

Santa Rosa Junior College

Program Resource Planning Process

Philosophy 2022

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.

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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 (Retiring Dec 2019)
Emeritus Service Center
(707) 527-4228 Email: lderum@santarosa.edu

Administrative Assistant: Louise Crabtree
Emeritus Service Center
(707) 527-4226 Email: lcrabtree@santarosa.edu
Fax: (707) 522-2755

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

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, who has provided valuable support to help with student success.

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. A primary concern, as the college moves towards streaming services for video content is the budget required to maintain access to titles used frequently in our courses.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0023	ALL	02	01	\$2,000.00	We need to update our media holdings. As the college moves to streaming video content and online journal access, we need to ensure that we have access to the titles we use often in our classes.
0024	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
Administrative Assistant	40.00	12.00	Manage Emeritus Service Center & provide support to all faculty on the first floor of Emeritus
Administrative Assistant	40.00	12.00	Support for Emeritus Service Center & provide support to all faculty on the first floor of Emeritus

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, which 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	Critical Thinking and Logic Tutor	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. She is our department's only contract Asian philosophy specialist and she will retire in Dec 2019
Philosophy Instructor - 100%	Sarah Beth Lesson teaches 5 sections per semester and has just completed year 2 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 two faculty within retirement range, and one of these faculty members plans to retire at the end of 2019.

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 programmatic 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 & narrative for staffing committee (forthcoming in summer 2019)

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

The chairs in our department common area are falling apart. This area is used for instructional purposes (small study sessions, exam retakes, tutoring) and department functions (meetings, collaborations).

No other equipment is needed at this time.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	03	Conference chairs for 1515 Emeritus	30	\$150.00	\$4,500.00	SB Lesson	1515	

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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2.4f Instructional/Non-Instructional Software 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
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2.5b Analysis of Existing Facilities

Our classrooms are on the first floor of Emeritus Hall, 1518 and 1520 and occasionally 1509. Each classroom has desks to accommodate disabled students. Our offices are also very conveniently accessible to our nearby classrooms. If and when it comes time to spend Measure H funds on renovating Emeritus, we hope the faculty will be included in the conversation!

3.1 Develop Financial Resources

Department Chair may continue to pursue grants to create a Critical Thinking focused interdisciplinary course sequence with the aim of assisting student success while providing students a rich and well-rounded introduction to higher education.

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, and will need to be replaced when she retires at the end of the year. 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 Sustainability 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 has been 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.

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. We will need someone in the department to take on this practice when Carla retires.

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 2016 and are scheduled to be performed between now and 2021:

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Course	SLO					
PHIL 3	1. Analyze arguments to identify and explain the claims and premises				Planned	
	2. Evaluate arguments to determine whether claims are adequately supported			Summer MA		
	3. Compose cogent written arguments				Planned	
PHIL 4	1. Reduce complex English sentences into the simpler component parts				Planned	
	2. Translate typical English connectives				Planned	
	3. Perform valid proofs for valid arguments using the statement logic				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 AF		
	2. Evaluate extended arguments to determine whether their claims are adequately supported			Spring AF		
	3. Compose cogent written argumentative essays			Spring AF		
PHIL 6	1. Recognize characteristic philosophical issues			Summer MA		

	2. Identify and critically evaluate representative philosophical positions			Summer MA		
PHIL 7	1. Form well reasoned judgments about philosophical arguments concerning moral issues				Planned	
	2. Apply philosophical theories to current moral issues				Planned	
PHIL 9	1. Form well-reasoned judgments about philosophical arguments concerning government and its relationship to individuals			Fall SM		
	2. Apply philosophical theories to current political issues				Planned	
PHIL 10	1. 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			Spring SM?		
	2. 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			Spring SM?		
PHIL 11	1. Articulate basic tenets of the Vedic, early Buddhist, and Jainist philosophies of ancient India.				Planned	
	2. Articulate basic tenets of Taoism and Confucianism of ancient China.				Planned	
	3. Articulate basic tenets of Shinto and Japanese Buddhism of Japan.				Planned	
PHIL 12	1. Accurately describe and contrast theories in environmental philosophy (from the fields of ethics, aesthetics, political philosophy and, when relevant, epistemology and metaphysics).		Spring AF			
	2. Critically evaluate theories in environmental philosophy (from the fields of ethics, aesthetics, political philosophy and, when relevant, epistemology and metaphysics).		Spring AF			

	3. Apply selected environmental philosophies to current environmental issues.		Spring AF			
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			Summer MA		
	2. Analyze how these philosophers' views developed as a response to the their predecessors' views			Summer MA		
	3. Critically evaluate the arguments and viewpoints of the philosophers studied			Summer MA		
PHIL 21	1. Describe and explain the philosophical views of prominent philosophers of this period			Summer MA		
	2. Critically evaluate the major arguments and viewpoints of the philosophers studied			Summer MA		
PHIL 49	1. Expand philosophical knowledge through self-designed study					N/A

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 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 9, 10, and 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 online sections of Phil 3 and Phil 5, and many instructors teaching face to face classes use Canvas to support those classes.

Lastly, the Philosophy Department is proud of its contributions to the district's mission to teach transfer students. In recent 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, University of California, Santa Cruz, 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. While the Philosophy Department does not have quantitative or complete 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, qualitative feedback in the form of correspondence from former students regular indicates gratitude for what they learned in our classes and feelings that they are well prepared for the university work they are doing as upper-division students.

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

N/A

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

Discipline	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Philosophy	127	1039	970	147	814	785	108	731	

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

Discipline	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Philosophy	62.0%	84.6%	79.2%	62.6%	82.6%	79.6%	80.0%	79.9%	

Enrollment Efficiency has remained around 80%

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 Program 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

Discipline	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Philosophy	21.2	28.9	26.9	21.0	28.1	27.0	27.0	27.1	

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. We will continue to advocate for this at the Class Size committee.

5.3 Instructional Productivity

Philosophy		X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
	FTEs	12.10	110.11	101.64	13.95	84.98	81.95	10.27	76.30	
	FTEF	1.17	7.21	7.21	1.36	5.82	5.84	0.78	5.42	
	Ratio	10.38	15.27	14.10	10.26	14.60	14.03	13.21	14.08	

The Philosophy program's Instructional Productivity remains over 14 in Spring and Fall. Summer terms are always slightly less full, but Summer of 2018 had a productivity of 13.21.

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

Phil 3 - Current; due for review in 2019-20

Phil 4 - Current; due for review in 2020-21

Phil 5 - Current; due for review in 2021-22

Phil 6 - Current; due for review in 2024-25

Phil 7 - Current; due for review in 2023-24

~~Phil 8 - Current; moved to Rel 2~~

Phil 9 - Current; due for review in 2023-24

Phil 10 - Current; due for review in 2019-20

Phil 11 - Current; due for review in 2021-22

Phil 12 - Current; due for review in 2022-23

Phil 20 - Current; due for review in 2024-25

Phil 21 - Current; due for review in 2024-25

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.

In the Fall of 2018, the chair, with support of discipline faculty completed a review to decide whether we should maintain both of our Philosophy majors (AA and AA-T). It was decided at the time to retain both majors. The chair recommends reviewing this question during the next scheduled program review to ensure we are serving our students as well as possible.

5.6 Student Success

Retention

	X2016	F2016	S2017	X2017	F2017	S2018	X2018*	F2018	S2019
Philosophy	81.0%	76.4%	73.3%	90.4%	80.2%	77.3%	0.0%	73.6%	

Successful Completion

	X2016	F2016	S2017	X2017	F2017	S2018	X2018*	F2018	S2019
Philosophy	78.6%	71.6%	69.1%	87.6%	75.4%	72.0%	0.0%	66.9%	

GPA

	X2016	F2016	S2017	X2017	F2017	S2018	X2018*	F2018	S2019
Philosophy	2.74	2.56	2.60	2.91	2.52	2.63	0.00	2.35	

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, these numbers could be significantly improved if we increased the amount of personalized attention available to our students in greatest need of assistance. This can be accomplished by lowering class maximums, or employing a program like PALS (Peer Assisted Learning Supports) to provide just-in-time tutoring for students struggling with material.**

5.7 Student Access

1. Do students from diverse ethnic backgrounds enroll in Humanities disciplines at rates equal to their participation rates in the District as a whole? We cannot assess this at this time because district-wide totals are not available. However, the low numbers of participation in some of these groups concerns us. If it is discovered that these numbers diverge from the district averages overall, the Chair recommends we work as a discipline to recruit underrepresented populations.

Ethnicity	2015-16	%	2016-17	%	2017-18	%	2018-19	%	SRJC
White	1073	54.2%	923	50.8%	720	47.3%	719	48.4%	
Asian	92	4.7%	63	3.5%	60	3.9%	49	3.3%	
Black	53	2.7%	29	1.6%	24	1.6%	22	1.5%	
Hispanic	546	27.6%	568	31.3%	493	32.4%	474	31.9%	
Native American	11	0.6%	8	0.4%	5	0.3%	9	0.6%	
Pacific Islander	8	0.4%	8	0.4%	4	0.3%	5	0.3%	
Filipino	18	0.9%	19	1.0%	13	0.9%	11	0.7%	
Other Non-White	152	7.7%	117	6.4%	97	6.4%	102	6.9%	
Decline to state	25	1.3%	82	4.5%	106	7.0%	96	6.5%	
ALL Ethnicities	1978	100.0%	1817	100.0%	1522	100.0%	1487	100.0%	

2. Our classes do not appear to be more popular with one gender than another. We consider this a success given there is a historical gender imbalance in the field of philosophy. Our classes continue to be popular with life long learners and students returning to college after long stints in the work force, as indicated by our significant numbers of 35+ students (110 students in 2018-19)

Gender	2015-16	%	2016-17	%	2017-18	%	2018-19	%
Male	970	49.0%	881	48.5%	766	50.3%	748	50.3%
Female	981	49.6%	910	50.1%	722	47.4%	701	47.1%

Unknown	27	1.4%	26	1.4%	34	2.2%	38	2.6%
ALL Genders	1978	100.0%	1817	100.0%	1522	100.0%	1487	100.0%

Age Range	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
0 thru 18	316	16.0%	282	15.5%	198	13.0%	212	14.3%
19 and 20	763	38.6%	701	38.6%	591	38.8%	545	36.7%
21 thru 25	501	25.3%	504	27.7%	462	30.4%	447	30.1%
26 thru 30	177	8.9%	146	8.0%	142	9.3%	112	7.5%
31 thru 35	91	4.6%	79	4.3%	54	3.5%	61	4.1%
36 thru 40	37	1.9%	42	2.3%	32	2.1%	48	3.2%
41 thru 45	34	1.7%	19	1.0%	17	1.1%	22	1.5%
46 thru 50	28	1.4%	19	1.0%	10	0.7%	12	0.8%
51 thru 60	21	1.1%	14	0.8%	8	0.5%	18	1.2%
61 plus	10	0.5%	11	0.6%	8	0.5%	10	0.7%
ALL Ages	1978	100.0%	1817	100.0%	1522	100.0%	1487	100.0%

3. Philosophy has slight changes to its student population with more Latinx students in our classes. We have also seen an increase in DRD students.

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. In particular, the program has approved the creation of an Existentialism course, and would like to offer expanded Ethics courses, including a Business Ethics course, a Bioethics course, and an Ethics of emerging technologies course. We don't consider it responsible to do this right now as we weather our current downsizing, but hope to return to it soon.

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

N/A

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Course/Service	CSU (Option B)	IGETC	Other
Phil 3	A2		
Phil 4			Agreements with UCB & UCD; working on UCSC
Phil 5	A2	1B	
Phil 6	C2	3B	
Phil 7	C2	3B	
Phil 9	C2	3B	
Phil 10	C2	3B	
Phil 11	C2	3B	
Phil 12	C2	3B	
Phil 20	C2	3B	
Phil 21	C2	3B	
Phil 49			

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 & UC Davis. 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)

N/A

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
0000	ALL	00	00				
0001	ALL	02	01	Adequate Faculty to ensure quality classroom instruction, currency in our disciplines, and robust, productive college service.	Hire one additional FT philosophy instructor	Academic year 2018-19	Plan to 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 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 (LOS) 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. We will continue to try to work with AFA on the issue of discipline-specific LOS lists.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	00	00				
0001	ALL	02	01	Adequate Faculty to ensure quality classroom instruction, currency in our disciplines, and robust, productive college service.	Hire one additional FT philosophy instructor	Academic year 2018-19	Plan to request two new full-time faculty