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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Behavioral Sciences

Discipline Name
Philosophy (PHIL)

Department Chair Name
Jeffery Epstein and Netta Schroer

Division Name
Social and Behavioral Sciences

Website address for your discipline
<https://www2.palomar.edu/pages/philosophy/>

Discipline Mission statement

The mission of the philosophy discipline is to help students develop into independent and critical thinkers enthusiastic for civil debate, able to express ideas with clarity and grace, equipped with ethical and civic values, who will be prepared for, and positively impact, an interdependent and ever-changing world. We strive to do this by teaching students to write and to think clearly, to read carefully and critically, to reason effectively, systematically, and charitably, and to reflect on major questions concerning moral values and the good life, on the nature of knowledge and belief, on the nature of persons and minds, and on existential questions concerning the physical, social, and environmental reality of the world in which we live.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
AA-T in Philosophy

Please list the names and positions of everyone who helped to complete this document.

Dr. Jeff Epstein, Associate Professor of Philosophy
Dr. Lee Kerckhove, Professor of Philosophy
Dr. Dillon Emerick, Professor of Philosophy (on sabbatical Fall 2020)

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

3

Full-time Faculty (FTEF)

2.60

Part-time faculty (FTEF)

4.40

Classified and other permanent staff positions that support this discipline

The Behavioral Sciences Department has one ADA who serves seven disciplines: Psychology, Sociology, Alcohol and Other Drugs Studies, Philosophy, Religious Studies, Anthropology, and Archeology. This ADA is a 12 month employee who has a 100% workload within the Behavioral Sciences Department.

Additional hourly staff that support this discipline and/or department

N/A

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

Although it seems as though the degree or certificate offered should express the program learning outcomes, rather than vice versa, we can nevertheless affirm that the program learning outcomes for philosophy communicate very well the scope and depth of the AA-T degree in philosophy. These learning outcomes include preparing students for upper level course work in philosophy, developing their critical thinking and writing skills, cultivating their abilities to reason in a sophisticated manner about ethical issues and fostering their civic knowledge and engagement. These outcomes reflect the scope and depth of the AA-T degree in multiple ways. Each course in the AA-T degree prepares students for upper level work in philosophy. Courses such as Critical Thinking and Introduction to Logic develop students' critical thinking skills. Introduction to Philosophy and Introduction to Ethics develop our students' abilities to reason about ethical issues. Social and Political Philosophy fosters our student's civic knowledge and engagement. So, the scope and depth of the AA-T degree in philosophy and the program learning outcomes in philosophy are essentially isomorphic.

How do they align with employer and transfer expectations?

When employers are asked which skills they value most highly, critical thinking is always very high on the list. Each of our courses either teaches critical thinking or applies critical thinking to more specific areas of philosophy. Therefore, our program learning outcomes align very closely to employer expectations. Universities expect that philosophy students who are beginning to enter the upper division level have a broad understanding of the history of philosophy and philosophical methods. They also expect that students have a firm foundation in logic and critical thinking. These are exactly aligned with the program learning outcomes in philosophy, as well. Both employers and transfer institutions expect students to be able to express themselves clearly and accurately in writing. Therefore, since each of our classes principally assess student learning outcomes through writing, our program is also aligned with this expectation.

Describe your program's plan for assessing program learning outcomes.

Historically, assessing the AA-T in Philosophy program learning outcomes has been a challenge due to the incomplete nature of the information regarding students who complete the AA-T degree in philosophy. Since not all students who pursue the AA-T degree in philosophy inform the discipline that they are in fact doing so, assessment of program learning outcomes can only be partially based on information regarding our students' experiences after transfer. The discipline has developed two responses to this relative lack of data. First, we began in Spring, 2019 to ask known transfer students on a voluntary basis to complete a qualitative assessment questionnaire that attempts to determine how the AA-T degree in Philosophy prepared them for upper division course work in philosophy. Feedback has been positive, but is naturally limited by the small sample size of the number of students who complete our program and the subset of that number who are able to respond to the questionnaire. Nevertheless, the questionnaire provides at least an anecdotal basis to believe that students who complete the program are well prepared for the rigors of upper division course work in philosophy. The second way that we assess our program learning outcomes is based on the fact that the student learning outcomes in each of our courses is closely aligned with the program outcomes. Thus, as students successfully complete our courses, they have achieved the student learning outcomes for those courses in a satisfactory manner. Completion of the student learning outcomes assures that the program outcomes are being achieved as well.

We have already started piloting this more qualitative assessment with a student who finished in the Spring of 2019. Here, quickly, are her responses:

1. Briefly describe how taking philosophy courses/AA-T has transformed you/your way of thinking/understanding /learning. In other words, has it caused you to re-orient your thinking about yourself, the world, other people, social and political involvement, ethical awareness and the like?

"In the most simple way I can think of, taking and participating in philosophy classes has enabled me to realize my capacity as a person that is capable of expanding their ability to think. I have not had a class outside of philosophy classes that caused me to pause and reflect to fully understand the knowledge. Most of my classes, are simply memorization of information, with very little application. Understanding the fluidity of the application of philosophical concepts has taught me to approach the world in a much different manner. In that, where before I took things at face value and never bothered to think about why the face I saw, appeared that way to me. Obviously, learning that I am not only capable of thinking beyond the face, but also how to do so, has changed the way I approach every topic. Ranging from something as simple as to why I like certain words more than others, to politics, issues with the world, people in my world, and the way I display myself to other people. Furthermore, I find myself utilizing what I learn in my philosophy classes with every other class I have, to great success. It has made everything I do easier; from my other classes to my extra-curricular activities (Competitive Forensics, Journalism, and Student Government). I never imagined myself as a person capable of any of those roles. Yet, I was prepared to be at the forefront of all of these activities, developing critical arguments to best serve those positions from the type of critical thinking necessary to succeed in philosophy."

2. In what ways have the faculty supported your successful completion of the AA-T (instruction, advising/counseling on course selection, club, independent study, college applications, moral support, etc.)

"In just about every way possible. I have received so many opportunities from my philosophy professors. I have received any help I have requested, be it with office hours or help with an essay. I want to study philosophy at Berkeley, and they put me in contact with another student from Palomar that had transferred from Palomar. With the philosophy club, I have the chance to take the things learned in class and apply them with varying people on varying subjects which has supported my ability in the subject itself and in my ability to communicate with others. My philosophy professors at Palomar have encouraged me and my thirst for more by making the opportunity to participate in the independent study of my interest happen, and later provided me with employment experience within the philosophy department (which also just generally supports me as a paying job.) Perhaps most importantly, multiple philosophy professors have provided excellent letters of recommendation that have gotten me into the colleges and programs I desired, such as Ball State University's Honors College."

3. In what ways did the Philosophy AA-T prepare you for transfer?

"As I am transferring as a philosophy major, the AA-T has prepared my lower level for that degree sufficiently, and saved me two years of exorbitant university cost while preparing me for upper-division. Receiving this information in a smaller class, has allowed me to have more direct interaction with it than I would have otherwise been privy to had I not gone the AA-T route.

This direct interaction has provided me with not only more experience with the same lower-level work, it has provided me with the confidence to use it. "

Summarize the major findings of your program outcomes assessments.

Follow-up communications with students who have completed the AA-T degree in philosophy and who have transferred to a university indicate that students self-report that they are well prepared for upper division course work. Although students are often surprised at the narrow focus of most upper division course work in philosophy, they also indicate that they have acquired sufficient breadth in our program to quickly adapt to the demands. As our program continues to grow in coming years, we look forward to having larger and larger cohorts of students that can give us a larger data set from which to draw more substantive conclusions on the success of the program.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

One question that we have not yet been able to address with our outcomes assessment is the relative value of each of the classes required for the AA-T after transfer. That is, are there classes that we offer that more valuable or useful for students after transfer than other classes? Would students who transfer have benefited from additional courses of that nature? These are some areas that we have not yet been able to address, except in an anecdotal manner.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

The discipline of philosophy does an outstanding job of supporting several of the General Education/Institutional Learning Outcomes. Critical thinking and written communication is emphasized in each of our classes and is especially developed in our Critical Thinking and Introduction to Logic classes. Ethical Reasoning is the focus of our Introduction to Ethics class and is also found in our Introduction to Philosophy classes. Civic Knowledge and Engagement is the basis of Social and Political Philosophy. Intercultural knowledge is developed in our classes on Asian Philosophy and Philosophy of Religion. It would be very difficult to find another discipline of our size on campus that does as much to support General Education/Institutional Learning Outcomes.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

In summary, we are pleased that our course outcomes assessments demonstrate that we are achieving a relatively high level of success in achieving our course and program goals. Since our course and program goals are so closely linked to the General Education/Institutional Learning Outcomes, it indicates that our discipline is playing a vital role in furthering the educational aims of our students.

PROGRAM COMPLETIONS

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

Yes

What steps are you taking to address these completions?

See above.

What is your program standard for program completion?

4

Why did you choose this standard?

This standard represents the mean completions per year for the previous 5 year period.

What is your Stretch goal for program completion?

5

How did you decide upon your stretch goal?

This question is difficult to answer without knowing the time frame allotted for the completion of the stretch goal. However, if we restrict ourselves to the foreseeable two academic years, then growth from 4 to 5 completions would represent a 20% increase in the mean number of completions. This is an ambitious goal for a relatively small discipline with limited resources.

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

We had 4 completers last year.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Stayed the same

What factors have influenced your completion trends?

Philosophy is an intellectually challenging discipline that appeals to a relatively small subset of the overall student population. Therefore, our completion trends tend to remain stable, but relatively small, especially in comparison with other disciplines of greater popularity. Moreover, the global pandemic of the last year has had a very negative effect on student enrollment in general, and this will be reflected in the future enrollments/completions in our program.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your enrollment trend over the last 5 years?

Increased

What was your efficiency trend over the last 5 years?

Increased

Were these trends expected? Please explain.

Yes. Both were expected. Our increased efforts in student outreach through such avenues as the Philosophy Club, has helped to significantly stimulate interest in our classes among students. Moreover, many of our classes are General Education transfer requirements for Humanities and Critical Thinking, which means they are perennially in high demand. "Efficiency," measured in terms of fill rate, has also increased. This was also expected due to the relatively large numbers of cancellations of classes we have experienced in the previous year. This is not a reflection of the discipline of philosophy however, but rather of general enrollment declines at the college over the previous several semesters.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

In Fall, 2018 our WSCH/FTEF ratio was 464. In Fall, 2019 it was 491. This is a clearly positive trend in enrollment, which has contributed to the success of the Philosophy AA-T program by introducing our discipline to increasing numbers of students.

How have these factors presented challenges for your program(s)?

In Fall, 2018 our Fill Rate was 87%. In Fall, 2019 our Fill Rate was 93%. So, philosophy courses are operating at 8% above the Institutional Standard Fill Rate of 85%. This makes it difficult to accommodate student demand for our courses and indicates that we are not offering a sufficient number of sections.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Yes. Our success rate in philosophy over the last five years vacillates in a range from 64.8%-70.1%. So, it was reasonable to project that our success rate in 2019 would be consistent with this result.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

The overall retention rate in philosophy has remained consistent at 89% to 91% over the previous five years. Therefore, it was reasonable to expect that this consistency would continue.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Age

Age: Why do you think age differences exist? What do you need to help close the gap?

Retention rates in students in the over 50 age group are lower than those in the under 50 age group. This is likely due to the fact that as a community college dedicated to lifelong learning, Palomar attracts a number of older community members who take courses as an avocation. Therefore, such students would not have the same motivation to complete courses as would students planning on transfer. Moreover, older student populations tend to experience an increased number of health related issues that may place obstacles in the way of course completion.

Are there differences in success/retention between on-campus and online courses?

Yes

Please share any best practice methods you use for online courses.

All of our faculty have completed Poet Training. Evaluation of all online classes is based on the CVC-OEI Course Design Rubric to ensure consistency in course content, student contact and accessibility.

What is your program's standard for Discipline COURSE Success Rate?

65.0%

Why did you choose this standard?

Philosophy maintains high academic standards in critical thinking and written expression. Many of our students are underprepared in these areas, especially the latter. Nevertheless, in Fall, 2019 we exceeded our course success rate by 1.3% (66.3%). However, we project that the implementation of AB 705 in the short term will increase the number of underprepared students taking our courses and thereby put negative pressure on our course success rate. It might be possible to fine tune the success rate with increased information about the success rate for individual courses.

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

This is the institutional set standard. Moreover, we have achieved this standard two times over the last five years. The discipline would like to be more consistent in achieving the institutional set standard. However, given the current pressures on the educational system brought on by the Covid-19 pandemic, it is likely that there will be increasing negative impact on student success in the near term. Moreover, while AB 705 is essential for equity and access, much of our assessment requires well-developed critical writing skills. The elimination of remedial/introductory English courses means students are less-prepared for the rigors of philosophical critique.

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?

The discipline of philosophy has a lead full-time faculty member who is dedicated to coordinating course assessment across sections and over time. This instructor consults frequently with the Department SLO Coordinator. The discipline meets regularly to discuss the content and implementation of student learning outcomes assessment. Course level outcomes are assessed on a continuous rolling basis.

How have you improved course-level assessment methods since the last PRP?

The discipline of philosophy is committed to assessing student learning outcomes through writing. We have improved course-level assessment of writing by conducting a review of the writing requirements of our philosophy courses. We determined that the standards for each course were not consistent across the discipline. Course outlines of record are in the process of revision. Once completed, the revised standards will be used to determine assessment of the SLO in a more consistent manner. We will continue to emphasize the diversity of the types of writing assignments that are required to demonstrate that our students are meeting the SLOs.

Summarize the major findings of your course outcomes assessments.

One major finding of our course outcomes assessments is that periodic review and consultation within the discipline is crucial to maintaining effective and consistent standards of evaluation.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

It is worth reflecting on whether the discipline's emphasis on written expression is becoming increasingly dated as the cultural intellectual paradigm appears to be shifting ever increasingly toward the visual presentation of information. Should we strive to incorporate other dimensions of the critical analysis of information into our assessment practices? Moreover, many of our students are innumerate. Yet the evaluation of numerical data is just as important for critical thinking as is literacy. Should we be incorporating more information about how to evaluate statistical information, for example, into the critical thinking curriculum?

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Our learning outcomes assessments continue to demonstrate that a significant percentage of students struggle with effective written communication. One significant improvement that could be pursued, although this is unlikely, is smaller class sizes. This would allow for more individualized attention to student writing and would very likely have a dramatic positive effect on overall outcomes.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

One principle program outcome of the Philosophy AA-T is to prepare students for upper-division course work at the university level. Upper-division course work at the university level requires that students have a firm foundation in critical thinking and the major theories and methods of the history of philosophy, as well as the ability to express themselves in writing at the appropriate level. The course outcomes in the discipline of philosophy help students achieve their program outcomes by developing students' abilities to analyze issues and problems found in philosophy and to clarify and properly interpret, evaluate, and critique philosophical arguments from throughout the history of philosophy. The student learning outcomes in each of our courses dovetail with the program outcomes for the AA-T degree by developing the skills requisite for successful completion of the program, while at the same time focusing on specific periods of history or certain areas of focus within philosophy. This can be seen by an examination of one set of student learning outcomes. For example, in Philosophy 126, Philosophy of Religion the student learning outcomes are as follows: Upon successful completion of the course, the student will be able to: 1) analyze issues and problems relating to philosophical inquiries into religion; 2) Clarify philosophical claims in self-expression and in interpretation of classic and contemporary texts of and on religion; 3) Evaluate for cogency arguments concerning religion. Thus, the student learning outcomes within a specific domain of philosophy are an application to a specific subject matter of the larger program outcomes of the Philosophy AA-T.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

As would be expected from our discipline, our degree maps and scheduling strategies are logical and effective. The AA-T program in Philosophy requires that students establish a foundation in the basic theories and methods of philosophy and complete a course that develops their critical thinking skills, such as Critical Thinking or Introduction to Logic. Then, the student moves to more robust survey courses in the History of Philosophy or Contemporary Philosophical Movements to develop breadth and competency in the perennial issues in the history of philosophy. This is followed by more focused studies in specific areas of philosophical theory, such as Social and Political Philosophy, or the Philosophy of Religion. Finally, capstone courses, such as Philosophy in Literature and Philosophy of Human Nature allow students to apply what they have learned to advanced areas of philosophy and also prepare them for more advanced studies at the upper-division university level in general. So, our AA-T program is based on a logical scaffolding of classes that build in a progressive way. Scheduling mirrors this scaffolding by sequencing courses in a regular pattern that allows students to reasonably complete the requirements of the degree within a two-year course of study. Maps of the program are shared with students through the Palomar Pathways mapper that guide students through the program in the most efficient manner.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

Our goal is to offer a robust selection of classes throughout the day, but also to schedule more of our classes during "prime time" to meet student demand. During a typical non-pandemic semester, we schedule a balanced mix of both full semester and 8-week fast track classes in both face-to-face and online modalities to provide all students, including the disproportionately impacted, the flexibility to successfully complete the courses they need. We schedule courses throughout the day based on their historical ability to fill and on room availability. Our discipline is very hesitant to schedule classes of less than 8 weeks, although we have done so on rare occasions in the past. This is the case because we believe that such short-term classes are pedagogically contradictory to our discipline's emphasis on slow, careful, and rigorous reflection on the deepest issues of human existence. The breakneck pace of a 4-week class would not allow us to accomplish our student learning outcomes and thus would compromise our program outcomes.

How do you work with other departments that require your course(s) for program completion?

Our critical thinking class is not required but it is an elective for Math and for University Studies: Emphasis in the Humanities. In order to accommodate students from these programs we strive to offer as many sections of critical thinking as possible. We maintain open lines of communication and when these degree programs contact us, we strive to meet their needs.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

We believe that our curriculum is robust and reflects the current state of the discipline of philosophy. One area of concern is the intersection of curriculum with scheduling. We have a number of classes, many of which are part of the AA-T program in philosophy, which we are not permitted to offer and, in some cases, have never been permitted to offer, such as Philosophy 201 Symbolic Logic. Such a course would obviously appeal not only to philosophy majors who plan to move on to upper-division university studies, but also to majors in other departments, such as Math and Computer Information Systems. Aside from this, at the moment the discipline of philosophy is in the process of a regular thorough review of each of our courses. This, however, is part of the normal review cycle and does not rise to the level of concern.

Are there courses that should be added or removed from your program - please explain?

We speculate that a class in professional ethics or medical ethics might be added to the program if there were special program requirements in nursing or business. At the moment, however, the program reflects very well the requirements for upper-division preparation in the discipline of philosophy and we see no need to add or remove any classes from the program at this time.

How is the potential need for program/course deactivation addressed by the department?

The discipline of philosophy conducts ongoing, thorough review of its program and courses. Since the Philosophy AA-T program has only been in place for a few years and has appealed to students who are interesting in pursuing upper-division university course work in philosophy, talk of deactivation would be moot. Within the past few years, we have revised our curriculum to facilitate the transfer requirements of AA-T students in philosophy, which required the deactivation of a number of classes and the creation of classes that better served the needs of transfer students. We continue to consult with universities in the CSU and US systems on matters of articulation and our curriculum evolves in response to their demands.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

If this question is referring to non-credit and non-credit options, then, no, the discipline is not interested in expanding in these areas at this time.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Our goal in scheduling is to offer a diverse program that gives students the maximum flexibility to fulfill their academic needs. We offer classes throughout the day in both face-to-face and online formats, although the current pandemic has forced us to temporarily move to an all online schedule. Our choice of classes is quantitative and qualitative. We use quantitative historical data on enrollments, such as fill-rate, to better understand which classes will be successful at which times of day and in which modality. We strive to offer more classes when student demand is higher, dependent as always on the availability of rooms and resources. Since our fill rate in philosophy currently is 93%, we believe our current scheduling practices offer a responsible use of district resources to meet student demand. We also use the requirements of the AA-T program to schedule classes that have historically had somewhat lower enrollment, but which are required to prepare students for the rigors of upper-division university study in Philosophy.

Describe other data and/or information that you have considered as part of the evaluation of your program

We use feedback from CSU and UC philosophy departments on articulation in the review of our course requirements and course outlines of record. We try to align as closely as possible with transfer requirements.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

The link above actually is not a good one to inform students or administrators of career options for those with training in philosophy. Studying philosophy is valuable no matter what career path one pursues, from academia to business to entertainment to politics. The value of a field of study must not be viewed mainly in terms of its contribution to obtaining the first job after graduation. Students are understandably concerned with getting their first job, but it would be short-sighted to concentrate on that at the expense of developing the potential for success and advancement once hired. What gets graduates initially hired may not yield promotions or carry them beyond their first position, particularly given how fast the needs of many employers evolve with changes in social and economic patterns. It is therefore crucial to see beyond what a job description specifically calls for. Philosophy need not be mentioned among a job's requirements in order for the benefits of philosophical study to be appreciated by the employer, and those benefits need not even be explicitly appreciated in order to be effective in helping one advance.

Employers want—and reward—many of the capacities that the study of philosophy develops: for instance, the ability to solve problems, to communicate, to organize ideas and issues, to assess pros and cons, to boil down complex data, and to understand the "big picture." These capacities represent transferable skills. They are transferable not only from philosophy to non-philosophy areas, but from one non-philosophical field to another. For this reason, people trained in philosophy are not only prepared to do many kinds of tasks; they are particularly well prepared to cope with change in their chosen career field, or even move into new careers.

As all this suggests, there are people trained in philosophy in just about every field. They have gone not only into such professions as teaching (at all levels), medicine, law, computer science, management, publishing, sales, criminal justice, public relations, and many other fields.

In emphasizing the long-range benefits of training in philosophy, whether through a major, a minor, or a sample of courses in the field, there are a least two further points to note. The first concerns the value of philosophy for vocational training. The second applies to the whole of life.

First, philosophy can yield immediate benefits for students planning postgraduate work. Philosophy students regularly outperform students from other disciplines on graduate school entrance exams, such as the LSAT and GRE. As law, medical, business, and other professional school faculty and admissions personnel have often said, philosophy is excellent preparation for the training and later careers of the professionals in question. In preparing to enter fields which have special requirements for postgraduate study, such as computer science, management, medicine, or public administration, choosing philosophy as a second major (or minor) alongside the specialized degree can be very useful.

The second point here is that the long-range value of philosophical study goes far beyond its contribution to one's livelihood. Philosophy broadens the range of things one can understand and enjoy. It can give self-knowledge, foresight, and a sense of direction in life. It can provide special pleasures of insight to reading and conversation. It can lead to self-discovery, expansion of consciousness, and self-renewal. Through all of this, and through its contribution to one's expressive powers, it nurtures individuality and self-esteem. Its value for private life can be incalculable; its benefits for public life as a citizen can be immeasurable.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

General Problem Solving, Critical Thinking, Communication Skills, Persuasive Powers, Writing Skills, Organize Ideas and Issues, Analyze Complex Data.

How does your program help students build these KSA's?

Each of our courses, in their own way, teaches students to solve complex problems (e.g. ethical dilemmas, social and political injustices, the resolving of conflicting theories about free will and natural causation, reconciling a loving God with the apparent evil in the world, etc.). In order to tackle the many problems that philosophy students explore, students must analyze the complexity of the problem, figure out which data is relevant, organize the set of possible solutions, assess which are most promising, communicate their ideas and solutions, and they must learn to convince others that their solutions are viable and meaningful.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

Yes

Please list any questions and describe what you need to integrate work-based learning.

We would be interested in learning about internships and volunteer opportunities on campus and in the community.

Internships, especially, can provide students with real-world experience where they can apply the analytic and critical thinking skills they are learning in the classroom to specific projects.

Volunteer opportunities allow students to align their ethical and political values to serving the community.

So, if we could receive information on these opportunities, we would be grateful.

How do you engage with the community to keep them apprised of opportunities in your program?

We have great relationships with the colleges and universities in the area (CSUSM, UCSD, UCR, SD State). We have a mutual understanding of the curriculum we offer and, indeed, we often share instructors. Through the Philosophy Club and its Subcommittee on Human Trafficking, we have hosted several events which draw on different stakeholders at Palomar (students, faculty, administrators) as well as the community (lawyers, advocates, government officials), including a talk on Human Trafficking in San Diego County as well as an end of the year "get to know your faculty member" event (the club/events have been on hold during COVID). We hold bi-annual meetings for students pursuing or interested in the AA-T in Philosophy. We offer the Lockett-Seech Scholarship to students through cooperation with the Palomar Foundation.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Increase recruitment and success rate for students from diverse backgrounds

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Increase promotion of Philosophy course offerings with BI-POC student groups. Continue to support and develop Palomar's Philosophy Club which has as its mission to increase diversity of students participating in the group and directing its leadership. For retention and success rates, collaborate with College on its Equity, Diversity, and Inclusion Initiative to audit the classroom environment; hire a new full-time instructor with expertise or specialization or demonstrated commitment to issues of diversity as developed within the discipline. Work more fully with Ad Astra and the Starfish Early Alert System to identify enrollment trends and support students.

Outcome(s) expected (qualitative/quantitative)

Qualitatively, we will see an increase in recruitment and success rates of students with diverse racial and ethnic backgrounds. The result of this increased diversity will be students of color recognizing their rightful place in philosophy courses, creating classrooms that more accurately reflect the culturally diverse campus community, foster dialogues and explorations of texts that have previously been excluded from the canon/discipline. Quantitatively, we would like to see a steady increase in the recruitment of diverse students. We do not have a specific quota to meet, but an increase that reflects greater outreach and promotion is desired. Successful rates will align with the success rate of white students (70%).

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The college's mission statement includes the following: Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. It also meets Palomar's VfS Goals/Outcomes #1, 2, 3, and 5 as well as Objective 3 of SP Goal I, Objective 3: Per the College's VfS goals and Student Equity and Achievement Plan, implement strategies designed to increase persistence and completion while at the same time decreasing equity gaps by 40%.

Expected Goal Completion Date

6/1/2023

Goal 2

Brief Description

Add an Additional Full Time Faculty Member.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Through the PRP Staffing and Resources process.

Outcome(s) expected (qualitative/quantitative)

The new full-time faculty member will allow us to continue to offer excellence in instruction, student learning, student advising/implementation of Guided Pathways, and shared governance. Between administrative duties and recent retirements, the department is stretched thin. Over the last ten years, we have a net loss of two full-time faculty members. The failure to replace at least one of these two faculty members will have deleterious effects on the health of the department and the students who require so many of our courses to be prepared for transfer.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Philosophy supports Palomar College's mission to "provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals" and to "support and encourage students who are pursuing transfer-readiness, general education...." Philosophy also promotes the current Strategic Plan Goal 1 to "Implement instructional strategies that strengthen and connect teaching and learning across the college" and Goal 1.2: "Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning."

A new faculty position will help us facilitate these goals in the following ways:

Philosophy courses provide knowledge and skills consistent with the district's Mission Statement, which states that Palomar College values transfer-readiness and basic skills. Palomar's philosophy courses promote the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world. Philosophy plays a leading role in the process of critical thinking and written communication, two of the "Golden Four" skills, which are foundational for all college courses. Philosophy 113 (Analytic Reasoning), Philosophy 200 (Critical Thinking), Philosophy 116 (Logic) are the primary ways through which students meet their GE critical thinking requirement at Palomar College. A new position would help develop and teach these important courses.

In addition, Philosophy 200 (Critical Thinking) is one of only two courses on campus that meets the critical thinking/writing requirement for transfer to the UC system. This class is already greatly impacted, with the loss of one full-time faculty member who taught this course, the demand will be even greater. The teaching of critical thinking meets important district, department and discipline goals. Having an additional full-time faculty member will help meet our goal of timely student transfer and of the development of critical thinking skills as outlined in Palomar's GE/Institution goals (see below).

Due to the significant lack of full-time faculty members, the work of the discipline, such as hiring, scheduling, and evaluating full-time and part-time faculty, assessing SLOs, completing PRP requirements, and implementing the AA-T degree has become increasingly more challenging. Hiring more full-time faculty would ease these ongoing and increasing challenges, and it would allow full-time faculty to ease their administrative burdens so they can focus on their excellent teaching and student engagement.

To further facilitate the transfer needs of students, we have aligned existing philosophy courses with C-ID/AA-T recommendations and developed an AA-T in Philosophy following the transfer model curriculum (TMC) for philosophy. This process required reorganizing our current offerings and developing courses currently not offered. This process has placed additional administrative burdens on existing faculty members. Having a new faculty member will greatly facilitate our implementation and assessment of this new AA-T degree.

Guided Pathways: The Guided Pathways model stresses excellent instruction at the "front door", so to speak. Our full-time faculty are currently dedicated to administrative tasks (such as acting as department chair) and teaching those courses that require a deeper level of discipline expertise or specialty (for example, Ethics and Political Philosophy). A new faculty member would allow us to put our best, most engaging faculty in introductory classrooms to inspire, captivate, and recruit new majors. Not only will this help our discipline directly, but it will also likely lead to increased student success, college engagement, and completion for those students who do not plan on becoming Philosophy majors.

Finally, an additional hire will allow us to participate in Palomar's Equity, Diversity, and Inclusion Initiative to hire diverse faculty.

Expected Goal Completion Date

5/13/2022

Goal 3

Brief Description

Develop a mechanism for finding our students who are on the path to completion (who have taken 2 or 3 philosophy courses) so we can better meet their needs and assess our program.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We will need administrative support in the form of providing us with current data that can be used to track current AA-T students, AA-T completers, and students who have taken at least two Philosophy Courses at Palomar. Based on this data, the AA-T faculty coordinator will reach out to students, design surveys, hold information and guidance sessions as a way to increase AA-Ts, support existing majors towards successful completion, and made revisions based on the feedback of completers.

Outcome(s) expected (qualitative/quantitative)

We expect to increase student enrollment, increase the number of AA-Ts, and increase the number of completers in the AA-T. An exact quantitative increase is difficult to predict without first seeing the data, but reason dictates that we can anticipate an increase if we have greater contact and support for students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

By creating a mechanism for identifying and supporting students, the department's mission to provide excellent instruction and transfer readiness in philosophy can be met, students who are offered greater support can more easily accomplish the goals laid out in the strategic plan for the college, including transfer readiness, general education, basic skills, and access to our programs.

Expected Goal Completion Date

8/13/2021

Goal 4

Brief Description

Merger of Philosophy and Religious Studies

Is this a new or existing goal?

New

How will you complete this goal?

Much of the work has already been accomplished. We have discussed impacts on both disciplines with articulation and curriculum. We have coordinated with HR and Faculty Senate to make sure Full Time instructors have equivalency. We are revising disciplinary bylaws on part time staffing policies and procedure. We have worked with the PFF to make sure the merger of the discipline is supported by the contract. We are working with the VPI to move the process through IPC.

Outcome(s) expected (qualitative/quantitative)

The merger will heighten and enhance our efforts to consolidate, and find more efficient ways of operation: in the scheduling of classes, refinement and develop of curriculum, management of the workload for our ADA, and in the offer degrees/certificates that best meet student needs. It will also better support both Religious Studies and Philosophy by following trends throughout the CCC and CSU system in which RS has been merged with Philosophy. In this way, both disciplines are able to offer a more broad and deep set of courses to Palomar students. There is no immediate quantitative impact, but the expectation is that once we are able to design a certificate for PHIL/RS, we will then attract more students into the merged discipline.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

It actually adds RS to Guided Pathways Mapper since it is currently not included there, thereby failing to represent the full scope of expertise and offerings available at Palomar. This will help meet SP1: Objective 3 and SP2: Objective 1 outlined in the Strategic Plan.

Unsurprisingly, by keeping RS vibrant and growing through an alliance with Philosophy is central for Palomar to complete its mission of serving students from diverse backgrounds but also in the training of students in aesthetic and cultural enrichment and producing global citizens. It should also bolster the VfS 1B goal of increasing completions of certificates (once it is created after the merger is approved).

This will also create greater efficiency for our ADA and the student onboarding process.

Expected Goal Completion Date

5/14/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

Lost two full time professors

Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

ADA Behavioral Sciences

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled

Our last ADA retired last year and we require a new ADA in order to complete the administrative tasks within our department. Our current ADA is responsible for Philosophy, Sociology, Alcohol and Addiction, Religious Studies, Women's Studies, Psychology, and Anthropology.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

This will increase efficiency since we do not currently have an ADA. The current workload for our ADA means that their

attention is distributed over seven disciplines.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

An ADA in behavioral sciences is imperative for the success of each discipline within behavioral sciences and their respective goals/plans detailed in their PRPs.

Strategic Plan 2022 Objective

1:5

3:5

4:1

4:3

5:1

5:2

If the position is not approved, what is your plan?

There is no alternative plan since the work of the ADA cannot be outsourced. At best, other ADAs will need to provide support on typical scheduling and administrative issues. This is not good for anyone, and can easily be solved with the addition of another ADA.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

jepstein@palomar.edu

Review

Chair Review

Chair Comments

Thank you, philosophers, for your thorough review and thoughtful reflection of your program! The comments provided by the student demonstrates your commitment to their success and the undoubtable value of a background in Philosophy.

Chair Name

Netta Schroer

Chair Sign Date

10/23/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

1. Specific attention to detail as it relates scaffolding of content to course progression and scheduling
2. Interest in reaching out to other areas (NURS, BUS, WBL, eg) to explore other topics

Areas of Concern, if any:

1. program assessment -- lack of tight structure in place for assessing students at program completion
2. possibly success rate -- not the number in and of itself (consider recommendation below)

Recommendations for improvement:

1. RE: program assessment, possible solutions to be explored might include tying evaluation to highest level courses and/or capstone course; you do mention later having the district help in identifying students who have declared PHIL major intent -- it is there but needs to get systematically communicated to help with matters such as the one you bring up. Also, there are ways within CANVAS to capture student responses -- maybe a required survey for all students that asks which courses they have taken already; for those who have taken X # of courses or certain courses, e.g., the information requested can be expanded to get you the info you want.
2. RE: success rates and concerns about AB 705, have you identified teaching/pedagogical strategies that might help students overcome certain struggles in writing, e.g.? Have you had conversations with ENG/READ re: areas of concern? Do you connect students with tutoring as soon as it's clear that there may be a challenge with reading comprehension or written expression?
3. RE: WBL, a faculty coordinator should have already reached out to you re: WBL in your curriculum or program, etc. If not, please contact Nichol Roe for the person assigned to SBS.

Dean Name

Shayla Sivert (Acting for Dean Ly)

Dean Sign Date

11/8/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

- 1- The remarkable care and thoroughness with which the PRP sections were completed is clearly illustrative of the commitment of this small group of faculty to a discipline that has never been more necessary.
- 2- The detailed analysis of challenges and opportunities (AB 705, complexity, need for faculty etc.) should be most useful for higher administrators to support strategies and requests.

Areas of Concern, if any:

Though understandable and rationally explained, the completion number is low. As mentioned above, outreach to other areas is a good initiative.

Recommendations for improvement:

Consider adding interdisciplinary courses to the current core ones (Philo and/in... Dance, Cinema, Science etc.) with applied philosophical perspectives to increase pool, retention, and completion of students. For instance there could be classes in epistemology, phenomenology and existentialism, post-structuralism etc., that would attract students in other majors beyond the more traditional philosophy inclined ones.

Work with English to track and trend the impact of AB 705 as it evolves.

Not a recommendation for improvement but an acknowledgement for the better being and thinking of our students: keep up the strong advocacy for the department, additional faculty, and high standards.

IPC Reviewer(s)

Dr. Fabienne S. Chauderlot

IPC Review Date

12/3/2020

Vice President Review**Strengths and successes of the discipline as evidenced by the data and analysis:**

see above

Areas of Concern, if any:

see above

Recommendations for improvement:**Vice President Name**

Shayla Sivert

Vice President Sign Date

12/31/2020