

Santa Rosa Junior College

Program Resource Planning Process

Philosophy 2015

1.1a Mission

The mission of the Interdisciplinary Studies in 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, 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.
- Preparing our students for participation as citizens at the local, national and global levels.
- 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: Michael Aparacio

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
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Office:

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

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.

At the same time, the department remains committed to lowering its supplies expenditures even more by exploring alternatives to printing and graphics expenditures. Most instructors in the department have made extensive use of digital media through CATE and/or Moodle to reduce copy and printing costs.

We do, however, have a significant need for media and publications funds. For example, we need to update many of the video materials we use in our Critical Thinking courses, as most of our resources are outdated. We are also very interested in securing a subscription to the American Philosophical Association's journal "Teaching Philosophy."

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0000	ALL	02	01	\$3,750.00	We would very much like to include our Adjunct instructors more in our department meetings and work retreats. Due to the recent merger of the Philosophy program with Religious Studies and Humanities, it is vital that we meet periodically to address issues of coordination and shared governance between the programs. It is important that Adjunct instructors are more involved in these meetings since matters are addressed that affect their interests directly. We would like to provide compensation to our Adjunct colleagues to attend these meetings (at least one per year) at a cost of three hours per instructor.
0000	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.
0000	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 Interdisciplinary Studies in Philosophy, Humanities, and Religion works to develop, integrate and steward the coordination of the diverse programs in

			our department. Facilitating communication within the newly merged programs, and managing the fallout from the merger in general, has proven very time consuming, but essential, to the functioning of the new department.
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2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Instructional Aide	8.00	10.00	In-house tutorial support for Critical Thinking courses on the Santa Rosa campus. The program provides a tutor who works with faculty to tutor students within the department's common area.

2.2d Adequacy and Effectiveness of Staffing

Given the increased workload created by new college requirements (including SLO's, this Program Review Process, the increasing complexities of the curriculum process involving at least four distinct disciplines, TMC's, etc, and most importantly, coordination of programs and communication with faculty) reassigned time for Department Chairs needs to be increased. The merger of the Philosophy program with Humanities and Religious Studies has exacerbated these complexities. For the Chair to perform these duties adequately, 60% FTE release time would be appropriate. The current reassigned time assessed for our department is not proportionate with the responsible fulfilment of duties associated with the job. Following the merger of Philosophy, Humanities, and Religious Studies, the department has adopted protocols that demand the creation of coordinators to steward our various programs. These protocols were developed to maintain disciplinary independence and integrity. Our hope was that these protocols would help to alleviate the above-mentioned complexities. This has proven difficult to sustain in that we lack needed funding to award appropriate reassign time for these tasks. The complexities in question have been vastly underestimated and adaptation to the merger, even after several years, has been arduous and fraught with difficulties. The increased time necessary to effectively communicate and execute departmental functions under these protocols is a significant drain on the Chair's time and regularly exceeds the allotted reassign time for the position. The protocols require some delegation of duties to disciplinary coordinators, e.g. pertinent the development of the schedule of classes, maintaining and updating the curriculum, completion of the PRPP, ensuring the disciplinary integrity of the programs, etc. Part of the department chair release time has been distributed to "coordinators" as compensation for this work, but as our allotment of release time has steadily declined, this has proven unsustainable. The department is deliberating as to the formula by which reassign time will be fairly distributed to program "coordinators." In the most recent year, no release time has been available to facilitate this effort, and so the Chair (currently a Philosophy instructor) has had to undertake the unwieldy role of developing schedules and managing curriculum for disciplines in which he lacks appropriate educational and experiential expertise.

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. Our current tutor is both highly qualified in the subject matter and also fluent in Spanish. This makes him a highly valued person in our department, and a huge help to students (especially those working to overcome difficulties adapting to the English language). The current tutor's fluency in Spanish also provides much needed support for our students whose primary language is Spanish. 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 entail complex reading and writing assignments. The department would like to increase its funding to provide an instructional aide, both increasing tutorial services on the Santa Rosa campus and extending those services to the Petaluma campus. See section 2.2e for details.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Petaluma	00	00		Instructional Aid	STNC

2.3a Current Contract Faculty Positions

Position	Description
Philosophy Instructor - 100%	This instructor teaches 5 sections per semester.
Philosophy Instructor - 100%	This instructor teaches 5 sections per semester and has just completed their third year of tenure review.
Philosophy Instructor - 100%	This instructor teaches 4 sections per semester and earned approximately 20% reassign time as Faculty co-Chair of DTREC
Philosophy Instructor - 100%	This instructor teaches 3 sections per semester and earned 40% reassigned time as Department Chair

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Philosophy	17.0000	38.0000	28.0000	62.0000	The department's FT/PT ratios was 38%(FT) / 62% (PT). However, on of our full-time instructors is transitioning to 1/2 Philosophy and 1/2 Religion Studies. So our projected FT/PT ratio is 33%(FT)/ 67%(PT)

2.3c Faculty Within Retirement Range

The Philosophy Program recently had three contract faculty retirements. We presently have one faculty within retirement range, and one will be in three years.

These retirements are proving hard for the department to function. We are relying on adjuncts to teach core Philosophy courses, including History of Philosophy and Logic. We have held back the development of new courses in Existentialism and Business Ethics. We also have relied on contract faculty to work beyond their contracted five hours a week in order to complete basic tasks such as evaluations.

This strain is compounded when one of our contract faculty participate in a sabbatical or college service. One of our full-time instructors in Philosophy recently went on sabbatical, and one is about to go on sabbatical. The Department Chair qualifies for sabbatical. However, he is not applying because the department already is overburdened.

Similarly, the department's sole contract faculty member in Religious Studies was elected Academic Senate President. While we have adjuncts to teach his sections, this college service will mean other faculty are burdened with department duties.

In short, because of recent retirements, the current balance of full-time faculty in our department is unsustainable.

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 D-TRC, and serving as Vice President of AFA.

Our program's current FT/PT ratio is:

Contract Sections: 38% Adjunct Sections: 62%

However, one full-time instructor is transitioning to teaching ½ Philosophy and ½ Religion. After this transition the program's make-up is projected to be:

Contract Sections: 33% Adjunct Sections: 67%

This same instructor is retirement age and plans to retire in roughly 5-6 years.

Current Program Needs

As a result of the program's inadequate number of Contract Faculty, we are relying on adjunct instructors to teach its Phil 4 (Logic), Phil 5 (Critical Thinking for Reading and Writing), Phil 20 (History of Ancient Philosophy) and Phil 21 (History of Modern Philosophy) sections. These are core courses, central to our function as a transfer program and for our majors. While the adjuncts teaching these courses are commendable, it is not easy finding adjunct instructors who can teach these courses; it is not equivalent to having full-time faculty teaching the course; and two of the courses are taught by an adjunct who is retirement age and planning to retire in the next year; and the others are taught by adjuncts who are seeking full-time positions elsewhere.

This tenuous reliance on adjuncts has persisted since the program had three retirements four years ago, and will increase now that one of our remaining full-timers is transitioning to ½ Philosophy and ½ Religion.

The program has had two adjunct hiring searches since June 2014, and we have not found an adjunct instructor who is ready to teach Phil 4, Phil 5, Phil 20, or Phil 21.

The program's predicament is impacting curriculum development. While we presently can stay current on our course outline reviews, the program is holding back on developing Existentialism and Business Ethics courses because its recent adjunct searches have not produced an adequate pool. Furthermore, with the expected retirement of the adjunct instructor teaching Phil 20 and Phil 21, a full-timer will need to reduce her or his college service in order to teach these courses.

Staffing Requests

Given its current and projected FT/PT ratio, and the tenuous conditions it creates, the Philosophy Program is requesting two full-time positions:

One full-time instructor who can teach our program's core courses, especially its Phil 4, Phil 5, Phil 20, and Phil 21 courses. This request was ranked number #2 by our cluster.

One full-time instructor who can teach Philosophy of Religion and Religion courses, including Phil 8 and Phil 11. This request was ranked #5 by our cluster.

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
0002	Santa Rosa	02	01	Philosophy	See analysis of faculty staffing needs

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

2.4c Instructional Equipment and Software 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, Software, 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	00	00	Urgent	Emeritus	1518	\$50.00	Wall clock was removed four years ago after it broke entirely. Now we have an ugly hole in the wall. We need a new clock.

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.

Need to mitigate the very heavy door in Emeritus 1515 for disability access.

3.1 Develop Financial Resources

None at this time.

3.2 Serve our Diverse Communities

Our recruitment of faculty is generally done by Human Resources. When reviewing applications and interviewing applicants, sensitivity to diversity is an important consideration for us and is included in both our screening and interview process.

Several of our classes (particularly Comparative Religions, Asian 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				Spring						Planned

	claims and premises										
	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		Spring						Planned		

	about philosophical arguments concerning moral issues										
	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	Spring						Planned		

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.

There has been constant and growing demand for our PHIL 3 and PHIL 5 Critical Thinking courses that we have struggled to meet due to reduced sections required by the budget cuts. We anticipate this problem to decline with the introduction of new sections in the coming academic year. In each semester during 2012-2013, and again in spring 2015, the majority of our Critical Thinking instructors had to turn many eager students away despite the fact that many instructors add students well beyond the established class limits. We are not meeting student demand. Given that Critical Thinking is a required course for earning an AA degree, there is an urgent need to restore our offerings as soon as the budget permits. We have also been forced to cut our offerings of several popular courses, in some cases by only offering them every other semester instead of every semester. These courses (PHIL 4, 9, 10, 11, & 12) fill easily whenever they are offered. Philosophy 12 is a critical course for students majoring in environmental studies, and so we proposed increased offerings of this course for fall 2014. Each of these courses satisfies an area of general ed and is transferable. We clearly need to increase our offerings of these courses or at least return them to the number of sections offered previously. Again, with increases to the schedule for academic year 2015-2016 we hope this will be achieved. However, this will depend largely on our securing additional full-time faculty. Also popular general courses and courses at the core of the Philosophy major, which could readily fill need to be returned to their prior numbers: we need to offer more sections of PHIL 6, 7, & 8.

The Philosophy Program's Enrollment Efficiency, Average Class Size, and Instructional Productivity figures remained steady and showed some increases. Despite heavy cuts to our schedule, 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.

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 Program considers its Enrollment Efficiency results a continued sign of excellence.

5.2b Average Class Size

The program's average class size is 30.

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.

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 2011

Phil 6 - Current; effective Fall 2014

Phil 7 - Current; effective Fall 2011

Phil 8 - Current; effective Fall 2014

Phil 9 - Current; effective Fall 2011

Phil 10 - Current; effective Fall 2015

Phil 11 - Current; effective Fall 2015

Phil 12 - Current; effective Summer 2010

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's retention rate was over 75%, which continues its nearly decade long trend above 70%.
- 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's average assigned Grade Point Average was 2.64, which 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.

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 2014-2015	Requesting two new full-time faculty

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	We are continuing our development of policies, procedures and relationships for the combined Philosophy, Humanities and Religious Studies programs that will enable all of the disciplines involved to both maintain autonomy and enhance their effectiveness and value to the college community. We've made great strides in this regard, though the task is ongoing and entails significant challenges due to the significant differences that exist both in the nature of our respective programs and the cultural assumptions of our prior departmental structures.

6.2b PRPP Editor Feedback - Optional

Dean's statement

The department is vital, efficient, and provides outstanding information to the students while serving as one of the cornerstones of the college General Education requirements.

The curriculum is updated on a regular basis and strong effort is made to incorporate contemporary political and social issues into class discussions.

In the future, the Dean's Office hopes to work with faculty and the college PR office to provide greater visibility to student and faculty successes and the regionally unique class offerings.

We must note that just like many of the other A & H cluster programs, this one also is in need of additional faculty and staff support.

The Dean's Office thanks the faculty and staff of the program for their hard work and commitment to excellence.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Maintain currency in curriculum	Ensure all courses are updated and assessed for SLOs as needed	Academic year 2014-2015	Request two new full-time faculty