responsibility for their own need to attain high standards.

B. Describe how significant modification of this program would impact other programs at NECC.

Courses of the Liberal Arts: Philosophy Option program make a very positive contribution to the mission of Northern Essex Community College. In fact, without the presence of philosophy, it would be difficult to conceive of the college fulfilling its core value of personal enrichment for each student. Insofar as the college embraces a commitment to the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential, philosophical reflection is central to that task.

A modification of the Practical Logic (PHI 121) course would directly impact the Criminal Justice program, for which it serves as a required course. Practical Logic heightens a student's critical thinking abilities, enables the identification of fallacious reasoning, and helps in the assessment of arguments. It is a positive contribution to the Criminal Justice program, and would be a valuable requirement for all students of the college.

A closely related course, Introduction to Logic (PHI 120), is not offered frequently. There are good grounds for eliminating it from the catalog and replacing it with a course that would complement other programs and enhance the philosophy option program.

Through World Religions (REL 101) students develop a greater appreciation of the complexities of the systems of thought in the world through the study of the major religious traditions. This would also be a valuable requirement for all students of the college.

Introduction to Philosophy (PHI 101) is a requirement for the Liberal Arts: Psychology program.

The Liberal Arts: International Relations Option has a philosophy/religion elective, frequently satisfied by the world religions (REL 101) course.

A modification of the status of some of the program courses was recommended by some members of the program review team. A philosophy course should be considered as a requirement for the Liberal Arts: Political Science program. The development of philosophical thought has had a profound impact on political science. Students would understand better this contribution through a philosophy requirement, such as the History of Modern Philosophy (PHI 202) course.

Finally, a philosophy requirement would strengthen all programs in the college, especially all Liberal Arts programs. To graduate or transfer a student without having fulfilled a requirement in philosophy may show a lack of appreciation of the nature of the liberal arts and/or their importance for a generally well-rounded education. In order that all liberal arts options may continue to thrive, it is important that teaching in the philosophy be anchored by full-time faculty who can contribute to the academic programs of the college.

IV. PROGRAM POLICIES AND PROCEDURES

A. List any specific program policies and procedures, and comment on the rationale for any differences from institutional policies and procedures.

(Programs may need to develop specific policies and procedures related to the day-to-day operation of the specific program [e.g., to meet accreditation standards, to establish the parameters for clinical education experiences]. When there are specific program policies and procedures, these policies and procedures should be consistent with those of the institution. Differences between program-specific policies and institutional policies should be described within the context of the program.)

The Liberal Arts: Philosophy Option program does not have specific program policies or procedures that differ from institutional policies or procedures.

B. Describe the mechanism used to assure that all students in the program receive copies of current program-specific policies and procedures, relevant information about the program, and information about the institutional policies and procedures.

The Liberal Arts: Philosophy Option program operates within the policies of the College. Information about the program and institutional policies are disseminated through the regular advising process. The program coordinator is investigating the possibility of developing a webpage that could promote information regarding the program. It may be a weakness that the only information that students learn about the program is through the course descriptions of the college catalog.

C. Describe how the program defines "student success." (*For example, if the program facilitates student transfer, and students do indeed transfer, does this meet the program's definition of success?)*
Describe the program's policies, procedures and practices related to student success.

The Liberal Arts: Philosophy Option program defines "student success" both in tangible and non-tangible ways. In the first instance, success is achieved when one of three conditions is met: a student of the program graduates with an Associates degree from Northern Essex Community College; a student of the program graduates with an Associates degree and then transfers to a four-year college; or transfers to a four-year college prior to graduation. Of the thirteen students enrolled

7

in the program in academic year 2007-08, at least two students either graduated or transferred to a four-year college prior to graduation. In order to secure scholarships and financial aid at a four-year school, it is often necessary to transfer before graduation. Also, several students actively seek more challenging upper-level courses.

In the second instance, student success is indicated through the impact that philosophical thought and reflection has in a student's life. While this is not tangible, there is significant anecdotal evidence from alumni of the program that their course work has had a significant positive effect on their overall studies and on their life. Some alumni have also cited the recommendations from faculty of the program as instrumental in the success of their transfer to four-year institutions.

The Liberal Arts: Philosophy Option program has a high Positive College Outcome rate. This includes students who graduated from NECC, transferred to a four-year college before graduation, are still enrolled in the program, or who are still enrolled in any NECC program. For the three fall-to-fall cohorts from 2005, 2006, and 2007, the Positive College Outcome rate increased from 69% to 78%, comparing favorably with the college rate of about 60%.

According to data provided by the Office of Institutional Research, the overall fall-to-fall retention rate for the college from fall 2007- fall 2008 was 39% For the Liberal Arts: Philosophy Option program, the comparable rate was 67%.

During the three year period under review, from AY 2005-06 to AY 2007-08, the number of females in the program has been somewhat steady, numbering 6, 5, and 3. It is too soon to conclude that there is a downward trend. . For females the Positive College Outcome rate has fluctuated from 100% to 86% to 100% for the fall-to-fall cohorts from 2005, 2006, and 2007. Program retention of females in the fall-to-fall cohort from fall 2007 to fall 2008 was 100%, an improvement over previous years.

The number of males in the program has also been mostly consistent over the past three academic years, being 8, 7, and 10.   For the fall-to-fall cohort from fall 2007 to fall 2008, the program's retention rate for males was 57%; the Positive College Outcome rate was 71%.

SECTION TWO: STUDENTS

I. PROGRAM DEMAND, COMPLETION, AND RETENTION

A. Discuss how the program obtains data concerning student demand for the program. (**See completed <u>Chart 1</u> in Appendix 1.) Discuss how the data in Chart 1 was analyzed and interpreted.**

The Northern Essex Community College Office of Institutional Research and Planning provided data on student enrollment in the Liberal Arts: Philosophy Option program and on college enrollment in general.

The data from Chart 1 indicates a steady demand for the Liberal Arts: Philosophy Option program. In AY 2005-06, 7 students applied to the program, followed in 2006 and 2007 with three students respectively. While the number of first time freshmen who registered for the program has declined, the number of external transfers has remained consistent. Nevertheless, given that the numbers are small in absolute terms, it is difficult to draw significant conclusions beyond the fact that the total unduplicated enrollment for the program has been close to constant, averaging 13 across the three academic years represented. .

An important picture with regard to philosophy courses (as opposed to the program itself) can be drawn from other data. This data is significant because the philosophy program depends on students who have taken a philosophy course as its lifeblood. While students may enroll at the college specifically for a program such as Nursing or Criminal Justice, the philosophy depends on current students.

The fall 2007 Withdrawal Report offers a tentative view into the effect of withdrawals on philosophy courses in general, and by implication on the Liberal Arts: Philosophy Option program. 180 students or 53% of those who withdrew from a degree or certificate program at the college reported the program from which they had been enrolled. 12% of those students had been Liberal Arts students. While a total of 786 courses were dropped by students in the Fall 2007 term, only 1.3% of these were in philosophy courses. Thus, as a discipline, philosophy compares favorably with other disciplines at the college for retaining students.

Looking at data taken from the Fall 2008 enrollment update of the Office of Institutional Research and Planning, there emerges a picture of a strong demand for philosophy courses in the college. The 1020 credits generated by students taking philosophy or religion courses in the fall 2008 semester indicate a strong demand for philosophy courses by students at the college, regardless of whether they are enrolled in the program.

B. Discuss student program completion and transfer. (**See completed <u>Chart 2</u> in Appendix 1.)**

(If there are two or more consecutive years in which there are five (5) or fewer graduates from the program, describe the analysis conducted by faculty to determine the reason for this number of graduates. Include the action plan the faculty developed and implemented. Comment on the effectiveness of the action plan.)

The low number of students graduating from the program is in some measure an indication of the success of the program. Of the students in the fall-to-fall cohorts of 2006 and 2007, 23% and 11% respectively transferred to four-year colleges prior to graduation. While it would be desirable to graduate all students from the program, the stringent requirements regarding financial aid and scholarships determine that students often transfer before graduation. That students are ready to transfer before graduation indicates their desire to immerse themselves in an academic environment where a greater number of philosophy courses may be available.

C. Describe the demographic characteristics of students enrolled in program. (See completed Chart 3 in Appendix 1.)

The breakdown of gender distribution in the Liberal Arts: Philosophy Option program is treated in Section One, IV, C above.

With regard to ethnic diversity, the Liberal Arts: Philosophy Option program is less diverse than some other programs in the college. Given the number of students in the program, it is difficult to make conclusive inferences from the data. While as many as 22.9% of the students in fall 2008 college-wide were Hispanic and 3.4% were Black, non-Hispanic, all the students in the program were White, non-Hispanic. There has been chronic under-representation of minorities in the discipline of philosophy from undergraduate to professorial levels in the United States for some time. A 2000 report on the status of Hispanics in the profession by the American Philosophical Association found that only 2% of graduate students of philosophy are Hispanic and an even smaller percentage (1.3%) occupy faculty positions.

There is no direct data on the diversity of those who take philosophy courses, but are enrolled in other programs. Anecdotal evidence suggests that diversity in philosophy classes is representative of the diversity in the student body as a whole. Fewer philosophy courses are offered on the Lawrence campus, which has a more diverse population, with the notable exception of PHI 121, Practical Logic.

The Liberal Arts: Philosophy Option program is located on the Haverhill campus which has a 66% majority population. The majority population on the Lawrence campus is 44% with 55.6% being minority/unknown. While the Practical Logic course is taken by students of the Criminal Justice major at Lawrence, no elective philosophy courses are offered in Lawrence where the minority population is appreciably bigger.

As commented in other Program Review documents, such as the Liberal Arts: Journalism program, the basic reading and basic writing requirements may pose an obstacle to some students taking philosophy courses. The Program Review of the Liberal Arts program in spring 2006 identified the weak enrollment of minority students as an important concern and identified the need to draw on the research of Prof. Jorge Santiago to document accurately the reasons for enrollment disparities and possible strategies to ameliorate the situation. This research is ongoing.

D. Discuss student retention and positive college outcomes by student demographics. (See completed Chart 4 in Appendix 1.)

  1. Describe the program policies, procedures, and practices that are in place related to student retention. Discuss how are they implemented? Comment on their effectiveness.

The Liberal Arts: Philosophy Option program does not have specific policies, procedures or practices related to student retention that deviate from college practices. Through the advising process students are encouraged to take courses in a coherent sequence so that their education is progressive and builds upon previous achievements.

  2. Is there evidence that any segment of the student population has a higher attrition rate from this program? If so, what action has the program taken to address this phenomenon?

An encouraging aspect of this data is that for both males and females the program retention rate has been improving, and it exceeds considerably the rate in the college as a whole. Any suggestion regarding the better retention rates of females versus males would be speculation for which little data is available as evidence. As such, it is difficult to attribute causes to the phenomenon or to respond to it effectively.

10

SECTION THREE: CURRICULUM

I. CONTENT, ORGANIZATION, AND DEVELOPMENT PROCESSES

A. Describe the curriculum. *(You may use the same format used in the NECC Academic Catalog.)*

COURSE		Proficiency	Prerequisite
Number	**Name**		
ENG101	English Composition I	Basic Reading & Basic Writing	
ENG102	English Composition II	Basic Reading & Basic Writing	ENG 101
HIS111	Western Civilization I	College Reading & Basic Writing	
HIS112	Western Civilization II	College Reading & Basic Writing	
PHI101	Introduction to Philosophy	Basic Reading & Basic Writing	
PHI102	Basic Issues in Philosophy	Basic Reading & Basic Writing	
PHI121	Practical Logic	Basic Reading & Basic writing	
PHI110	Ethics	Basic Reading & Basic Writing	
PSY101	Introduction to Psychology	Basic Reading & Basic Writing	
REL101	World Religions	Basic Reading & Basic Writing	
	Electives:		
	3 Credits Behavioral Science		
	6 Credits Literature		
(MAT111 & MAT112) or MAT120 and higher	6/8 Credits: Contemporary Math I & Contemporary Math II OR College Algebra and higher	College Reading	
	8 Credits Science: Must be lab science		
	9 Credits Free electives: PHI recommended		

B. Discuss how the curriculum is an organized, sequential series of courses that progress from simple to complex learning.

PHI 101 (Introduction to Philosophy) is offered in multiple sections every semester. This is the most fundamental course and introduces students to the nature of philosophical reflection from early Greek philosophy to the current day. All students in the Liberal Arts: Philosophy Option program should take this course as their initial foray to philosophy. They are introduced to questions regarding human nature, the meaning of life, the nature of knowledge, the possibility of freedom, and what it means to be ethical.

After PHI 101 there is no determined sequence in which courses in the program must be taken. Some courses such as PHI 102 (Issues in Philosophy) are not offered on a regular basis. Indeed, some members of the program review committee have recommended folding the PHI 101 and PHI 102 courses together, dealing partly with theoretical approaches to philosophy and then applying these approaches to particular philosophical issues. There is much merit to this suggestion.

Students are encouraged to take PHI 110 (Ethics) as soon after PHI 101 as is feasible. This is a course which allows them to relate the philosophical skills which they acquire in the introductory course to ethical questions.

PHI 121 (Practical Logic) is a course in critical thinking from the perspective of the logical analysis of arguments. It is a requirement of the Criminal Justice program. Several sections are offered each semester, including in the Lawrence campus. This course progresses from an examination of concepts and definitions to recognizing informal fallacies and testing for argument validity. There is a definite development from more basic to more complex reasoning in the process.

PHI 120 (Introduction to Logic) is a more theoretical approach to logical thinking, examining the structure of deductive arguments and inductive methods of reasoning. As indicated above, it is infrequently offered, replicates much of the ground covered n PHI 121, and should perhaps be replaced with a course that complements the philosophy option program more directly.

PHI 204 (Philosophy through Film) builds upon the learning of PHI 101 and PHI 110 by presenting the treatment of many philosophical issues as they are depicted in movies. While it is not required to have taken any other course as a prerequisite to this course, students certainly benefit and can engage in a more complex analysis of ideas if they have successfully completed PHI 101 or PHI 110 before PHI 204. This course is offered in the spring semester of even numbered years.

PHI 206 (Existentialism) also builds upon philosophical themes first encountered in PHI 101. As such it is recommended that students have taken the introductory course before tackling existentialism. The philosophical writing of existentialist can be demanding and requires college level reading skills, and some prior acquaintance with philosophical approaches to thinking. PHI 206 is offered in the spring semester of odd numbered years.

Much of what has been said about PHI 206 also applies to PHI 202 (History of Modern Philosophy). This course is concerned with many of the philosophical concerns of the modern period. It may be advantageous to have taken a Western Civilization courses which treats this period in order to develop an appreciation of how the ideas of influential thinkers influences social and political events. The course features the writings of philosophers that are at once demanding and rewarding. It should not be taken without prior experience in a philosophy course. PHI 202 is offered in the fall semester of even numbered years.

PHI 201 (Early & Medieval Philosophy) is a study in the history of ideas. This course concentrates on the thought of Plato, Aristotle, Augustine and Aquinas, and the influence of their thought on Renaissance and modern thought. The course has not been offered at NECC for several years. It remains a weakness of the program that courses remain on the catalog that are not offered.

REL 101 (World Religions) has been the responsibility of the philosophy faculty. As a result, it is taught with an emphasis on the ideas of the major world religions and their impact on the world. It is an excellent complement to PHI 101 and PHI 110, and does not require prior philosophical experience.

While there is a definite development in ideas from simple to more complex between the 100 level and 200 level courses, it is not essential that the 200 level courses be taken in a particular order. Nevertheless, examining ideas in the sequence in which they impacted history may facilitate the students' best understanding of the world.

This program review process may facilitate the restructuring of the program courses, excising rarely offered courses, and renumbering the courses to reflect the historical development of ideas rather than the sequence in which the courses were accepted in the catalog.

C. Describe the curriculum development, review and revision processes used by the program to assure that the curriculum meets the needs of students and graduates. Include discussion of the mechanisms that allow input into these processes from (1) employers of program graduates and (2) schools to which students transfer (if applicable).

For the current program coordinator, this program review process represents the first opportunity to systematically examine the program curriculum, goals, outcomes, weaknesses, and successes. PHI 204 (Philosophy through Film) and PHI 206 (Existentialism) have been developed by the current program coordinator. They were reviewed by division administrators and submitted to the Dean, Academic Advising, Transfer, and Articulation. This ensured that curricula and syllabi were informative with clearly stated educational objectives and assessment of outcomes to be acceptable to four year colleges. The program coordinator had taught the relevant courses in four year colleges, and was acquainted with the likelihood of success. The input of external schools was not sought in advance. The perspective of employers was not sought because they are a disparate group of entities. From the point of view of employers, a well educated philosophy graduate is a great asset to a workforce. This value does not depend on any particular set of philosophy courses being taken by a particular student.

D. How does the curriculum contribute to the student accomplishing the institutional outcomes?

See the curriculum map attached to the Outcomes Assessment Plan in Section Five of this report. The institutional outcomes are clearly represented.

E. How does the curriculum contribute to the student accomplishing the program specific outcomes?

The curriculum of the Liberal Arts: Philosophy Option program satisfies the outcomes of the program to produce well rounded philosophy graduates, suitable for employment in many positions and qualified to transfer to four year colleges. The curriculum is tight, with little overlap of courses, and avoids redundancy in its offering. This helps students to accomplish the outcomes of the program in a timely manner.

SECTION FOUR: PROGRAM RESOURCES

I.   FACULTY

A. Discuss the number of faculty assigned to the program with respect to its adequacy to complete all activities associated with maintaining a high-quality educational program. (See completed <u>Chart 5(A), Chart 5(B), and Chart 5(C)</u> in Appendix 1.)

If the program holds specialized accreditation or approval, state the number of full-time faculty (or full-time equivalent faculty) required by the outside agency (_____NA_____). Write "NA" if not applicable.

The Liberal Arts: Philosophy Option program has one full-time faculty member and currently four part-time faculty members who regularly teach courses in the program.

Given the current program curriculum, the faculty assigned to the program is adequate. However, the health of the program is contingent on students who take the 100 level courses having a positive experience and enrolling in the program. Students taking courses with faculty who are available for consultation results in the best outcome in this regard. As such it is important that the program coordinator be available to teach sufficient 100 level courses to feed the program.

B. Indicate the percentage of faculty that are full-time, as well as the percentage of credit hours taught by full-time faculty. (See <u>Chart 5 (D)</u> in Appendix 1.)

There are no part-time faculty teaching in the Liberal Arts: Philosophy Option program. All non-full-time faculty are assigned to the Division of Continuing Education.

C. Discuss how the percentage of full-time faculty, both in terms of numbers and credit hours taught, impacts the program.

A significant percentage of philosophy courses are taught by non-full-time faculty. In at least one respect the program has benefitted from this dependence. A former full-time faculty member (Emeritus Professor of the college) teaches 9 credits in a typical semester, bringing a wealth of experience to the classroom. Complete retirement, so to speak, would be a great loss to the program. Some of the more recent additions to the non-full-time faculty are less well qualified in philosophy than the program coordinator or the Emeritus Professor above. The program coordinator has no input in this hiring and evaluation process. In addition, there is little opportunity for formal or informal discussion between faculty of the program. This implies that it is difficult to ensure that the objectives of the program are executed consistently. The program could be strengthened by increasing the percentage of courses taught by full-time faculty.

D. For each faculty member, document their credentials and professional activities. (See the copies of <u>Chart 6</u> in Appendix 1 completed for each faculty member [full, part-time, or DCE]).
(*Note: Each individual faculty member should complete his/her own chart and submit it to the Program Coordinator or designee.*)

Describe and summarize the credentials and the activities of program faculty with respect to maintaining their status as content experts and remaining current in their field of expertise.

The full-time faculty member of the program has a demanding teaching load. The College's system for promotion places great emphasis on service and teaching, and does not require, reward, nor reasonably allow full-time faculty to conduct research or participate in professional organizations, present at conferences, or engage in professional development in the content area. Attending any professional engagement involves finding another faculty member to cover classes or to ensure that

students engage in a corresponding time of productive work. Little value is placed on the benefit to the students or the College's professional environment through external professional engagement.

Some program faculty members are currently in graduate school earning the credentials which are necessary to teach college level philosophy classes. Others are qualified to teach in the program, but have a demanding part-time teaching schedule at the College and at other area institutions that it is difficult to dedicate much time to maintaining a professional life of research. In addition, given that continued employment at the college depends entirely on performance in the classroom, part-time faculty have little incentive to develop their professional engagement outside the College.

II. CLASSROOMS AND LABORATORIES

Discuss whether the program has classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning. (*How did the program coordinator/faculty make this decision?)*

The classrooms in the College are adequate to support the Liberal Arts: Philosophy Option program. Nevertheless, there are improvements which could be made. Recent renovations in the Spurk (C) building involved new desks in many classes. In some instances these prove to be an obstacle to the kind of discussion and engagement that is optimal in a philosophy class. They can be heavy and unwieldy, and so typically remain in "lecture" format. In addition, the class layout is sometimes an obstacle to students who need some physical accommodations. The onus for ensuring compliance is sometimes placed on faculty who may be coming directly from other classes in other buildings of the campus.

III. INSTRUCTIONAL TECHNOLOGY

Describe the instructional technology required to support the program's curriculum plan. Discuss whether the current instructional technology is of sufficient quality and quantity to provide an environment conducive to effective teaching and learning. *(How did the program coordinator/faculty make this decision?)*

While recent technological improvements are to be welcomed, they have not been adequate. The sound quality in some rooms makes it very difficult to facilitate multimedia presentations by faculty or students. The smart classrooms typically do not have Smartboard technology, but merely a computer connected to a projector. Given the current economic climate it is preferable to have consistency in all rooms rather than have some rooms with full Smartboard technology, and others with chalk technology alone. In addition, the sound available in many classrooms depends on the small speakers within the projector. These speakers are not adequate for the size of rooms in many buildings of the College.

The College has placed great emphasis on the development of distance learning alternatives for students. This appears to facilitate the schedules of many students. However, there are significant difficulties that should not be overlooked either. Distance Learning presupposes current computer facilities by faculty and students, and their connection to the internet by a high speed broadband connection. In addition, distance learning places a significant burden on faculty. The satisfactory teaching of an online course involves considerably more time than a face-to-face class. The office computers of faculty are not well suited to the task of online instruction. Finally, the recent migration from WebCT to Blackboard learning System CE involved the loss of several features that place greater administrative and preparation burdens on faculty.

15

IV. LIBRARY AND RELATED LEARNING RESOURCES

Discuss whether the program has access to library and related learning resources adequate to support the curriculum plan and to provide an environment conducive to effective teaching and learning. (*How does the program use the library and related learning resources in the implementation of the curriculum plan? Describe the process used by the program to determine the adequacy of library and related learning resources.)*

The library at NECC is accessible to students and faculty. The library staff have been consistently helpful and knowledgeable. Most philosophy faculty have not specifically taken advantage of the benefits of the library. Few courses have a library research component to them. It may be an advantage for students if faculty brought students to the library for a research orientation in advance of research on philosophy papers. Library databases are adequate to the task of general student research, but are not specialized to the subject matter. Interlibrary loans are available when needed.

V. FINANCIAL RESOURCES

Discuss whether the program's financial resources are adequate for the program to achieve its stated mission.

(How does the program coordinator/faculty participate in developing the program/department budget? How does the program coordinator/faculty participate in evaluating the adequacy of the budget to support effective teaching and learning?)

The Liberal Arts: Philosophy Option program is contained within the History, Government, Political Science, Philosophy and Economics department. It does not have a budget of its own. As such it has no financial resources to dedicate to developing the program, encouraging students to participate in undergraduate conferences, or for professional activities of the faculty.

VI. CONTENT EXPERTS

A. Does the program have an Advisory Committee?

<div align="center">

Yes   No   _X_

</div>

IF NO, skip to VI (B).

IF YES, **please complete items 1 through 5 below**.

    1. Insert the roster of Advisory Committee members.

    2. Report the schedule of meetings for the past three years, or as many as available if the Advisory Committee has been meeting for less than three years.

    3. Insert copies of the Advisory Committee minutes for the past three years. **(See Appendix 2.)**

4. Describe the input of the Advisory Committee experts on program outcomes.

5. Describe the usefulness of the Advisory Committee relative to anticipating changes and challenges that need to be met by the program.

NOW GO TO QUESTION VI (C).

B. Does the program have any plans to develop an Advisory Committee?

Yes   __X__   No   ____

IF NO, what is the program's rationale for this decision?

IF YES, **please detail below.**

The Liberal Arts: Philosophy Option program could benefit greatly from the continued input of members of the current Program Review team, especially those from outside the College. In addition, consultation with faculty from surrounding four year colleges would benefit the program, and the prospects of our students to transfer to strong programs.

NOW GO TO SECTION VI (C).

C. Does the program use content experts other than those represented in an Advisory Committee?

Yes   _____   No   _X_

IF NO, skip to Section Five.

IF YES, **please discuss below and then go to Section Five.**

SECTION FIVE: PROGRAM OUTCOMES

I. PROGRAM OUTCOME ASSESSMENT PLAN

A. Insert the Program Outcome Assessment Plan for the previous three years. (See Plan in Appendix 3.)

(If the program has participated in Program Outcomes Assessment for fewer than three years, please comment on the reason and insert the number of Program Outcome Assessment plans the program has completed.)

See the Program Outcome Assessment Plan in Appendix 3

B. How has the Program Review contributed to, supported, or confirmed the findings of the Program Outcome Assessment Plan activities?

The program review process has helped to deepen the awareness of faculty that all aspects of the curriculum must be oriented to fulfilling objectives of the program in a measurable fashion. The review confirmed that the courses of the Liberal Arts: Philosophy Option are challenging, but prepare students to undertake study at four year colleges, and equip students for employment in diverse occupations. The program review process also strengthened the conviction that some courses ought to be added to the program to strengthen, while others may be dropped from the catalog.

SECTION SIX: SUMMARY

I. CONCLUSIONS: PROGRAM STRENGTHS AND WEAKNESSES

A. List and describe the program's major strengths, based on information obtained in the Program Review. Cite evidence for each identified strength.

AREA OF STRENGTH	EVIDENCE
Graduation and transfer rates	The Liberal Arts: Philosophy Option program has strong graduation/transfer rates when compared with the College average. All philosophy courses of the program transfer to four year colleges.
Faculty credentials	Dedicated faculty, committed to teaching. See Chart 6.
Comprehensive content of courses	Within the limited number of courses in the program, many philosophical topics are presented to students.
Clear learning objectives that are assessable	See attached Outcomes and Curriculum map
Strong Distance Learning offerings	PHI 101, PHI 110, PHI 121, and REL 101 are offered online.

B. List and describe the program's weaknesses or areas in which improvement is desirable, based on information obtained in the Program Review. Cite evidence for each identified weakness or area for improvement.

WEAKNESS OR AREA FOR IMPROVEMENT	EVIDENCE
Heavy dependence on non-full-time faculty	See Chart 5 (C) & (D) below.
Low number of upper level courses available.	Only three upper level courses are offered regularly.
Lack of data on success of students in four year colleges	A problem shared with all transfers and graduates of the College, since there are few opportunities to follow up with transfer students
Lack of communication between philosophy instructors	There are no separate meetings of those faculty who teach philosophy exclusively. Thus, no shared teaching methodology or curriculum for the same courses.
Availability of non-full-time faculty for consultation	Only full-time faculty are obliged to advise and hold office hours.
Low minority enrollment	While many minority students take philosophy courses, there is not sufficient diversity in the program.
Low number of upper level philosophy courses	There are only three regularly taught upper-level philosophy courses.
Need for additional full-time faculty	See Chart 5
Need for full Smartboard rooms	Classroom equipment needs to stay abreast of contemporary expectations.

Dissemination of program information	Course descriptions need to be updated to include non-technical language. Additional full-time faculty would help to communicate mission of program in advising.
Lack of budget	See page 16.
Lack of advisory board	See page 17.

II. ACTION PLAN

For each identified weakness or area in which improvement is desirable, submit an Action Plan. *(When designing the Action Plan, a suggested plan would include the elements of Process Management using a Plan-Do-Study-Act (PDSA) cycle.) (Note: Add as many of the following tables as necessary.)*

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Dependence on non-full-time faculty	Hire additional full-time faculty member	Dean Sue Grolnic	N/A	
Analysis: The current economic climate is not conducive to the hiring of an additional full-time faculty member. The availability of part-time faculty provides the appearance of flexibility and adaptability to seasonal fluctuations in course enrollment. Nonetheless, as in all disciplines, students are not well served by the growing dependence on part-time faculty to teach courses.				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Low number of upper level courses offered	Consult with advisory group on most	Meredith Gunning, Program Coordinator	AY 09-10	

	desirable courses to offer			

Analysis:

The program will be strengthened with the possibility of additional upper level courses. However, the sole full-time faculty member cannot teach all upper level course and provide the gateway to increasing the number of students in the program. An addition full-time faculty member would help to distribute this burden. It is recommended to drop PHI 102 (Issues in Philosophy) and develop a course on political philosophy. This approach to philosophy is proving very successful in the Learning Community in Spring 2009. Given the significant numbers of students in the nursing program, it would also be desirable to develop a course in Health Care Ethics that would become a requirement for nursing students.

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Lack of formal communication between philosophy instructors	Meet at least once a semester	Meredith Gunning, Program Coordinator	Fall 09	

Analysis:

One possible solution is for part-time instructors to share office space with the full-time faculty member. In this way the office conditions of the full-time faculty would be improved, and there would be greater opportunity for collaboration with part-time faculty.

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Low enrollment of minorities	Offer more courses in Lawrence	Dean Sue Grolnic	Ongoing	
	Draw on research of Prof. Jorge Santiago on minority enrollment	Program Coordinator	Fall 2009	
	Work more closely with Developmental faculty to assure	Program Coordinator	Ongoing	

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
				students transition successfully to credit courses

Analysis:

With a higher percentage of minority students in the Lawrence campus, a greater availability of philosophy courses there may result in a more representative balance within the program.

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Lack of data on preparedness/success of students in four year colleges	Must be tackled as a college-wide problem	Senior administrators	Ongoing	Anecdotal evidence suggests very great success of many transfer students.

Analysis:

This is a college-wide weakness. Strategies must be developed to track students as they graduate or transfer to four year colleges. Nevertheless, one of the missions and believed successes of the college is to prepare students for further education in four year colleges.

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Poor dissemination of program information	Refine course descriptions and develop website to highlight offerings.	Meredith Gunning, Program Coordinator	Fall 09	

Analysis:

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Lack of advisory	Convene	Meredith Gunning,	Spring	

23

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
board	program review team as Advisory Board	Program Coordinator	'10	

Analysis:

The expertise of the advisory board should not be lost. Remain in informal contact with members as an advisory board. Develop deeper contact with faculty at area colleges and invite appropriate candidate to serve on advisory board. Invite alumni of program to serve.

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Lack of budget	Request funding to develop resources	Dean Sue Grolnic	Spring '09	

Analysis:

Liberal Arts: Philosophy Option operates within department of History, Government, Political Science, Philosophy, and Economics. Nevertheless there are specific needs of the philosophy program, such as resources to develop brochures and a website.

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Need for full Smartboard teaching rooms	Purchase Smart technology	Dean Sue Grolnic	Ongoing	

Analysis:

In the current economic climate there may not be adequate resources to improve the Smart technology in all teaching rooms. However, effort must still be made to improve the sound quality in every room.

III. RESOURCES REQUESTED

Complete the following chart, including quotes from vendors, diagrams for requested space, and draft postings as appropriate. *(Note: Add rows, increase row height, etc., as needed.)*

1. EQUIPMENT				
Item	Justification	Vendor (include contact information)	Cost	Date Needed
2 Computers	The computer equipment for the full-time faculty is somewhat outdated for rapid access to the internet and especially for timely refresh of online course discussion boards	Dell Computers	$2500	Sept 09
2. PERSONNEL				
Position (identify as faculty, staff, etc.)	Justification	Credentials/area of content expertise related to curriculum	Salary	Date Needed
Full-time faculty	In order to strengthen the program it is essential to have an extra full-time faculty member to teach a share of 100 level courses and feed the growth of students for upper level courses.	Ph.D. in philosophy or world religions	$55,000 including benefits	Sept '10

25

3. SPACE				
Type of space requested	Justification	Description (include square feet, construction requirements, e.g., plumbing, electricity, data ports)	Cost	Date Needed
1 office	As the personnel grows it would be optimal to have full-time faculty share their office with adjuncts of philosophy. This would increase discourse and understanding between faculty teaching the same courses.	14*14. Internet link essential		Sept '10

PROGRAM:	Liberal Arts: Philosophy Option

Submits this Program Review document in fulfillment of the NECC requirements for a comprehensive and systemic review of each academic program.

Individual Responsible for Completing the Program Review	
Name: Meredith Gunning, Ph.D.	Title: Associate Professor
Signature:	Date: April 15, 2009
Program Coordinator	
Name: As above	
Signature:	Date:
Department Chair (if appropriate)	
Name:	Title:
Signature:	Date:
Assistant Dean/Director	
Name: Elizabeth Wilcoxson, Ph.D.	Title: Assistant Dean
Signature:	Date:
Dean of Division	
Name: Sue Grolnic, Ed.D.	Title: Dean
Signature:	Date:

APPENDICES

Liberal Arts: Philosophy Option - 0143

__Chart 1. Student Demand__

	AY 2005-2006	AY 2006-2007	AY 2007-2008	3 Year Average
Total Applications	7	3	3	4
First Time Freshmen who registered	4	2	1	2
External Transfers who registered	1	1	1	1
Internal Transfers who registered	0	0	0	0
Readmitted Students who registered	0	0	1	0
Total Students new to program	5	3	3	4
Total Unduplicated Enrollment	14	12	13	13

__Chart 2. Program Completion/Student Transfer__

	AY 2005-2006	AY 2006-2007	AY 2007-2008	3 Year Average
Program Graduates	0	1	1	1
Students who transfer prior to graduation from program (multiple years out)	3	3	1	N/A

__Chart 3. Student Demographics__

		Asian	Black	Hispanic	Native American/ Native Alaskan	White	Non-Resident Alien	Unknown	Total	Minority Percentage (unprorated)
AY 2005-2006	Male	0	0	0	0	7	0	1	8	0%
	Female	0	0	0	0	6	0	0	6	0%
	Total	0	0	0	0	13	0	1	14	0%
AY 2006-2007	Male	0	0	0	0	6	0	1	7	0%
	Female	0	0	0	0	5	0	0	5	0%
	Total	0	0	0	0	11	0	1	12	0%
AY 2007-2008	Male	0	0	0	0	9	0	1	10	0%
	Female	0	0	0	0	3	0	0	3	0%
	Total	0	0	0	0	12	0	1	13	0%

Liberal Arts: Philosophy Option - 0143

<u>**Chart 4. Fall to Fall Retention**</u>
  * Program Retention = (Graduated from This Program + Still Enrolled in This Program)/Fall Cohort
** Positive College Outcome = (Total Graduates + Total Active)/Fall Cohort

ALL						
	Fall 2005-Fall 2006		Fall 2006-Fall 2007		Fall 2007-Fall 2008	
	#	%	#	%	#	%
FALL COHORT	**13**	**-**	**13**	**-**	**9**	**-**
GRADUATES						
Graduated from This Program *	0	0%	1	8%	0	0%
Graduated from Any Other Program	0	0%	0	0%	0	0%
TOTAL Graduates **	**0**	**0%**	**1**	**8%**	**0**	**0%**
Graduated from This Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	**0**	**0%**	**0**	**0%**	**0**	**0%**
Graduated from this Program and Enrolled in Another NECC Program	0	0%	1	8%	0	0%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who Enrolled in Another NECC Program	**0**	**0%**	**1**	**8%**	**0**	**0%**
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	**0**	**0%**	**0**	**0%**	**0**	**0%**
NON-GRADUATES - ACTIVE						
Transferred to 4-Year	0	0%	3	23%	1	11%
Still Enrolled in This Program *	6	46%	5	38%	6	67%
Still Enrolled, but in Another NECC Program	3	23%	1	8%	0	0%
TOTAL Active **	**9**	**69%**	**9**	**69%**	**7**	**78%**
Inactive - Did not graduate or transfer and they are not enrolled at NECC						
TOTAL Inactive	**4**	**31%**	**3**	**23%**	**2**	**22%**
Program Retention	**6**	**46%**	**6**	**46%**	**6**	**67%**
Positive College Outcome	**9**	**69%**	**10**	**77%**	**7**	**78%**

Liberal Arts: Philosophy Option - 0143

MINORITY (H, I, A, B)

	Fall 2005-Fall 2006		Fall 2006-Fall 2007		Fall 2007-Fall 2008	
	#	%	#	%	#	%
FALL COHORT	**0**	**-**	**0**	**-**	**0**	**-**
GRADUATES						
Graduated from This Program *	0	0%	0	0%	0	0%
Graduated from Any Other Program	0	0%	0	0%	0	0%
TOTAL Graduates **	**0**	**0%**	**0**	**0%**	**0**	**0%**
Graduated from This Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	**0**	**0%**	**0**	**0%**	**0**	**0%**
Graduated from this Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who Enrolled in Another NECC Program	**0**	**0%**	**0**	**0%**	**0**	**0%**
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	**0**	**0%**	**0**	**0%**	**0**	**0%**
NON-GRADUATES - ACTIVE						
Transferred to 4-Year	0	0%	0	0%	0	0%
Still Enrolled in This Program *	0	0%	0	0%	0	0%
Still Enrolled, but in Another NECC Program	0	0%	0	0%	0	0%
TOTAL Active **	**0**	**0%**	**0**	**0%**	**0**	**0%**
Inactive - Did not graduate or transfer and they are not enrolled at NECC						
TOTAL Inactive	**0**	**0%**	**0**	**0%**	**0**	**0%**
Program Retention	**0**	**0%**	**0**	**0%**	**0**	**0%**
Positive College Outcome	**0**	**0%**	**0**	**0%**	**0**	**0%**

Liberal Arts: Philosophy Option - 0143

	Fall 2005-Fall 2006		Fall 2006-Fall 2007		Fall 2007-Fall 2008	
	#	%	#	%	#	%
FALL COHORT	**12**	**-**	**12**	**-**	**8**	**-**
GRADUATES						
Graduated from This Program *	0	0%	1	8%	0	0%
Graduated from Any Other Program	0	0%	0	0%	0	0%
TOTAL Graduates **	**0**	**0%**	**1**	**8%**	**0**	**0%**
Graduated from This Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	**0**	**0%**	**0**	**0%**	**0**	**0%**
Graduated from this Program and Enrolled in Another NECC Program	0	0%	1	8%	0	0%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who Enrolled in Another NECC Program	**0**	**0%**	**1**	**8%**	**0**	**0%**
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	**0**	**0%**	**0**	**0%**	**0**	**0%**
NON-GRADUATES - ACTIVE						
Transferred to 4-Year	0	0%	2	15%	1	11%
Still Enrolled in This Program *	6	46%	5	38%	6	67%
Still Enrolled, but in Another NECC Program	3	23%	1	8%	0	0%
TOTAL Active **	**9**	**69%**	**8**	**62%**	**7**	**78%**
Inactive - Did not graduate or transfer and they are not enrolled at NECC						
TOTAL Inactive	**3**	**23%**	**3**	**23%**	**1**	**11%**
Program Retention	**6**	**50%**	**6**	**50%**	**6**	**75%**
Positive College Outcome	**9**	**75%**	**9**	**75%**	**7**	**88%**

Liberal Arts: Philosophy Option - 0143

FEMALE

	Fall 2005-Fall 2006		Fall 2006-Fall 2007		Fall 2007-Fall 2008	
	#	%	#	%	#	%
FALL COHORT	**6**	**-**	**7**	**-**	**2**	**-**
GRADUATES						
Graduated from This Program *	0	0%	1	8%	0	0%
Graduated from Any Other Program	0	0%	0	0%	0	0%
**TOTAL Graduates ** **	**0**	**0%**	**1**	**8%**	**0**	**0%**
Graduated from This Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	**0**	**0%**	**0**	**0%**	**0**	**0%**
Graduated from this Program and Enrolled in Another NECC Program	0	0%	1	8%	0	0%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who Enrolled in Another NECC Program	**0**	**0%**	**1**	**8%**	**0**	**0%**
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	**0**	**0%**	**0**	**0%**	**0**	**0%**
NON-GRADUATES - ACTIVE						
Transferred to 4-Year	0	0%	2	15%	0	0%
Still Enrolled in This Program *	5	38%	2	15%	2	22%
Still Enrolled, but in Another NECC Program	1	8%	1	8%	0	0%
**TOTAL Active ** **	**6**	**46%**	**5**	**38%**	**2**	**22%**
Inactive - Did not graduate or transfer and they are not enrolled at NECC						
TOTAL Inactive	**0**	**0%**	**1**	**8%**	**0**	**0%**
Program Retention	**5**	**83%**	**3**	**43%**	**2**	**100%**
Positive College Outcome	**6**	**100%**	**6**	**86%**	**2**	**100%**

Liberal Arts: Philosophy Option - 0143

	Fall 2005-Fall 2006		Fall 2006-Fall 2007		Fall 2007-Fall 2008	
	#	%	#	%	#	%
FALL COHORT	**7**	-	**6**	-	**7**	-
GRADUATES						
Graduated from This Program *	0	0%	0	0%	0	0%
Graduated from Any Other Program	0	0%	0	0%	0	0%
TOTAL Graduates **	**0**	**0%**	**0**	**0%**	**0**	**0%**
Graduated from This Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	**0**	**0%**	**0**	**0%**	**0**	**0%**
Graduated from this Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who Enrolled in Another NECC Program	**0**	**0%**	**0**	**0%**	**0**	**0%**
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	**0**	**0%**	**0**	**0%**	**0**	**0%**
NON-GRADUATES - ACTIVE						
Transferred to 4-Year	0	0%	1	8%	1	11%
Still Enrolled in This Program *	1	8%	3	23%	4	44%
Still Enrolled, but in Another NECC Program	2	15%	0	0%	0	0%
TOTAL Active **	**3**	**23%**	**4**	**31%**	**5**	**56%**
Inactive - Did not graduate or transfer and they are not enrolled at NECC						
TOTAL Inactive	**4**	**31%**	**2**	**15%**	**2**	**22%**
Program Retention	**1**	**14%**	**3**	**50%**	**4**	**57%**
Positive College Outcome	**3**	**43%**	**4**	**67%**	**5**	**71%**

APPENDIX 1

CHARTS 1 – 6

PART II: Sample Faculty Resources Charts 5 A –D

ACADEMIC PROGRAM REVIEW

CHART 5 (A), (B), (C), (D): FACULTY
RESOURCES

5(A). FULL-TIME
FACULTY

FULL-TIME FACULTY		CREDIT HOURS					
		S09		F08		S08	
Name	**Rank**	Taught	Adjustment	Taught	Adjustment	Taught	Adjustment
Meredith Gunning	Associate Professor	15		12	3	15	

CHART 5 (A), (B), (C), (D) : FACULTY RESOURCES

5(B). PART-TIME FACULTY

PART-TIME FACULTY	CREDIT HOURS					
	S09		F08		S08	
Name	Taught	Adjustment	Taught	Adjustment	Taught	Adjustment

CHART 5 (A), (B), (C), (D): FACULTY RESOURCES

5(C). DCE FACULTY

DCE FACULTY	CREDIT HOURS		
	S09	F08	S08
Name	Taught	Taught	Taught
James W. Gustafson	9	6	9
Donald E. LeBlanc	3	3	3
Elizabeth L. Casanave	6	6	6
Meredith Gunning		3	3
John Dustin Rollins	6	3	
Daniel P. McGraw	3	6	6
Elizabeth L. Casanave	3	3	3
Donald A. Yost	3		

ACADEMIC PROGRAM REVIEW
CHART 5 (A), (B), (C), (D): FACULTY RESOURCES

CHART 5 (D): COMPARISONS BETWEEN FULL-TIME AND NON-FULL-TIME FACULTY (PART-TIME AND DCE):
OVERALL NUMBERS AND CREDIT HOURS TAUGHT

TERM	# FULL-TIME FACULTY (FTF)	# CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH)	# OF NON-FULL-TIME FACULTY (NFTF)	# CREDIT HOURS TAUGHT BY NON-FULL-TIME FACULTY (NFTCH)	TOTAL # OF FACULTY (FTF + NFTF) (TF)	TOTAL # CREDIT HOURS TAUGHT by FTF + NFTF (TCH)		PERCENTAGE OF FACULTY THAT ARE FULL-TIME (FTF / TF)	PERCENTAGE OF CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH / TCH)
SPRING 2009	1	15	7	33	8	48		12.5%	31.25%
FALL 2008	1	15	6	27	7	42		14.2%	35.7%
SPRING 2008	1	18	6	27	6	45		16.6%	40%

33

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Meredith Gunning					
Current Academic Rank:		Associate Professor	Tenure Status	Tenured [ ]	Not Tenured [X]

Academic Degrees:

Bachelor Degree BA [X] BS [ ]		Concentration:	History, Political Science, Christianity and Culture		
Institution Granting Degree:					
Masters Degree: Concentration:	MA [X] Philosophy	MS [ ]	MEd [ ]	MBA [ ]	MPH [ ]	Other :
Institution Granting Degree		Fordham University			
Doctorate: Concentration:		PhD [X] Philosophy	EdD [ ]	JD [ ]	Other:
Institution Granting Degree		Fordham University			

Certifications

Type	Issuing Agency	Date

Membership in Professional Organizations	Awards
American Philosophical Association	

Publications (relevant to teaching responsibilities)	Presentations (relevant to teaching responsibilities)
	Wacology: Writing as an Instrument of Learning in Philosophy Courses, April 16, 2009
	WAC isn't Whacky, March 26, 2009
	Oxymoronic Philosophy: Ethics and Politics, April 11, 2008
	Ethics and the Environment, April 11, 2007

CHART 6 (CONTINUED)

NAME:		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
Completed doctoral studies	Fordham University	Feb 2006
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		

I have continued to be involved in professional development at NECC, including making presentations at College-wide Professional Development workshops.

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Lizzie Linn Casanave					
Current Academic Rank:	Adjunct Instructor	Tenure Status		Tenured [ ]	Not Tenured [x]

Academic Degrees:

Bachelor Degree BA [x] BS [ ]		Concentration:		Philosophy/Religion	
Institution Granting Degree:		Principia College			
Masters Degree: Concentration:	MA [x]	MS [ ]	MEd [ ]	MBA [ ]	MPH [ ] Other :
Institution Granting Degree		UMass, Boston			
Doctorate: Concentration:		PhD [ ]	EdD [ ]	JD [ ]	Other:
Institution Granting Degree					

Certifications		
Type	**Issuing Agency**	**Date**

Membership in Professional Organizations	Awards

Publications (relevant to teaching responsibilities)	Presentations (relevant to teaching responsibilities)

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: James Gustafson					
Current Academic Rank: Professor Emeritus			Tenure Status-Retired	Tenured [x]	Not Tenured []
Academic Degrees:					
Bachelor Degree BA [x] BS [ ]		Concentration:	Philosophy (Major) Greek (Minor)		
Institution Granting Degree:			Wheaton College		
Masters Degree: Concentration:Theology	MA [ ]	MS [ ]	MEd [ ]	MBA [ ]	MPH [ ]	Other [x] :M. Div.
Institution Granting Degree			Fuller Theological Seminary		
Doctorate: Concentration:Philosophy		PhD [x]	EdD [ ]	JD [ ]	Other:
Institution Granting Degree			Boston University		

Certifications		
Type	**Issuing Agency**	**Date**

Membership in Professional Organizations	Awards

Publications (relevant to teaching responsibilities)	Presentations (relevant to teaching responsibilities)

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Donald LeBlanc				
Current Academic Rank:Instructor/Part-time		Tenure Status	Tenured [ ]	Not Tenured [x]

Academic Degrees:

Bachelor Degree BA [x] BS [ ]		Concentration:Liberal Arts/Sociology			
Institution Granting Degree:		Northeastern University			
Masters Degree: Concentration:Philosophy	MA [ ]	MS [ ]	MEd [ ]	MBA [ ]	MPH [ ] Other :Ph.B
Institution Granting Degree		Catholic University of Louvain, Belgium			
Doctorate: Concentration:Philosophy/Phenomenology		PhD [ ]	EdD [ ]	JD [ ]	Other:Ph.L
Institution Granting Degree		Catholic University of Louvain, Belgium			

Certifications		
Type	**Issuing Agency**	**Date**

Membership in Professional Organizations	**Awards**
American Philosophical Association	

Publications (relevant to teaching responsibilities)	**Presentations (relevant to teaching responsibilities)**

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Dan McGraw

Current Academic Rank:	adjunct	Tenure Status	Tenured [ ]	Not Tenured [c]

Academic Degrees:

Bachelor Degree BA [X] BS [ ]	Concentration:	Theology		
Institution Granting Degree:	University of Notre Dame			

Masters Degree: Concentration:	MA [ ]	MS [ ]	MEd [x] Counseling Pysch	MBA [ ]	MPH [ ]	Other
Institution Granting Degree	Boston University					

Doctorate: Concentration: Humanistic Education and Human Services	PhD [ ]	EdD [X]	JD [ ]	Other:
Institution Granting Degree	Boston University			

Certifications

Type	Issuing Agency	Date
none	none	

Membership in Professional Organizations	Awards
none	none

Publications (relevant to teaching responsibilities)	Presentations (relevant to teaching responsibilities)
none	none

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Dustin Rollins					
Current Academic Rank:			Tenure Status	Tenured [ ]	Not Tenured [x]

Academic Degrees:

Bachelor Degree BA [x] BS [ ]		Concentration:		Liberal Arts		
Institution Granting Degree:			St. John's College, Santa Fe			
Masters Degree: Concentration:	MA [x] (May,09') Philosophy	MS [ ]	MEd [ ]	MBA [ ]	MPH [ ]	Other
Institution Granting Degree			Boston College			
Doctorate: Concentration:		PhD [ ]	EdD [ ]	JD [ ]	Other:	
Institution Granting Degree						

Certifications		
Type	**Issuing Agency**	**Date**

Membership in Professional Organizations	Awards
SPEP	

Publications (relevant to teaching responsibilities)	Presentations (relevant to teaching responsibilities)
	On Kiergaard's Conception of the Tragic Hero. (Boston College)

CHART 6 (CONTINUED)

NAME:		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
Profession Development Workshop: "Creating a Community of Learners"	North Shore Community College	01/09-06/09
Ciriculum Development Seminar	Boston College	09/08
Teaching Assistant Guidelines and Instruction Workshop	Boston College	02/08
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		

I regularly attend all of the professional developent activities/opportunities at both of the schools where I work. These include workshops on technology integration, student centered learning, and expanding ciriculum to focus on global literacy.
Also, I plan to attend the professional development day on March, 26th.

Ocassionally, I will go to BC if they are offering something particularly interesting. The graduate student conference is soon ('On Education'), and I intend to participate in the activities.

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Donald A Yost					
Current Academic Rank:	Adjunct Faculty		Tenure Status	Tenured [ ]	Not Tenured [X]

Academic Degrees:					
Bachelor Degree BA [X] BS [ ]		Concentration:	Philosophy of Religion		
Institution Granting Degree:		Colorado State University			
Masters Degree: Concentration: Theology	MA [X]	MS [ ]	MEd [ ]	MBA [ ]	MPH [ ] Other
Institution Granting Degree		Xavier University			
Doctorate: Concentration:		PhD [ ]	EdD [ ]	JD [ ]	Other:
Institution Granting Degree					

Certifications		
Type	**Issuing Agency**	**Date**

Membership in Professional Organizations	**Awards**
American Academy of Religion	Panera Rising Above Teacher Award
Greater Cincinnati Advocates for Darfur	Xavier University Theology Scholarship
	Cincinnati Archdiocese Teaching Fellowship

Publications (relevant to teaching responsibilities)	**Presentations (relevant to teaching responsibilities)**
	"Compassionate Social Action" University of Cincinnati, OH
	"Genocide, Religion and Darfur" Archdiocese of Cincinnati, OH, Madisonville
	"Empathy and Nonviolence" 4 Days for Darfur, Cincinnati, OH

CHART 6 (CONTINUED)

NAME: Donald A Yost

Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)

Type	Sponsoring Agency	Date
Advanced Placement Training – Cross Curricular Social Studies and English	Advanced Placement	2005

Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.

APPENDIX 3

OUTCOMES AND ASSESSMENT PLAN

Outcomes Assessment Plan – Liberal Arts: Philosophy Option

Introduction

(i) Names and Titles of the outcomes assessment team members:

Meredith Gunning, Ph.D.	Associate Professor, Northern Essex Community College History, Government, Philosophy & Economics Dept
James Gustafson, Ph.D.	Professor Emeritus, Northern Essex Community College History, Government, Philosophy & Economics Dept
Andrew Morse, M.A.	Assistant Professor, Northern Essex Community College History, Government, Philosophy & Economics Dept
Dan McGraw, Ed.D.	Adjunct Instructor, Northern Essex Community College History, Government, Philosophy & Economics Dept
Josef Velazquez, Ph.D.	Assistant Professor, Stonehill College Philosophy Department
Ruth A. Young, Ph.D.	Professor, Northern Essex Community College Biology Department
Amy Callahan, M.F.A.	Associate Professor, Northern Essex Community College English Department

(ii) Constituencies represented by each team member:

Meredith Gunning, program full-time member
James Gustafson, emeritus professor, program CDE faculty member
Andrew Morse, full-time faculty from department, but from another discipline
Dan McGraw, CDE program faculty member
Josef Velazquez, full-time faculty from a selective four-year college
Ruth A. Young, full-time faculty member from anther division
Amy Callahan, full-time faculty member from another program within the Liberal Arts division

(iii) Description of Process

The Liberal Arts: Philosophy Option program began to develop its assessment plan in 2005-06 in anticipation of the Program Review process. This was a collaboration between Meredith Gunning, the program coordinator, and Ellen Wentland, Director of Academic Program Review and Assessment. Members of the program review team commented on that plan and helped to shape its final form.

Development of Program Mission Statement

(i) The mission statement of Northern Essex Community College:

> The mission of Northern Essex Community College is to serve the people of the Greater Merrimack Valley as a caring and comprehensive center of educational excellence that offers high quality, affordable adult and post secondary education through the Associate Degree level, as well as a broad range of occupational programs and community services which enhance the social, cultural and economic life of the region.

(ii) The mission statement of the Liberal Arts: Philosophy Option:

> The mission of the Liberal Arts: Philosophy Option Program at Northern Essex Community College is to prepare students by assisting them in the development of the skills and knowledge needed to lead reflective lives in contemporary society. Students will be able to use critical thinking skills to evaluate the historical development of human thought in diverse cultural contexts. They will be able to relate their analysis of philosophical texts to perennial issues in the human condition and their own lives. The program's courses are tailored so that students can successfully transfer their learning to the baccalaureate level.

(iii) Process used to develop the mission statement:

The first draft of the mission statement for the Liberal Arts: Philosophy Option program was developed by Meredith Gunning. It was discussed by, revised and agreed upon by the program review team, the Assistant Dean and the Director of Academic Program Review and Assessment.

(iv) Alignment of program mission statement with NECC mission statement

The mission statement for the Liberal Arts: Philosophy Option program is a direct offshoot of the mission statement of Northern Essex Community College. The mission of the college is "to serve the people" of the community "as a caring and comprehensive center of educational excellence." The program offers students the skills that are a prerequisite for leading a productive life in any occupation. The courses offered in the program certainly "enhance the social, cultural and economic life" of the students and the surrounding region, enabling its graduates to conceive of and live a life that is reflective, critical, creative and constructive.

In the area of **student engagement**, the Liberal Arts: Philosophy Option program exhibits the college's commitment to providing a diverse range of educational experiences which support student involvement. Philosophical reflection and learning is essential to any college's claim to equipping students to be constructive and critical citizens.

The program is committed to **collaborative relationships** throughout the college. Its students participate in learning communities, contemporary affairs programs, community outreach programs, and its courses fulfill requirements in other programs.

The program gives expression to the college's commitment to **personal and lifelong growth** of members of the college community. The courses of the program invite participants to **reflect critically** on their lives and make **lifelong commitments to the community and service**.

Through the program's philosophical commitment to discussion and debate, students learn that respect for the other is at the heart of any authentic life. Thus the core value of fostering **mutual respect** is placed center stage in philosophy courses.

As a corollary to the commitment to respect, the **diversity** of the community is appreciated and underscored in the program. In addition, students understand and commit themselves to the rationale for this recognition of diversity.

The college's commitment to **excellence** is a central value of the program. Students who succeed in philosophy courses of the program are equipped to contend with upper level courses at four-year institutions.

Development of Program Objectives and Learning Outcomes

(i) Process to develop program objectives and learning outcomes

The Liberal Arts: Philosophy Option program objectives were developed in tandem with the learning outcomes during the Fall 2005 to Spring 2006 academic year. The coordinator of the program met with various faculty members and collaboratively developed the objectives. Input was also sought from some off-campus philosophy professors. The objectives reflect College-wide and Liberal Arts program objectives as well as objectives specific to the discipline of philosophy.

The outcomes of the Liberal Arts: Philosophy Option program were established by the program coordinator in consultation with the Director of Program Review and Assessment and fellow department members.

(ii) Alignment of program objectives with program mission, and alignment of outcomes with objectives

The outcomes directly with the program's mission to prepare students for further study towards a bachelor's degree in philosophy by providing the core requirements of many philosophy programs, that is, a broad based introduction to philosophy, a course in logic, and a course in ethical thought, supplemented by historical and thematic courses in philosophical thought. These courses transfer to many four-year colleges and majors in philosophy. The outcomes are derived directly from the objectives.

(iii) College-wide competencies in objectives and outcomes

The critical thinking, writing, and computer fluency competencies are addressed by the first three objectives, and their outcomes. Please see attached outcomes and curriculum map (Appendix 1).

Report of Current Assessments

Current assessments for all courses are adequate and appropriate. See outcomes and assessment map (Appendix 2).

Outcomes Assessment Schedule

Please see attached proposed outcomes assessment schedule (Appendix 3).

PROGRAM MISSION STATEMENT:

	PROGRAM OBJECTIVES The objectives of the Liberal Arts Philosophy Option include to assist students in the development of:		ASSOCIATED LEARNING OUTCOMES The graduating student will be able to:	COM-PETENCY AD-DRESSED *	PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOME*														
					English Comp I	English Comp II	Western Civilization I	Western Civilization II	Introduction to Philosophy	Issues in Philosophy	Practical Logic	Ethics	Introduction to Psychology	World Religions	Behavioral Science Elective	Literature Electives	Math Electives	Natural Science Electives	Free Electives (Philosophy Recommended)
1	Effective written and oral communication skills	1	Produce clear and well organized writing that responds appropriately to an assignment using standard American English	W	X	X	X	X	X	X	X	X	X	X	X	X		**BIO108, 111,112, 117, 215, ERS125**	**X,** in PHI202, 203
		2	Produce clear and well organized oral reports that respond appropriately to an assignment using standard American English				**X,** in some sections	**X,** in some sections	**X,** in some sections	**X,** in some sections	**X,** in some sections							**BIO117, ERS125**	
		3	Employ basic philosophical vocabulary						X	X	X	X								**X,** in PHI202, 203

1

PROGRAM OBJECTIVES The objectives of the Liberal Arts Philosophy Option include to assist students in the development of:		ASSOCIATED LEARNING OUTCOMES The graduating student will be able to:		COM-PETENCY AD-DRESSED *	English Comp I	English Comp II	Western Civilization I	Western Civilization II	Introduction to Philosophy	Issues in Philosophy	Practical Logic	Ethics	Introduction to Psychology	World Religions	Behavioral Science Elective	Literature Electives	Math Electives	Natural Science Electives	Free Electives (Philosophy Recommended)
2	Critical thinking skills	1	Effectively research information relevant to a topic of inquiry	CR	X	X	X, in most sections	X, in most sections	X, in most sections	X, in most sections		X	X	X	X	X		BIO108, 111,112, 117, 215, ERS 125	X, in PHI202, 203
		2	Evaluate and analyze the evidence and data relevant to a topic of inquiry	CR	X	X	X	X	X	X	X, in some sections	X	X	X	X	X	X	X	X, in PHI202, 203
		3	Develop a hypothesis or thesis and test or support it by applying logical, scientific, or quantitative reasoning	CR	X	X	X, in most sections	X, in most sections	X	X		X		X		X	X	X	X, in PHI202, 203

	PROGRAM OBJECTIVES The objectives of the Liberal Arts Philosophy Option include to assist students in the development of:		ASSOCIATED LEARNING OUTCOMES The graduating student will be able to:	COM-PETENCY AD-DRESSED *	English Comp I	English Comp II	Western Civilization I	Western Civilization II	Introduction to Philosophy	Issues in Philosophy	Practical Logic	Ethics	Introduction to Psychology	World Religions	Behavioral Science Elective	Literature Electives	Math Electives	Natural Science Electives	Free Electives (Philosophy Recommended)
3	Computer fluency skills	1		CO			**X,** in online sections	**X,** in online sections	**X,** in some sections	**X,** in some sections								**X in online sections**	**X,** in PHI202, 203
		2	Use word processing software	CO, W	**X**	**X**	**X,** in some sections	**X,** in some sections	**X,** in some sections	**X,** in some sections	**X**	**X**	**X**	**X**	**X**	**X**		**BIO108, 111, 112, 117, 215, ERS125**	**X,** in PHI202, 203
		3	Use the Internet and the Web and evaluate its content	CO, CR	**X**		**X,** in some sections	**X,** in some sections	**X,** in some sections	**X,** in some sections	**X,** in some sections	**X,** but not evaluating sources	**X**	**X,** but not evaluating sources	**X**			**online courses/ sections and BIO 108, 111,112, 117, 215 and ERS125**	**X,** in PHI202, 203

3

PROGRAM OBJECTIVES The objectives of the Liberal Arts Philosophy Option include to assist students in the development of:		ASSOCIATED LEARNING OUTCOMES The graduating student will be able to:	COM-PETENCY AD-DRESSED *	English Comp I	English Comp II	Western Civilization I	Western Civilization II	Introduction to Philosophy	Issues in Philosophy	Practical Logic	Ethics	Introduction to Psychology	World Religions	Behavioral Science Elective	Literature Electives	Math Electives	Natural Science Electives	Free Electives (Philosophy Recommended)
	4	Explain ethical issues relating to information technology	CO	X, but not security				X, in online sections	X, in online sections	X	X						X, but only CHM110	X

4

PROGRAM OBJECTIVES The objectives of the Liberal Arts Philosophy Option include to assist students in the development of:		ASSOCIATED LEARNING OUTCOMES The graduating student will be able to:	COM-PETENCY AD-DRESSED *	English Comp I	English Comp II	Western Civilization I	Western Civilization II	Introduction to Philosophy	Issues in Philosophy	Practical Logic	Ethics	Introduction to Psychology	World Religions	Behavioral Science Elective	Literature Electives	Math Electives	Natural Science Electives	Free Electives (Philosophy Recommended)
4	Knowledge concerning each of the broad areas of the Liberal Arts and the interconnectedness of these areas	1 Describe the major foci, concepts, principles, and theories of each of the broad areas of the Liberal Arts including Humanities, Natural Sciences, Mathematics, and Social Sciences	W	X, for writing	X, for writing	X, for social science	X, for social science	X, for humanities	X, for humanities	X, for humanities	X, for humanities	X	X, for humanities	X	X, for humanities	X	X, for natural science	X, for humanities in PHI202, 203
		2 Articulate the interconnectedness of the various Liberal Arts areas--particularly their relation to Philosophy--and discuss selected topics from the multiple perspectives afforded by these areas	W, CR			X	X	X, to some extent	X, to some extent	X, in some sections	X		X				X, but only ERS125	X, in PHI202, 203

5

PROGRAM OBJECTIVES — The objectives of the Liberal Arts Philosophy Option include to assist students in the development of:		ASSOCIATED LEARNING OUTCOMES — The graduating student will be able to:	COM-PETENCY AD-DRESSED *	English Comp I	English Comp II	Western Civilization I	Western Civilization II	Introduction to Philosophy	Issues in Philosophy	Practical Logic	Ethics	Introduction to Psychology	World Religions	Behavioral Science Elective	Literature Electives	Math Electives	Natural Science Electives	Free Electives (Philosophy Recommended)
5	Knowledge concerning diverse values and ethical responsibilities in a pluralistic culture	1 Identify differing values in a pluralistic culture and articulate how these values affect identity formation, behavior, and decision-making		X	X	X	X	X	X	X, in some sections	X		X		X		**BIO117 and ERS125**	**X,** in PHI202, 203
		2 Explain what it means to have ethical responsiblities in a pluralistic culture and how to apply them, including in both their personal and public lives		X	X			X	X	X, in some sections	X		X		X		**BIO117 and ERS125**	**X,** in PHI202, 203
6	Creative thinking and behavior as well as knowledge concerning the creative process	1 Demonstrate creativity (thinking and acting in new, different, and imaginative ways)		X	X	X, in some sections	X, in some sections	X, in some sections	X, in some sections	X, in some sections	X	X	X	X	X			**X,** in PHI202, 203
		2 Analyze the creative process and works of various thinkers or artists		X	X	X, in some sections	X, in some sections	X	X	X, in some sections	X	X	X	X	X			**X,** in PHI202, 203

PROGRAM OBJECTIVES The objectives of the Liberal Arts Philosophy Option include to assist students in the development of:		ASSOCIATED LEARNING OUTCOMES The graduating student will be able to:	COM-PETENCY AD-DRESSED *	English Comp I	English Comp II	Western Civilization I	Western Civilization II	Introduction to Philosophy	Issues in Philosophy	Practical Logic	Ethics	Introduction to Psychology	World Religions	Behavioral Science Elective	Literature Electives	Math Electives	Natural Science Electives	Free Electives (Philosophy Recommended)
7	Knowledge and skills related to Philosophy	1	Compare and contrast major areas of philosophy, such as philosophy of human nature, ethics, social and political philosophy, metaphysics, epistemology, and logic						X	X		X							**X,** in PHI202, 203
		2	Analyze the positions of traditionally important philosophers, from Plato onwards, and explain why they are deemed worthy of attention today				**X,** in some sections	**X,** in some sections	X	X	**X,** in some sections	X		X					**X,** in PHI202
		3	Examine significant philosophical questions--such as "what is reality?" "how should I live?" or "what can I know?"--and developments in their treatment throughout the history of philosophy						X	X		X		X					**X,** in PHI202, 203

PROGRAM OBJECTIVES The objectives of the Liberal Arts Philosophy Option include to assist students in the development of:		ASSOCIATED LEARNING OUTCOMES The graduating student will be able to:	COM-PETENCY AD-DRESSED *	English Comp I	English Comp II	Western Civilization I	Western Civilization II	Introduction to Philosophy	Issues in Philosophy	Practical Logic	Ethics	Introduction to Psychology	World Religions	Behavioral Science Elective	Literature Electives	Math Electives	Natural Science Electives	Free Electives (Philosophy Recommended)
	4	Assess the strengths and weaknesses of positions and methods--such as idealism or realism, egoism or altruism--that arose in response to principal philosophical questions						X	X	X, in some sections	X							X

Ke * CR = Critical thinking; W = Writing; CO = Computer Fluency

Outcomes and Assessments Map - Liberal Arts: Philosophy Option Program

PROGRAM MISSION STATEMENT: The mission of the Liberal Arts: Philosophy Option Program at Northern Essex Community College is to prepare students by assisting them in the development of the skills and knowledge neede to lead reflective lives in contemporary society. Students will be able to use critical thinking skills to evaluate the historical development of human thought in diverse cultural contexts. They will be able to relate their analysis of philosophical texts to perennila issues in the human condition and their won lives. The program's courses are tailored so that students can successfully transfer their learning to the baccalaureate level.

OBJECTIVES		ASSOCIATED LEARNING OUTCOMES		ASSESSMENT METHOD(S) ALREADY IN PLACE AND WHERE (e.g., in which courses or other curricular experiences such as practicum's, internships, etc.)
The objectives of the Liberal Arts: Philosophy Option Program include to assist students in the development of:		The graduating student will be able to:		
1	Effective written and oral communication skills	LO1	Produce clear and well organized writing that responds appropriately to an assignment using standard American English.	Midterm and final papers in all philosophy courses, including World Religions. Journal entries and discussion boards
		LO2	Produce clear and well organized oral reports that respond appropriately to an assignment using standard American English.	Periodic organized debates in PHI 110 (Ethics)
		LO3	Employ basic philosophical vocabulary.	Midterm and final papers in all philosophy courses, including World Religions. Online quizzes also assess facility with philosophical vocabulary
2	Critical thinking skills	LO1	Effectively research information relevant to a topic of inquiry.	Final term papers
		LO2	Evaluate and analyze the evidence and data relevant to a topic of inquiry.	All readings in philosophical courses demand evaluation and analysis of evidence and data
		LO3	Develop a hypothesis or thesis and test or support it by applying logical, scientific, or quantitative reasoning.	Midterm and final paper topics in all philosophy courses. Development of debate and discussion positions
3	Computer fluency skills	LO1	Demonstate basic computer skills, including directory, folder, and file creation and management as well as the use of various input, storage, and output devices.	Not explicitly assesses, but presumed for proper storage, retrieval, and submission of term papers. Particularly required for Online courses
		LO2	Use word processing software.	Required for submission of all term papers
		LO3	Use the Internet and the Web and evaluate its content.	Online research often leads students to trust dubious sources. Students encouraged to maintain sceptical position toward online material and required to cite all sources.
		LO4	Explain ethical issues relating to information technology.	All course syllabi outline ethical requirements regarding use of school property, online sources, and appropriate use of information technology
4	Knowledge concerning each of the broad areas of the Liberal Arts and	LO1	Describe the major foci, concepts, principles, and theories of each of the broad areas of the Liberal Arts including Humanities, Natural Sciences, Mathematics, and Social Sciences.	Students will show relationship of philosophy to other disciplines as it relates to topics covered in term papers.

OBJECTIVES		ASSOCIATED LEARNING OUTCOMES	ASSESSMENT METHOD(S) ALREADY IN PLACE AND WHERE (e.g., in which courses or other curricular experiences such as practicum's, internships, etc.)
The objectives of the Liberal Arts: Philosophy Option Program include to assist students in the development of:		**The graduating student will be able to:**	
	the interconnectedness of these areas	LO2 Articulate the interconnectedness of the various Liberal Arts areas--particularly their relation to Philosophy--and discuss selected topics from the multiple perspectives afforded by these areas.	Term papers and journal submissions will connect with other Liberal Arts areas as relevant. Students will draw on learning from other disciplines to support philosophical positions.
5	Knowledge concerning diverse values and ethical responsibilities in a pluralistic culture	LO1 Identify differing values in a pluralistic culture and articulate how these values affect identity formation, behavior, and decision-making.	Class discussion, term papers, final comprehensive examinations and journal submissions assess if students make connections between their values and those of the broader culture and the values of different historical periods.
		LO2 Explain what it means to have ethical responsiblities in a pluralistic culture and how to apply them, including in both their personal and public lives.	Students will show in their class discussions, journal entries, discussion board posting and term papers their understanding of the responsibilities of persons and institutions in contemporary pluralist culture.
6	Creative thinking and behavior as well as knowledge concerning the creative process	LO1 Demonstrate creativity (thinking and acting in new, different, and imaginative ways).	Students display their creativity in their development of a personal philosophy of life that builds upon their study. It is articulated in journal submissions, discussion board postings, and term papers
		LO2 Analyze the creative process and works of various thinkers or artists.	Assessed through term papers and final cumulative examination
		LO3 Analyse creative works and narratives as a means to communicating important philosophical ideas	In ethics courses and Philosophy of Film students will display through class discussion and written submissions (journal submission, discussion boards, term papers and final exams) an understanding of the ability of visual images, narratives and stories to commuicate an important issues without having adopting a particular position on the issue.
7	Knowledge and skills related to Philosophy	LO1 Compare and contrast major areas of philosophy, such as philosophy of human nature, ethics, social and political philosophy, metaphysics, epistemology, and logic.	In historical courses (Modern Philosophy, Existentialism) students exhibit relationship between conceptions of human nature and ethical thinking, and the implications for social and political philosophy through term papers and final exam primarily. In ethics courses students show relationship to other aspects of philosophical thinking through term paper. In practical logic students are assessed using quizzes and examinations that draw from current affairs and other areas of philosophy.

OBJECTIVES		ASSOCIATED LEARNING OUTCOMES	ASSESSMENT METHOD(S) ALREADY IN PLACE AND WHERE (e.g., in which courses or other curricular experiences such as practicum's, internships, etc.)
The objectives of the Liberal Arts: Philosophy Option Program include to assist students in the development of:		The graduating student will be able to:	
	LO2	Analyze the positions of traditionally important philosophers, from Plato onwards, and explain why they are deemed worthy of attention today. Students will learn that some texts have endured through time, speaking to new generations with a new voice.	Several courses (Modern Philosophy, Existentialism, Ethics, Introduction to Philosophy, Issues in Philosophy) use contemporary figures as a means to consider the relevance of historical figures. For example, Nietzsche critiquing Socrates in the Apology or the Crito, or reflecting on The Bacchae, Cornel West's treatment of figures like Dewey or Emerson. Learning is assessed through term papers and class discussion.
	LO3	Examine significant philosophical questions--such as "what is reality?" "how should I live?" or "what can I know?"--and developments in their treatment throughout the history of philosophy.	Through thorough discussion and writing about Socrates' dictum "The unexamined life is not worth living" students are invited to reflect on these serious philosophical topics and to develop their own position in reaction to their reading of original sources and their treatment throughout history. Learning is assessed through term papers, journal submissions, discussion boards, and class discussion.
	LO4	Assess the strengths and weaknesses of positions and methods--such as idealism or realism, egoism or altruism--that arose in response to principal philosophical questions.	Students are challenged to find strengths and weaknesses in significant approaches to philosophical questions in the canon. Students build upon their criticisms and construct their own philosophical positions. Assessed through term papers, journal submissions, discussion boards, and final examination.

Learning Outcomes Assessment Schedule

Program: Liberal Arts: Philosophy Option

Date: April 17, 2009

Program Learning Objectives	Academic Years			Assessment Measures
	2008 -09	2009 -10	2010 -11	
#1 LO1	X	X	X	Written papers & examination
#1 LO2	X	X	X	Class discussions and organized debates
#1 LO3	X	X	X	Written papers, online discussions, class participation, final examinations, quizzes
#2 LO1	X	X	X	Written papers and debates
#2 LO2	X	X	X	Written discussions and papers
#2 LO3	X	X	X	Written papers
#3 LO2	X	X	X	Written papers and journals
#3 LO3	X	X	X	Written papers and debates
#3 LO4	X	X	X	Paper submissions in online courses
#4 LO1	X	X	X	Written papers connecting humanities to philosophy
#4 LO2	X	X	X	Written papers in some sections
#5 LO1	X	X	X	Class discussions, written papers
#5 LO2	X	X	X	Class discussions and debates, written papers (some sections)
#6 LO1	X	X	X	Class discussions and written papers
#6 LO2	X	X	X	Written papers (some sections)
#7 LO1	X	X	X	Written papers and examination (not in practical logic)
#7 LO2	X	X	X	Written papers, class discussions and examination
#7 LO3	X	X	X	Written papers, class discussions, online discussions, journals, and examination
#7 LO4	X	X	X	Written papers, class discussions, online discussions, journals, and examination