



Comprehensive Program Review and Analysis (6 year review)

Social Sciences

Philosophy

March 1, 2013

Frank C. C. Young

In consultation with the Social Scientists: Jessica Einhorn, Jessica Kaven, Lezlee Ware, Paul Roscelli, Alison Field, Michael Stanford, Bob Lee, & Sondra Saterfield.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement, ...

The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved, ...

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

Program Title Philosophy **Date Submitted** March 1, 2013

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: Frank C. C. Young (FT) and James Upton (PT)

2. Contact Person (include e-mail and telephone): Frank C. C. Young (youngf@smccd.edu)

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty Frank C. C. Young **PT Faculty FTE** James Upton **FT Classified** none

PT Classified (hrs/wk) none **Volunteers** none **Student Workers** none

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The goal of the philosophy department is to expose students to the different philosophical ideas from different cultures. We are the only campus in this District who has adopted this Multi-cultural approach. For too long the study of philosophy has confined itself to the West, any ideas from the East or the Far East have been considered as religion or at the most spiritual studies. Our program is designed for students who want to major in philosophy or transfer to other colleges. Our offerings will facilitate the completion of the lower courses requirement, and at the same time make them aware that the West has no exclusive rights to decide what philosophy is about, especially in the 21st century. The courses we offered are to design for those students who want to transfer or to simply for self-improvement. The bottom line is that we are teaching the students to become aware and familiar with the basic concepts and principles of philosophy in major cultural traditions and prepare them for transfer and to adapt and adjust themselves within this diverse society.

C. Program Student Learning Outcomes

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.

Tool: <https://sanmateo.tracdat.com/tracdat/>



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Reflections:

- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

All nine SLOs are linked with PLO. Students will be able to understand and analyze philosophical concepts and theories. To be successful in each course SLOs, students must be able to evaluate the fundamental theories and apply their critical thinking skills on the concepts of different philosophers from selected different major cultural traditions.

Course: Philosophy 100

SLOS: 1. Students are expected to learn the essential positions and concepts of different philosophical theories of different traditions.

2. Students are expected to explain and discuss the various ideas and concepts in class discussion and/or essays

3. Students are expected to relate the traditional theories to the present society.

4. Students are expected to learn and analyze the philosophical arguments. Course: Philosophy 103

SLOS: 1. Students will be able to see the difference between argument and explanation; different types of argument; evaluation of arguments.

2. Students will learn to identify various forms of informal fallacies.

3. Students will learn to compose brief argumentative essay. Course: Philosophy 160

SLOS: 1. This is the first part of a sequence of the history of Western Philosophy. Students are expected to learn the fundamental philosophical idea from Pre-Socratics (Thales) to the Medieval (Aquinas).

2. Students will be exposed to see the development and progression of ideas from the

earliest time in Western civilization, how they modified, refined and expand from one to the next.

3. Students will learn to compare and contrast this development of philosophical ideas. Course: Philosophy 190

SLOS: 1. Ibis is the second part of a sequence of the history of Western philosophy. Students will learn the philosophical development from the 19th century to the present.

2. Students will learn how the evolvement of philosophical ideas from the 17th-18th century to a new era in 19th century.

3. Students will learn the major philosophers and their theories in this period.

4. Students will be shown how the intellectual and philosophical development continuously expands as we approach the modern times.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Course: Philosophy 200

SLOS: 1. Students will learn the different systems of logic-Categorical Syllogism; Propositional logic – truth-functional and natural deduction; Predicate Logic; and Inductive Logic.

2. Students will learn the different skills of deduction according to different sets of logical deductive rules.

3. Students will develop their thinking skill to enhance and strengthen their critical thinking skill.

Course: Philosophy 240

SLOS: 1. Students will learn major ethical theories of both East and West.

2. Students will learn how these theories are applicable to many contemporary ethical issues

Course: Philosophy 300

SLOS: 1. Students will be exposed to and study the major religions of the world.

2. Students will learn the differences and similarities between these religions.

3. Through the comparative studies of these religions, students will learn they are all essentially aiming to pursuit of some peace here and some form of redemption in the future.

4. Most importantly, students will be exposed to different types of definition of religion

and learn to acknowledge that not any one can make an universal claim of

their own. Course: Philosophy 320

SLOS: 1. Students will learn major East and Far East philosophical traditions.

2. Student will compare and contrast their basic theories of these philosophical traditions.

3. Students are expected to explore and investigate specific areas of these respective

theories and to venture deeper into them.

List courses with COR's over 6 years old (attachment document from Curriculum Committee) There are no course outline or program review over six years old. All course outlines and program reviews in Philosophy offerings are updated.

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle

Tools: TracDAT <https://sanmateo.tracdat.com/tracdat/> CurricUNET <http://www.curricunet.com/smcccd>

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- List courses with CORs over 6 years old (data from CurricUNET)

[Click here and type]

B. Identify Patterns of Curriculum Offerings

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

Year 1	Year 2
Fall Semester: <ul style="list-style-type: none"> • PHIL 100 • PHIL 103 • PHIL 190 • PHIL 240 • PHIL 300 	Fall Semester: <ul style="list-style-type: none"> • PHIL 100 • PHIL 103 • PHIL 190 • PHIL 240 • PHIL 300
Spring Semester: <ul style="list-style-type: none"> • PHIL 160 • PHIL 200 • PHIL 300 • PHIL 320 (dual-CRN Honors) • PHIL 680 (dual-CRN Honors) 	Spring Semester: <ul style="list-style-type: none"> • PHIL 160 • PHIL 200 • PHIL 300 • PHIL 320 (dual-CRN Honors) • PHIL 680 (dual-CRN Honors)
Summer: <ul style="list-style-type: none"> • PHIL 103 • PHIL 300 • PHIL 100 (ONLINE) 	Summer: <ul style="list-style-type: none"> • PHIL 100 • PHIL 200

Fall: 2 sections of Philosophy 100 (one day and one evening); 1 section of Philosophy 103; 1 section of Philosophy 190; 1 section of Philosophy 240; 1 section of Philosophy 300.

Spring: 2 sections of Philosophy 100 (one day and one evening); 1 section of Philosophy 103; 1 section of Philosophy 160; 1 section of Philosophy 200; 1 section of Philosophy 300; 1 section of Philosophy 320 (regular and Honors class) or 1 section of Philosophy 680 (regular and Honors class)

Summer: 2 sections alternate between Philosophy 100, Philosophy 300, Philosophy 103, Philosophy 200. Beginning summer of 2013, 1 section of Philosophy 100 (on-line class) will be added to the evening offering and hence forth for regular semester.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

We offer the basic philosophy classes every semester and the other electives every other semester. The students who major in philosophy will have ample chance to take all of the transfer classes within a two year span. Occasionally Philosophy 103 or 200 is offered at

8:10am in the morning, at that time the enrollment tend to be down. The remedy for this is to assign most highly enrolled classes like Philosophy 100, 300, 240, to those unpopular hours.

5. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data

Tool:

http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Reflections:

- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.

There is a steady continuous increase enrollment from 2008 and we added additional section of Philosophy 100 for the evening students. Though the data indicates that there was a slight decrease of enrollment from 2005-2008, however from 2008 on there has been a steady increase and exceed the data for 2005-2006, both in course enrollment and average enrollment per section.

With the addition of Honors course: Philosophy 680 (Existentialism) and Philosophy 320 (Asian Philosophy-a joint regular and Honors class) seem to offer a wider range of opportunity, especially for the transfer students.

With the first wave of students from Tienhua College of China in the Fall of 2012 and in conjunction with my semi-official visit to Shanghai and Beijing to meet some high school principals and students to correct their misconception about community college in the states that we are not just a vocational institution, but credentialed college transfer institution, we are optimistic about future enrollment.

B. Future Program Expectations

Tools: San Mateo County's Largest Employers

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries & Occupations

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - Describe what you expect to learn from the assessment efforts.

Continue my current pedagogical method

7. Resource Identification

A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

We are planning to reactivate Philosophy 170 (17th and 18th) the tabled one of the series of the history of Western philosophy and add Honors component in other offerings. Looking six years ahead, a second full-time hire will be necessary given the number of course offerings, sections, and online components.

B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

Personally I am containing my philosophical interest in purchasing hard-copy or e-book to broaden my knowledge for my professional growth.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

I continue engage dialogue with my colleagues from the other two campuses and members of Philosophy Department from SFSU, SJSU, CSUEB, and Community Colleges in northern California.

I am continuing to coordinate 43 year old long Philosophy Club meeting. We meet three times per semester. Inviting different speakers from a diverse intellectual orientation to come to speak in the hope to expand and stimulate students intellectual and philosophical curiosity and at the same time to exchange of ideas of interpretations of a variety of topics among the attending faculty member.

C. Instructional Equipment requests

Actions:

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

Would like to keep and up-grade the VCR, CD and DVD player in my classroom (17-105)

D. Facilities requests

Actions:

- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

none

E. Office of Planning, Research & Student Success requests

Actions:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Program/Division/College needs.

The Social Scientists would like to request data packets reflecting the program as a whole. Currently the data is limited to disciplines only.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

EXECUTIVE SUMMARY TO BE SUBMITTED TO THE SMCCCD BOARD OF TRUSTEES (2 page maximum)

Program Title: Philosophy

Program Vision and Mission

The goal of the philosophy department is to expose students to the different philosophical ideas from different cultures. We are the only campus in this District who has adopted this Multi-cultural approach. For too long the study of philosophy has confined itself to the West, any ideas from the East or the Far East have been considered as religion or at the most spiritual studies. Our program is designed for students who want to major in philosophy or transfer to other colleges. Our offerings will facilitate the completion of the lower courses requirement, and at the same time make them aware that the West has no exclusive rights to decide what philosophy is about, especially in the 21st century. The courses we offered are to design for those students who want to transfer or to simply for self-improvement. The bottom line is that we are teaching the students to become aware and familiar with the basic concepts and principles of philosophy in major cultural traditions and prepare them for transfer and to adapt and adjust themselves within this diverse society.

Program Strengths

- The department offers five course selections per semester on average; this is impressive given the department only has one full-time professor
- Philosophy club has been offered for 43 years making it the longest club history in the district.
- Addressed and improved the SLOAC process based on feedback from past Program Reviews.
- TracDat reports are current for all courses taught.
- Two Honors course offerings
- PHIL 100 offered online
- Collaborated with Tienhua College of China in order to increase international students on campus.
- Professor continues to engage dialogue with my colleagues from the other two campuses and members of Philosophy Department from SFSU, SJSU, CSUEB, and Community Colleges in northern California



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Program Challenges

1. No Social Sciences college-wide data is available. This is problematic when assessing the program as a whole.

Action Plan Summary (refer to #6)

Continue my current pedagogical method



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EVALUATION OF THE PROCESS**

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: [Click here and type]

Estimate the total number of hours to complete your Program Review. [Click here and type]

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

[Click here and type]

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

[Click here and type]

3. Were the questions relevant? If not, please explain and offer specific suggestions.

[Click here and type]

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

[Click here and type]

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

[Click here and type]

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.

[Click here and type]



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
CHECKLIST**

- All Annual Program Plans since the last Comprehensive Program Review process
- Completed Executive Summary page
- Completed Evaluation of the Process page
- Additional data

Program Title: [Click here and type] **Date Submitted:** [Click here and type]

Review Committee Chair [Click here and type]


Review Committee Members [Click here and type]



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
INSTITUTIONAL RESPONSE SHEET**

Program Title: [Click here and type] Philosophy

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature:  **Date:** 4-10-13

Comments:

2. Curriculum Committee Chair:  **Date:** 4/26/13

Comments:

3. College Vice President:  **Date:** 4/26/13

Comments:



Comprehensive Program Review Feedback Form – Curriculum Committee

Program Philosophy **Division** Humanities and Social Sciences

Curriculum Committee
Member(s) Reviewers Linda Hayes **Date**
Reviewed 5/21/13

The purpose of this form is to provide feedback to the Department/Program.

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	Need to review data and identify changes that need to take place during the 2013-14 academic year.	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program.	Need to answer this section, please.	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Summarized assessment results of PLOs.	Need to answer this section, please totally incomplete.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Described and summarized other data that reveals program performance.	Click here to enter text.	Would like to see some analysis on the "Tienhua College of China" to see how many students have come to the college and taken Philosophy.	Click here to enter text.	Click here to enter text.



Comprehensive Program Review Feedback Form – Curriculum Committee

Comments/Questions:
Click here to enter text.

II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Provided TracDAT and CurricUNET data in the appendix.	Need to provide information as nothing was attached to document.	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified patterns of curriculum offerings.	Click here to enter text.	Click here to enter text.	X – analyzed information presented.	Click here to enter text.
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.
4. Identified strengths of the curriculum.	Need to respond to this area.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5. Identified issues and possible solutions.	Need to respond to this area.	Click here to enter text.	Click here to enter text.	Click here to enter text.
6. Identified plans for future curricular development and/or program modification.	Click here to enter text.	X – need to expand on plans for future curricular development and modification to the prog.	Click here to enter text.	Click here to enter text.

Comments/Questions:
Click here to enter text.

Comprehensive Program Review Feedback Form – Curriculum Committee

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	x—need to explain trends.	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Analyzed trends and discussed plans to address significant findings.	Missing	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Missing section needs to respond...	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

IV. Action Plan	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified reflections on Department/Program needs and goals.	Needs to complete.	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified an action plan as a focus of inquiry for the next year.	Missing—needs to complete.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Va. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with accurate data and fits Department/Division/College needs.	No hiring justification attached—needs to complete.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions:				



Comprehensive Program Review Feedback Form – Curriculum Committee

Click here to enter text.

Vb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified professional development activities that faculty and staff participated in the past 6 years and	Very weak—needs to complete	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified how professional development improved student learning outcomes (SLOs).	Very weak—needs to complete	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified professional development plans for next years.	Missing – needs to complete	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Justification is consistent with Department/Program needs.	Missing needs to complete	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Vc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	Click here to enter text.	Click here to enter text.	Lists “keep and upgrade the VCR, CD, and DVD player in 17-105
2. Justification is consistent with Department/Division/College needs.	Missing	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Vd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan

Comprehensive Program Review Feedback Form – Curriculum Committee

1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	X states would like to request data packets reflecting the program as a whole.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Ve. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: None listed.				

VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified program vision and mission	Click here to enter text.	Click here to enter text.	x	Click here to enter text.
2. Identified program strengths.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x—needs to talk about adjunct faculty members...
3. Identified program challenges.	Click here to enter text.	x	Click here to enter text.	Click here to enter text.
4. Identified action plan summary	Very weak statement—needs to enhance statement.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Other/General Comments:



Comprehensive Program Review Feedback Form – Curriculum Committee

Program needs to include information on full time and adjunct faculty members who teach in the dept. Need to share outcomes....

Curriculum Committee Chair Signature *[Signature]* **Date** 9/10/13

VPI Signature *[Signature]* **Date** 5/13