

Santa Rosa Junior College

Program Resource Planning Process

Philosophy 2018

1.1a Mission

The mission of the Philosophy, Humanities, and Religion Department is to provide general education courses for both transfer and occupational students, lower division preparation for majors, and courses for the general public. Our courses explore both western and non-western philosophical, ethical, cultural and religious traditions. A major responsibility is teaching the critical thinking skills necessary for student success and good citizenship.

1.1b Mission Alignment

The Mission of the Philosophy, Humanities and Religion Department aligns with the District's Mission by:

- Providing transferable lower division academic education through programs and courses that maintain high standards of academic excellence and integrity and develop respect for learning in all of our students in an atmosphere of academic freedom.
- Promoting open access and student success by providing comprehensive instructional support services, while challenging students to participate fully in the learning process and take responsibility for their academic success.
- Preparing our students for participation as citizens at the local, national and global levels.
- Promoting awareness of and maintaining sensitivity to ethnic, cultural and gender diversity within our faculty and course offerings.
- Securing and maintaining a faculty who are knowledgeable and current in their fields.
- Practicing participatory governance through processes that are inclusive and respectful of all participants and in which information and decision-making are shared.

1.1c Description

The Philosophy program, now part of the Philosophy, Humanities and Religion Department offers a broad range of courses designed to provide a general acquaintance with the issues and history of philosophy. Our courses explore both western and non-western philosophical, ethical, and religious traditions. The program is also committed to teaching the critical thinking skills necessary for student success and good citizenship. In all of our courses, faculty in the program encourage students to examine the arguments of others as well as question their own values and commitments. Students who complete courses in philosophy are well prepared to pursue advanced work in the discipline, apply their philosophical skills in their academic work as well as multiple career settings, and/or employ these skills in an attempt to be responsible citizens. Whether taken to satisfy general education requirements, to pursue a philosophy major, or for personal growth, philosophy courses provide a unique opportunity to enrich one's ability to analyze and evaluate a wide range of concepts and questions faced in everyday life.

1.1d Hours of Office Operation and Service by Location

Chairperson: Alexa Forrester

Administrative Assistant: Lori Derum: Administrative Assistant III
Emeritus Service Center
(707) 527-4228

Linda Smith Administrative Assistant I
Emeritus Service Center
(707) 527-4226

Phone: (707)527-4226 and 527-4228
Fax: (707) 522-2755
Email: lderum@santarosa.edu

Office:
Philosophy faculty offices and mailboxes are in Emeritus Hall at the Santa Rosa Campus and Bertolini Hall at the Petaluma Center.

Office Hours:
Fall and Spring Semesters:
7:30 AM - 4:30 PM Monday - Friday

Summer semester:
7:00 AM - 4:30 PM Monday - Thursday, closed Friday

Mailing Address:

Philosophy Department
Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, CA 95401-4395

1.2 Program/Unit Context and Environmental Scan

The Philosophy Program administers a discussion-oriented and writing-intensive program. Nearly all of its courses contribute to the following rigorous Program SLOs:

1. Identify characteristically philosophical issues
2. Identify and critically evaluate philosophical positions
3. Analyze and critically evaluate philosophical arguments, including the arguments of prominent philosophers from the history of Western Philosophy

The department applies these objectives and outcomes to its mission to provide 1) general education courses for both transfer and occupational students, 2) lower division preparation for philosophy majors, and 3) courses for the general public.

2.1a Budget Needs

The Philosophy Program's budget remains lean. As a writing intensive program, its primary budgetary need is faculty staffing. It also relies on an in-house Critical Thinking tutor.

Even though most instructors make extensive use of digital media through Canvas, the Philosophy Program still needs its printing and graphics expenditures.

The program also has a continued need for its media and publications funds. We are updating materials used in all of our courses, but especially Critical Thinking.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	01	\$2,000.00	We need to update our media holdings. For example, most of the film and other media we use in our critical thinking courses are more than a decade old. We also need departmental funds for captioning media that is released in formats which are not automatically ADA compliant.
0002	ALL	01	01	\$234.00	"Teaching Philosophy" is a journal produced by the APA that addresses the special pedagogical challenges in our discipline. It is extremely helpful to faculty in maintaining currency and serving our diverse student body

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
N/A	0.00	0.00	

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	20.00	12.00	The primary duties of the Department Chair are addressed in Articles 13 and 17 of the AFA contract. In addition to these, the Department Chair in Philosophy, Humanities, and Religion works to develop, integrate and steward the coordination of the diverse programs in our department.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Instructional Aide IV	3.00	10.00	In-house tutorial support for Critical Thinking courses on the Santa Rosa campus. The program provides a tutor who works with faculty in our department common area to tutor students. We were allotted \$ 1850.00 for the 2017-18 school year.

2.2d Adequacy and Effectiveness of Staffing

There continues to be a need to provide funding for our individual program's coordinators. With no funding for our coordinators, they are reduced to an advisory role, which is a problematic way of operating our multiple program department. This need has continued since the merged department was created. We realize that the problem needs to be resolved through negotiations. It is time for the District to make this a priority.

The department's STNC funding for Instructional Aide position (providing tutorial support for Critical Thinking) has been an extremely effective and cost-efficient way to help basic skills students and to increase retention and success among our students on the Santa Rosa campus. Given the dramatic and continuing changes in the college demographics, including larger number of basic skills and second language learners, this position is a must for our program that entails complex reading and writing assignments. Our current tutor is being paid for only 3 hours, though the demand is much higher. We would like to increase the allotment we are receiving from \$1850.00 to \$ 2250.00 to cover an additional hour of tutoring a week.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	01	Critical Thinking and Logic Tutor	Instructional Aide	STNC

2.3a Current Contract Faculty Positions

Position	Description
Philosophy Instructor - 100%	Carla Grady is on reduced load and teaches 3 sections per semester, 2 in Religious Studies, so she teaches only 1 philosophy class
Philosophy Instructor - 100%	Sarah Beth Lesson teaches 5 sections per semester and is in their 1st year of tenure review
Philosophy Instructor - 100%	Sean Martin teaches 4 sections per semester and earned approximately 20% reassign time through AFA
Philosophy Instructor - 100%	Alexa Forrester teaches 3 sections per semester and earned 40% reassigned time as Department Chair
Philosophy Instructor - 100%	Michael Aparicio teaches 5 sections per semester with an occasional overload assignment

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Philosophy	3.8000	55.0000	3.0000	45.0000	The recent hire of a FT philosophy faculty member has helped bring our ratios to their current numbers.

2.3c Faculty Within Retirement Range

The Philosophy Program presently has one faculty within retirement range, and one will be in one year.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Current Program Make-up

The Philosophy Program is a writing intensive program -- 10 out of our 12 courses (not counting Phil 49) are writing intensive – with an average class size of 30 throughout the District. All 12 of our courses directly contribute to the college’s mission to provide lower division academic education for the purpose of transfer to a four year institution.

Our program’s full-time instructors contribute to the college’s shared governance by serving on Academic Senate, CRC, Co-Chairing Cluster Tech Review, Co-Chairing DTREC, and serving as Vice President of AFA.

Staffing Requests

Given its current and projected FT/PT ratio, and the programatic need raised by an anticipated retirement, the Philosophy Program is requesting the following position:

One full-time instructor who can teach our core Philosophy courses and our Asian Philosophy course.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	Philosophy	See analysis of faculty staffing needs

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	01	01	Urgent	Emeritus	1518, 1520	\$50.00	Pencil Sharpeners

2.5b Analysis of Existing Facilities

Our classrooms are on the first floor of Emeritus Hall. Each classroom has desks to accommodate disabled students. Our offices are also very conveniently accessible to our nearby classrooms.

3.1 Develop Financial Resources

None at this time.

3.2 Serve our Diverse Communities

When reviewing applications and interviewing applicants, sensitivity to diversity is an important consideration. It's factored into most of our screening criteria, and multiple interview questions.

Several of our classes (particularly Comparative Religions, Asian Philosophy, Political Philosophy, Philosophy of Peace and Nonviolent Action, and Contemporary Moral Problems) are expressly designed to promote knowledge of, and respect for, cultural diversity.

3.3 Cultivate a Healthy Organization

Our principle method of professional development is to engage in regular collegial discussion within the department regarding our discipline and our teaching. We meet monthly to discuss such matters and we also engage in regular conversation through email. Several members of our department have been regular facilitators at district PDA events. We have also regularly participated in such events, both during mandatory PDA days and throughout the year through FLEX approved activities related to Reading Apprenticeship, New Faculty Orientation, AFA sponsored trainings on contractual matters, general pedagogy, Strategic Planning, and accreditation.

3.4 Safety and Emergency Preparedness

Lori Derum is our current safety coordinator.

Following the retirement of Steve Bernstien in spring 2012, we are currently seeking a volunteer to serve as our replacement faculty safety coordinator.

3.5 Establish a Culture of Sustainability

Philosophy faculty members continue to contribute to the IEE committee, whose focus is sustainability and environmental protection & education.

Sustainability initiatives this year included continuation of our recycling program. Included in this effort is an educational introduction to and facilitation of the sorting of trash in our classrooms. It appears that the bulk of trash that continues to be produced (i.e., which cannot be recycled) is disposable coffee cups. To address this waste, Carla Grady will be offering non-disposable travel mugs at a discount price at the beginning of the semester and asking students to avoid purchasing wasteful single-use coffee cups, and encouraging other faculty in other departments to join this endeavor. It is hoped that SRJC can one day achieve zero waste production, perhaps with the Philosophy Dept. taking the lead!

Another innovation we have continued this year is the use of non-disposable cups at PDA Day. Carla purchased many ceramic cups for colleagues to borrow for the day, and asked many colleagues to bring their own mug rather than waste disposable cups. A significant number of staff & faculty joined the effort to avoid the waste of resources. Many people expressed gratitude that this action was finally being taken, and our first attempt to push the culture of the college towards sustainability on PDA Day might be considered a success.

Philosophy Dept. FT faculty have switched from using disposable white board markers to using refillable markers, purchased with departmental equipment funds. This has reduced the creation of non-recyclable plastic waste. Each FT faculty member now has a set of multi-colored refillable markers. Adjunct faculty are encouraged to use them as well.

Carla also bought several cloth hand towels for use in the Emeritus downstairs faculty bathroom, which has offset a significant amount of paper towel use and reduced the waste of resources. These towels are changed daily.

Some faculty members have also been using Moodle and CATE (either exclusively or mostly) for all essay assignments and written reports in all of her classes, resulting in nearly 100% reduction of paper waste. As a department, we're working to reduce paper use in all areas of our operations.

Also we determined that our department office printer is capable of producing duplex copies, so all faculty are being encouraged to make double-sided printouts whenever feasible.

4.1a Course Student Learning Outcomes Assessment

All Philosophy course outlines identify SLOs. The following table documents the Philosophy SLO Assessments that have been performed since 2010 and are scheduled to be performed between now and 2020:

		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Course	SLO										
PHIL 3	1. Analyze arguments to identify and explain the claims and premises				Spring						Planned
	2. Evaluate arguments to determine whether claims are adequately supported	Spring						Planned			
	3. Compose cogent written arguments					Planned					
PHIL 4	1. Reduce complex English sentences into the simpler component parts				Spring						Planned
	2. Translate typical English connectives				Spring						Planned
	3. Perform valid proofs for valid arguments using the statement logic		Fall					Planned			
	4. Perform valid proofs in the predicate logic using four additional quantifier rules as extension of the statement logic					Planned					

PHIL 5	1. Analyze extended arguments to identify and explain their claims and premises.	Spring						Planned			
	2. Evaluate extended arguments to determine whether their claims are adequately supported	Spring						Planned			
	3. Compose cogent written argumentative essays	Spring						Planned			
PHIL 6	1. Recognize characteristic philosophical issues	Fall			Spring						Planned
	2. Identify and critically evaluate representative philosophical positions	Fall					Planned				
PHIL 7	1. Form well reasoned judgments about philosophical arguments concerning moral issues		Spring						Planned		
	2. Apply philosophical theories to current moral issues		Spring						Planned		
PHIL 8	1. Identify major tenets of the world's main religions										
	2. Critical analyze the main philosophical concepts of the major world religions							Planned			
	3. Articulate the diversity of religious practices throughout the world including for religions other than those within which they were raised or which they may currently practice		Spring						Planned		

PHIL 9	1. Form well-reasoned judgments about philosophical arguments concerning government and its relationship to individuals					Planned						
	2. Apply philosophical theories to current political issues			Fall								Planned
PHIL 10	1. Students will be able to form reasoned and well-informed judgments on current issues involving the development of peace and the nonviolent resolution of conflict both within and between individuals and social groups	Fall		Spring								Planned
	2. Students will be able to develop philosophical methods for the understanding of and participation in the social and civic environment insofar as such engagement pertains to the development of peace and the nonviolent resolution of conflict in a global environment	Fall					Planned					
PHIL 11	1. Articulate basic tenets of the Vedic, early Buddhist, and Jainist philosophies of ancient India; Taoism and Confucianism of ancient China; and the Shinto and Japanese Buddhism of Japan	Spring					Planned					

	2. Compare and contrast several Euro-American/Western ethical and epistemological assumptions with similar fundamental assumptions in ancient Asian/Eastern thought					Planned					
PHIL 12	1. Describe and critically evaluate theories in environmental ethics and aesthetics					Planned					
	2. Describe and critically evaluate sociopolitical theories in environmental philosophy						Planned				
	3. Explain and critically evaluate environmental philosophies represented in selected religious and spiritual traditions throughout the world	Spring						Planned			
	4. Apply selected environmental philosophies to current environmental issues					Planned					
PHIL 20	1. Describe the philosophical views of the major philosophers in the ancient through medieval traditions: pre-Socratics, Socrates, Plato, Aristotle and the major Hellenistic and Medieval philosophers							Planned			
	2. Analyze how these philosophers' views developed as a							Planned			

	response to the their predecessors' views										
	3. Critically evaluate the arguments and viewpoints of the philosophers studied						Planned				
PHIL 21	1. Describe and explain the philosophical views of prominent philosophers of this period	Spring						Planned			
	2. Critically evaluate the major arguments and viewpoints of the philosophers studied						Planned				
PHIL 49	1. Expand philosophical knowledge through self-designed study										

4.1b Program Student Learning Outcomes Assessment

The Philosophy Department has established the following Program SLOs to be applied to its mission to provide 1) general education courses for both transfer and occupational students, 2) lower division preparation for philosophy majors, and 3) courses for the general public:

- 1) Identify characteristically philosophical issues
- 2) Identify and critically evaluate philosophical positions
- 3) Analyze and critically evaluate philosophical arguments, including the arguments of prominent philosophers from the history of Western Philosophy

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	PHIL 3 Critical Thinking	Fall 2010	Spring 2011	N/A
Course	PHIL 4 Introduction to Symbol	Spring 2014	Fall 2014	N/A
Course	PHIL 5 Critical Thinking/Writi	Spring 2014	Fall 2014	N/A
Course	PHIL 6 Intro to Philosophy	Spring 2014	Fall 2014	N/A
Course	PHIL 7 Contemporary Moral Issu	Spring 2012	Fall 2012	N/A
Course	PHIL 8 Comparative Religion	Spring 2012	Fall 2012	N/A
Course	PHIL 9 Political Philosophy	Fall 2013	Spring 2014	N/A
Course	PHIL 10 Phil of Peace and Nonv	Spring 2014	Fall 2014	N/A
Course	PHIL 11 Intro to Asian Phil	Fall 2010	Spring 2011	N/A
Course	PHIL 12 Environmental Phil	Fall 2010	Spring 2011	N/A
Course	PHIL 20 Hist. West. Phil: Anc	Spring 2014	Fall 2014	N/A
Course	PHIL 21 Hist. West. Phil: Mod	Spring 2014	Fall 2014	N/A
Course	PHIL 49 Indep. Study in Phil	N/A	N/A	N/A
Certificate/Major	Philosophy	Fall 2013	Fall 2013	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Philosophy 10			X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 11			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Philosophy 12			X	X	X		X	X	X	X	X	X	X			X
Philosophy 20			X	X	X		X	X	X	X	X	X	X			X
Philosophy 21			X	X	X		X	X	X	X	X	X	X			X
Philosophy 3			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Philosophy 3 (online)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Philosophy 3 (web-based)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Philosophy 4			X	X	X		X	X	X	X	X	X	X			X
Philosophy 49			X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 5			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Philosophy 6			X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 7			X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 7 (web-based)		X	X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 8			X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 9			X	X	X		X	X	X	X	X	X	X			X

4.2b Narrative (Optional)

In addition to contributing to its course Student Learning Outcomes and Program Student Learning Outcomes, the Philosophy Department directly and indirectly contributes to the district's Institutional Student Learning Outcomes.

First and foremost, the department's Course SLOs and Program SLOs directly contribute to the district's efforts to teach Critical Analysis; and, with only one exception, our courses' learning objectives are writing intensive and discussion oriented, thus directly contributing to the district's efforts to teach students to Read and Write at the College Level, Listen Actively and Respectfully, and Speak and Effectively.

Second, our Phil 8 and Phil 11 courses' Student Learning Outcomes directly contribute to the district's efforts to teach students to Recognize and Understand Diversity, to Practice Respectful Intercultural Diversity, and to Recognize and Understand Cultural Traditions; and while our

other course's SLOs do not directly contribute to these Institutional Student Learning Outcomes, the department is committed to incorporating class examples and discussions which indirectly teach them.

Third, the intensive and rigorous nature of the department's learning objectives and outcomes as they are applied to its mission indirectly contributes to a number of the district's Institutional Student Learning Outcomes.

For example, most of our courses teach students to identify, analyze, and evaluate one's *own assumptions*. While an intensive and rigorous educational endeavor, it indirectly teaches students to Develop Self-Awareness and Confidence, as well as Appreciate the Value of Lifelong Learning.

In addition, most of our courses teach students to identify, analyze, and evaluate one's *own assumptions*, in part, by imagining alternatives to one's own assumptions. As such, most of the Philosophy Department's courses teach students to Creatively Respond to Ideas and Information.

In addition, given that identifying, analyzing, and evaluating one's assumptions involves being able to take responsibility for one's beliefs and the ways one's beliefs form guiding assumptions for one's actions, most of the department's courses teach students to Understand and Demonstrate Responsibility.

Similarly, many of our Critical Thinking courses teach students to apply these abilities to one's own assumptions about advertising and/or the news media, including commercial advertising and news examples dealing with health issues. As such, many of the department's courses teach students to Maintain and Improve Health.

Fourth, the Philosophy Department continues to teach students to Utilize Technology. We continue to offer 12 online Phil 3 sections; and during the Spring 2009 semester the department started offering four (4) web-based Phil 3 sections and one (1) web-based Phil 7 section. The department also plans to offer a hybrid evening course which meets in a classroom for two (2) hours a week and offers additional instruction online. And Seven (7) of the department's instructors, including three (3) full-time instructors, incorporate online assignments and resources into their classes; and the department has developed a range of classroom activities utilizing the media equipment in rooms 1518 and 1520.

While the department does not have any data about its web-based sections, it continues to find that students who complete online Philosophy 3 sections perform at levels entirely consistent with their counterparts in face-to-face sections. At the same time, we find significantly higher rates of attrition in online sections of Philosophy 3 than in the Philosophy 3 program as a whole. The institution of tutorial support for the Philosophy 3 program is helping to address the rate of attrition.

Lastly, the Philosophy Department is proud of its contributions to the district's mission to teach transfer students. While the Philosophy Department does not have reliable data about the success of its transfer students -- including students who have taken multiple philosophy courses and philosophy majors -- after transferring to another college or university, in the last five years philosophy students have transferred as Philosophy majors to, among others schools,

University of California, Berkeley, University of California, Davis, University of California, Los Angeles, St. John's in Anapolis, and Boston College; and, after earning her degree at St. John's College, one philosophy student has continued to study Law at New York University; while, after earning his degree from University of California, Davis, another student currently is pursuing a Ph.D. in Philosophy at Yale University. Finally, the Education Testing Service's most recent data shows philosophy students, in general, average the highest verbal and analytic G.R.E. scores, average the 14th highest quantitative scores, and average the second highest quantitative scores among non-science students (See <http://www.ets.org/Media/Tests/GRE/pdf/994994.pdf>, p.p.18-20).

5.0 Performance Measures

It is the considered opinion of the Philosophy Department that objective performance standards such as Average Class Size, Enrollment Efficiency, Retention, Instructional Productivity, and Student Course Completion are best analyzed and assessed by addressing the significance of a department's learning objectives and outcomes as they are applied to its Mission. With this in mind, this report interprets and assesses the Philosophy Department's Performance Measures using the following three guiding principles: *First*, with only one exception, our classes are writing intensive and discussion oriented. *Second*, most of our courses focus on improving *all* of the Department's intensive and rigorous Program SLOs:

4. Identify characteristically philosophical issues
5. Identify and critically evaluate philosophical positions
6. Analyze and critically evaluate philosophical arguments, including the arguments of prominent philosophers from the history of Western Philosophy

Third, the Department applies these objectives and outcomes to its comprehensive Mission to provide 1) general education courses for both transfer and occupational students, 2) lower division preparation for philosophy majors, and 3) courses for the general public.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Offering a balanced schedule of courses and addressing student demand has been difficult in the wake of recent schedule cuts and the depletion of our available Contract faculty. Given this climate, the Philosophy Program offers as balanced schedule of courses in terms of the locations, times and variety of sections as can be expected. We also offer a limited number of online sections.

The Philosophy Program's Enrollment Efficiency, Average Class Size, and Instructional Productivity figures remained steady. Despite heavy cuts to our schedule over recent years, the program's overall Student Headcount remains fairly strong. The Philosophy Department proposes its Student Headcount be improved further by increasing the number of sections it teaches each semester as soon as budgets allow. Recent schedule cuts, guided by

administrative attempts to pack more students into fewer sections, provides fewer options and, in the end, negatively impacts the program's overall headcount.

5.2a Enrollment Efficiency

Enrollment Efficiency has remained over 85%.

Given 1) the intensive and rigorous nature of the Department's learning objectives and outcomes as they are applied to its Mission, 2) that this instruction is taught exclusively within transfer courses, 3) that 68% of the program instruction relies upon adjunct positions which hinder our ability to pursue our educational objectives and outcomes, and 4) that its Maximum Class Size is an inflated 35, the Philosophy Programt considers its Enrollment Efficiency results a continued sign of excellence.

Enrollment efficiency is the administration's euphemistic term for packing more students into fewer sections. Recent schedule cuts have slightly increased our efficiency; but, by providing fewer scheduling options, this negatively impacts the program's overall headcount.

5.2b Average Class Size

Given the intensive and rigorous nature of the Department's learning objectives and outcomes as they are applied to its Mission, and that this instruction is provided exclusively within transfer courses, our enrollment numbers are too high and should be reduced. These bloated class sizes hinder our ability to pursue our educational objectives and outcomes. Given the writing intensive nature of our program, our instructors regularly complain that they do not have sufficient time in our work week to serve students adequately.

The considered opinion of the Philosophy faculty is that the program needs to lower its average class size by lowering its Maximum Class Size (From 35 to 25) and adding more sections. I met with the Class Size Task Force and discussed this. During that meeting, no concerns were raised about this request. However, this Task Force has not yet released any recommendations publicly. It's not clear if this process was a sincere examination of the district's Maximum Class Size.

5.3 Instructional Productivity

The Philosophy program's Instructional Productivity remains over 15.

Given the intensive and rigorous nature of the Department's learning objectives and outcomes as they are applied to its Mission, and that this instruction is provided exclusively within transfer courses, and recent District enrollment trends, the Philosophy Program considers its Instructional Productivity results a sign of continued excellence under overworked conditions.

5.4 Curriculum Currency

All of the Philosophy Program's courses have been revised to include Student Learning Outcomes, and all are currently approved. We are also currently seeking full TMC alignment for Philosophy. To this end, we have made minor adjustments to Phil 6, Phil 20 and Phil 21.

Phil 3 - Current; effective Fall 2014

Phil 4 - Current; effective Fall 2015

Phil 5 - Current; effective Fall 2016

Phil 6 - Current; effective Fall 2014

Phil 7 - Current; effective Fall 2016

Phil 8 - Current; effective Fall 2014

Phil 9 - Current; effective Fall 2016

Phil 10 - Current; effective Fall 2015

Phil 11 - Current; effective Fall 2015

Phil 12 - Current; effective Fall 2017

Phil 20 - Current; effective Fall 2014

Phil 21 - Current; effective Fall 2014

5.5 Successful Program Completion

The Philosophy program provides critical thinking courses whose completions are mandatory for all students in order for them to fulfill the requirements for virtually every other major on campus. Because of this, our coursework is indispensable to most students. Thus, the number of Philosophy majors awarded is less significant than the number of students awarded other majors who took courses in the Philosophy Dept. Of even greater significance is that such students enrolled not only in Critical Thinking in the Philosophy department, but they then chose to take additional Philosophy classes that did not pertain to their major requirements. Culturally, especially during economic recessions, majoring in Philosophy is considered taboo, yet even in such difficult times, students remain deeply interested in the study of philosophy and pursue our courses, even if they do not major in Philosophy. Philosophical thought is an important component of every undergraduate education, and its importance cannot be assessed by the number of students who complete a major in Philosophy.

The Philosophy Major is an option typically taken by students completing lower division preparation for a planned Philosophy, Pre-Law, or Pre-Med major at a four year college or university. It is worth noting that transfer institutions typically give no preference to students completing an A.A. degree in Philosophy over students who complete multiple philosophy courses without formally completing a Philosophy A.A. Degree; and, so, many students take multiple philosophy courses without being awarded an A.A. degree in Philosophy.

The Philosophy program welcomes and encourages interested Philosophy Majors while promoting it as one option for students completing lower division coursework in order to transfer to a four year college or university. As we clarify our alignment with the TMC the Philosophy Department will create an information sheet to distribute to students and counselors, a sign to be posted in classrooms and the Department, and update information about its major on the Philosophy Department web site.

5.6 Student Success

- a. The Philosophy Program continues its nearly decade long trend above 70% retention.
- b. The Philosophy Program's Successful Course Completion rate was over 71%, which continues its nearly decade long trend of 70% or above.
- c. The Philosophy Program continues its nearly decade long trend of 2.50 or higher.

Given the intensive and rigorous nature of the program's learning objectives and outcomes as they are applied to its Mission, and that this instruction is provided exclusively within transfer courses, the Philosophy Program considers its Student Success results a sign of continued excellence under overworked conditions. However, given the tenuous nature of its current staffing, we are concerned that these numbers will lower if its staffing requests are not approved.

5.7 Student Access

n/a.

5.8 Curriculum Offered Within Reasonable Time Frame

Due to budget constraints and inflated enrollment expectations, most of our courses are no longer offered in sufficient numbers to serve our educational Mission. One way this manifests is as administrative pressure to offer PHIL 4, PHIL 9, and PHIL 10 every other semester rather than every semester, which reduces student access. Though offering these classes every semester likely would lower their average enrollment to the mid or low 20s, this compromise of efficiency is warranted in order to better serve students' transfer needs and, thus, our Mission.

5.9a Curriculum Responsiveness

The Philosophy program is dedicated to the goal of meeting student and community needs. In the first decade of this century, we rewrote and expanded course offerings to address objectives related to gender, global perspectives, and American cultural diversity. In total, we teach twelve courses, offering twice the choices as most California Community College Philosophy programs.

We would like to expand even further. The program has approved the creation of an Existentialism course and discussed a Business Ethics course; but, after three full-time instructors retired four years ago, the program's FT/PT (38%/62%) ratio has halted curriculum development. We are struggling to maintain our current course loads, and consider it irresponsible to expand our course offerings until our staffing requests are approved. We hope this trend will be reversed, or at least slowed, with the Fall 2017 hiring of a new full-time

Philosophy Instructor.

5.9b Alignment with High Schools (Tech-Prep ONLY)

N/A

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Our courses articulate very well with our transfer institutions. Each of our major courses articulate with similar courses at the CSU and UC systems. The Philosophy major articulates very well with most UC and CSU lower-division Philosophy major requirements. When we are made aware of any instances where our courses are not accepted for transfer, we address those cases as needed. For instance, we were able to secure acceptance of our Symbolic Logic course (Phil 4) for major transfer at UC Berkeley. However, it has come to our attention that UC Santa Cruz does not yet acknowledge Phil 4 for philosophy major transfer, so we will be pursuing that issue.

5.11a Labor Market Demand (Occupational Programs ONLY)

According to the California Labor Market Information data, the expected growth by 2022 for philosophy and religion teachers at the post secondary level is expected to grow by over 20% with 18.5% of that growth taking place at the junior college level.

5.11b Academic Standards

The Philosophy, Humanities and Religion Department regularly engages in collegial discussion of all manner of pedagogy and instruction. Members of the Philosophy program are in continuous dialogue about matters of academic excellence, both through departmental retreats and regular monthly meetings as well as informally through collegial exchange via email and conversation.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	01	Maintain currency in curriculum	Ensure all courses are updated and assessed for SLOs as needed	Academic year 2017-18	Request two new full-time faculty

6.2b PRPP Editor Feedback - Optional

The Philosophy program provides a foundation in critical thinking, as well as vital instruction for both general education students and majors in those fields.

We know that the relatively recent merger of the Philosophy, Humanities, and Religious Studies programs into one Department has been difficult at times, but we commend the faculty for their professionalism as they work together to form a coherent and inclusive Department.

One particular challenge for the merged PHR Department has been handling length-of-service lists and hourly assignments. Although the AFA insists that LOS lists be “departmental” (and not by discipline) Philosophy, Humanities, and Religious Studies are recognized by the state as three distinct disciplines each with their own minimum qualifications. This is further complicated in that the definition of Humanities as a discipline has changed from what it once was (from broad-based and inclusive, to very specific), and that there is some overlap between Philosophy and Religious Studies but less so with Humanities. These concerns have prompted the Academic Senate to re-examine how courses are assigned to disciplines, and whether individual courses need to be reassigned. The expertise to solve this problem lies within the Department, and the Dean’s Office offers our support. It would also be helpful for the Department to develop a Special Expertise document as outlined in Article 16 of the District/AFA contract for highly specialized courses.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	00	00				
0001	ALL	02	01	Maintain currency in curriculum	Ensure all courses are updated and assessed for SLOs as needed	Academic year 2018-19	Plan to request two new full-time faculty