



**Philosophy  
PROGRAM REVIEW REPORT  
2014 - 2015**

**Faculty and Staff (List all)**

| Full Time     | Adjunct       | Support Staff |
|---------------|---------------|---------------|
| Call, Jack    | Amaya, Héctor |               |
| Saldana, Rudy | Butler, Sean  |               |
|               | Love, Jamie   |               |
|               | Smith, David  |               |
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## Philosophy

### I. Executive Summary

#### **Program Description:**

Philosophy is the study of the nature of reality, knowledge, and values through a critical analysis of fundamental assumptions or beliefs. The study of logic, ethics, and the history of philosophy provides a means of systemizing, assimilating, and evaluating information and the development of philosophical perspective. The study of philosophy is valuable background for students interested in social or natural sciences, or humanities and particularly in law, theology, and education. Philosophy courses satisfy general education requirements for an associate degree, a liberal arts degree with an emphasis in arts and humanities/philosophy, and lower division transfer. The Honors Program includes one philosophy course: *PHIL 106H Introduction to Philosophy - Honors*.

Courses are offered in the day and evening and in late start scheduling and online.

#### **Strengths/Effective Practices:**

We continue our involvement with electronic media by having on-line classes, web pages, traditional use of videos and/or compact disc presentations. We also provide research sources or links. All full time faculty have access to e-mail and online resources. We continue, when the economy allows, to participate in conferences presented on topics of interest.

Instructors in the philosophy program hold students to high academic standards. We give them a good foundation for continuing their lifelong education. As evidenced by contacts with current and former students, we see increasing numbers of our students who transfer to four-year schools, and quite a few who choose to major in philosophy.

To improve the prospects for success of philosophy majors, we have created four new courses: Symbolic Logic, History of Ancient Philosophy, History of Modern Philosophy, and Philosophy of Religion. Symbolic Logic has been approved through the curriculum process and will be offered in the spring 2015 semester. History of Ancient Philosophy has also been approved and will be offered in the fall 2015 semester. The other courses are in the process of being reviewed by the curriculum committee. These new courses will make possible a new transfer degree in philosophy.

**Weaknesses/Lessons Learned:**

Retention and success rates for the philosophy program have been consistently lower than the campus -wide rates from the summer 2009 session through the spring 2014 semester. While fluctuating up and down over that period, the rates for the spring 2014 semester were the lowest over the five-year period. Philosophy is a difficult subject, but we aim both to maintain high academic standards and to improve course retention and success rates. In order to accomplish this, we will make more use of the early alert intervention process and make a greater effort to inform students of the extra help available to them, including the Writing Café, tutoring, and faculty office hours . Over the five-year period, summer 2009 through spring 2014, the distance education philosophy courses had better retention and success rates than the traditional courses except for one semester, spring 2013. Philosophy faculty members need to discuss an explanation for this difference to see if it will bring to light a possible way to improve retention and success rates.

**Recommendations/Next Steps:**

The program has lost one full time instructor and he has not been replaced due to the budget situation. We have managed to serve student needs by using qualified adjuncts. However, looking forward, given the creation of four new courses and a new transfer degree, it is likely the program will attract more students, and we will need to hire a new full-time instructor to staff extra courses and sections.



## Philosophy

### II. Curriculum

| Course Number and Title<br>(Courses must be reviewed every six years to remain active) | Date of last Curriculum Committee Review | 2013-2014<br>Course offerings<br>By Term and # of<br>Sections |      |        |        | SLOs<br>Assessed<br>(Semester / year) |
|--|--|---|------|--------|--------|---------------------------------------|
|  |  | Summer  | Fall | Winter | Spring |                                       |
| PHIL101 Great Religions of the World   | F10                                      | 1   | 5    | 1      | 4      | F13                                   |
| PHIL106 Introduction to Philosophy   | S11                                      | 2   | 5    | 1      | 4      | F13                                   |
| PHIL106H Intro to Philosophy/Honors  | S11                                      | 0   | 0    | 0      | 1      | F13                                   |
| PHIL108 Philosophy/Ethics  | F08                                      | 0   | 3    | 0      | 2      | F13                                   |
| PHIL110 Philosophy/Logic   | F08                                      | 1   | 6    | 1      | 4      | F13                                   |

### III. Degrees and Certificates

| Title                             | Type | Date Approved by Chancellor's Office | Number Awarded 2011 | Number Awarded 2012 | Number Awarded 2013 | Number Awarded 2014 |
|-----------------------------------|------|--------------------------------------|---------------------|---------------------|---------------------|---------------------|
| Liberal Arts: Arts and Humanities | AA   | 2009                                 |                     | 8                   | 7                   |                     |
| Social and Behavioral Sciences    | AA   | 1950                                 | 325                 | 311                 | 366                 |                     |

**TYPE:** AA = Associate in Arts AS = Associate in Science Degree C = Certificate S = Skill Award  
 AA-T = Associate in Arts for Transfer AS-T = Associate in Arts for Transfer

#### IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

The number and pattern of philosophy courses and sections meets the needs of student demand. However, we anticipate an increased demand due to the creation of four new courses and a transfer degree in philosophy.

#### V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

*For data on course sections, success and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate "plus one" addendum.*

*Observations and comments about course, program and college level data can be made below.*

Students enrolled in the program tend to match the college demographic patterns with the exception of age; the largest group of students enrolled in philosophy coursework fall in the 25-49 year old category. The second largest is the 18-24 year old category, so we are not concerned.

From the summer 2009 session through winter 2014 session, student retention has been good over the past five years, at 85-96%, although somewhat lower than the campus-wide average of 90-96%. However, in the spring 2014 semester, student retention dropped to 76% in the philosophy program. Even though this was also the semester with the lowest campus-wide retention rate, 89%, this has caused us some concern. Philosophy is a difficult subject, but we aim both to maintain high academic standards and to improve course retention and success rates. In order to accomplish this, we will make more use of the early alert intervention process and make a greater effort to inform students of the extra help available to them, including the Writing Café, tutoring, and faculty office hours. Over the five-year period, summer 2009 through spring 2014, the distance education philosophy courses had better retention and success rates than the

traditional courses except for one semester, spring 2013. Also, the summer and winter sessions have had higher retention and success rates than the fall and spring semesters, both campus-wide and in the philosophy program. Philosophy faculty members need to discuss an explanation for these differences to see if it will bring to light a possible way to improve retention and success rates in the philosophy program.

## VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Provide examples of individual student success or instructional strategies that were effective.

We have been contacted by a number of students regarding successful transfer. One student praised the instruction that she received in the Citrus Philosophy Department compared to her transfer institution. Several students have completed philosophy major degrees at UCs, and several have gone on to law school.

## VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

The most recent (Spring 2014) assessments of student learning outcomes in all the philosophy courses show that stated outcomes are being achieved by a big majority of students. The major cause of need for improvement for those students who didn't do well was missing class and failing to turn in assignments. We plan on trying to make better use of the Early Alert system to give notice to students who are failing in these ways of the need for improvement and to advise them of the availability of resources such as tutoring, the Writing Care, and faculty office hours.



## Philosophy

### VIII. Progress toward previous goals

During 2013-2014, we accomplished:

|                        | Previous Goals   | Progress/ Persons Responsible | Status | Year 1 Strategic Plan Objectives |
|------------------------|--|-------------------------------|--------|----------------------------------|
| <b>Goal 1<br/>EMP</b>  | Write curriculum for Symbolic Logic, History of Ancient and Modern Philosophy, and Philosophy of Religion courses to support the released Transfer Model Curriculum pattern. | Jack Call                     | C      |                                  |
| <b>Goal 2<br/>EMP</b>  | Write and seek approval for an AA-T in Philosophy  | Jack Call, Rudy Saldana,      | C      |                                  |
| <b>Goal 3<br/>EMP</b>  |  |                               |        |                                  |
| <b>Goal 4<br/>2012</b> |  |                               |        |                                  |

In addition to previous goals, during 2014-2015, we plan to:

|               | Description   | Actions / Target Date | Data Index* | Institutional Goal** |
|---------------|---|-----------------------|-------------|----------------------|
| <b>Goal 1</b> | Use the Early Alert system more carefully to improve retention and success rates.           | 14-15 Academic Year   |             | 1.1                  |
| <b>Goal 2</b> | Offer a section of the new Symbolic Logic course.   | Spring 2015           |             | 1.1                  |
| <b>Goal 3</b> | Offer sections of the new History of Ancient Philosophy and Philosophy of Religion courses. | Fall 2015             |             | 1.1                  |



*\*For instutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

*\*\*For Educational and Facilities Master Plan, use table below.*

|  |
|--|
| EFMP 1 – Use the Early Alert system more carefully to improve retention and success rates.           |
| EFMP 2 – Offer a section of the new Symbolic Logic course.   |
| EFMP 3 – Offer sections of the new History of Ancient Philosophy and Philosophy of Religion courses. |



## Philosophy

### IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

#### Certificated Personnel (FNIC)

| Position | Discuss impact on goals / SLOs | Impact | Priority |
|----------|--------------------------------|--------|----------|
|          |                                |        |          |
|          |                                |        |          |

#### Classified Personnel

| Position | Discuss impact on goals / SLOs | Impact | Priority |
|----------|--------------------------------|--------|----------|
|          |                                |        |          |
|          |                                |        |          |

#### Staff Development (Division)

| Item | Discuss impact on goals / SLOs | Cost | Impact | Priority |
|------|--------------------------------|------|--------|----------|
|      |                                |      |        |          |
|      |                                |      |        |          |

#### Facilities (Facilities)

| Describe repairs or modifications needed     | Discuss impact on goals / SLOs                | Building / Room | Impact | Priority |
|--|---|-----------------|--------|----------|
| Add wifi capability to show videos from Ipad | Will augment and add interest to instruction. | LB<br>101/103   | F      | 2        |
|  |   |                 |        |          |

#### Computers / Software (Tecs)

| Item | Discuss impact on goals / SLOs | Cost | Impact | Priority |
|------|--------------------------------|------|--------|----------|
|      |                                |      |        |          |
|      |                                |      |        |          |

#### Equipment

| Item | Discuss impact on goals / SLOs | Cost | Impact | Priority |
|------|--------------------------------|------|--------|----------|
|      |                                |      |        |          |
|      |                                |      |        |          |

#### Supplies (Division)

| Item | Discuss impact on goals / SLOs | Cost | Impact | Priority |
|------|--------------------------------|------|--------|----------|
|      |                                |      |        |          |
|      |                                |      |        |          |

# General Budget Guidelines

## Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

## Determining Budget Impact:

*Indicate one or more of the following areas that your request will affect:*

**M = Mission:** Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

**N = Need:** Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

**Q = Quality:** Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

**F = Feasibility:** Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

**C = Compliance:** Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

## Budget Priorities:

*When establishing priority, consider the following:*

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.