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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Department Chair Name

Jeff Epstein and Netta Schroer

Discipline Name

Philosophy (PHIL)

Department Chair email

jepstein@palomar.edu

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

Dr. Lee Kerckhove: Professor of Philosophy

Dr. Dillon Emerick: Professor of Philosophy

Dr. Jeff Epstein: Associate Professor of Philosophy

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

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

How many permanent or full-time faculty support your discipline (program)?

3

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

1.6

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

4.8

List the 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.

List additional hourly staff that support this discipline and/or department

N/A

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 and argumentative skills. Introduction to Philosophy and Introduction to Ethics develop our students' abilities to reason about ethical issues, metaphysical issues, issues about knowledge, and conceptions of identity. 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. The results of a national survey in 2013 indicates "Employers are more Interested in critical thinking and problem solving than college major". 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 and wishes. 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.

Our discipline has been working closely with our department's Student Learning Outcomes liaison to explore ways to make our course and program level assessments more meaningful (and to ensure on-time reporting!). This past year, we built a program and course outcomes assessment database to help us gather, interpret, and report our data. This streamlined process will not only help us identify our SLO assessment needs each semester, it will also allow us to more transparently compare our assessment data across course sections and semesters. We anticipate in subsequent semesters being able to increase the total amount of students assessed, as well having more confidence in the interpretation and explanation of our results.

Summarize the major findings of your program outcomes assessments.

Our most recent program assessment indicated that 76.92% of our students are performing at satisfactory college-level competence. However, as instructed by the college's SLO/PLO assessment coordinators, this data is pulled and aggregated directly from our course data. These results add nothing over and above our course-level SLO data tell us. To be sure, we are pleased with these initial results which seem to confirm our discipline's focus on writing and writing assessment. Nevertheless, our PLO assessments at the college do not at this time allow us more meaningful data from which we might learn more about the success of our program and areas of possible improvement. For example, we are not able to track our students beyond their time with us at Palomar. While we do keep in touch with our recent degree completers, it is difficult for us to systematically measure how prepared they are at their transfer institutions. We understand that this is a problem with AA-Ts in general. Nevertheless, we continue to gather qualitative data from our completers. A recent AA-T completer commented:

"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."

We will continue to revise our program-level assessment methods to yield more meaningful, actionable data.

PROGRAM COMPLETIONS

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

2015-2016 = 1
2016-2017 = 4
2017-2018 = 5
2018-2019 = 6
2019-2020 = 4
2020=2021 = 7

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

Increased

What factors have influenced your completion trends?

We are happy to report that our completion trends are on the rise. However, there was a small dip in this increase. That dip, occurring in academic year 2019-2020, was perhaps due to the COVID pandemic and the multitude of issues surrounding that outbreak and its response (classes moving to the remote environment, decreased enrollment/cancelled sections, job losses, increased family obligations, etc). These are factors well beyond the scope of our faculties' agency.

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.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Philosophy has a passionate and talented pool of full and part time instructors. We pride ourselves on both the rigour of our standards and on the excellence of our instruction.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

Here is a list of challenges, in no particular order.

Scheduling. As mentioned earlier, Philosophy is an intellectually challenging discipline that appeals to a relatively small subset of the overall student population. As such, our enrollment numbers in more specialized classes tend to be smaller than the district wishes. This number of students interested in these courses is typical for a college of our size and mission. However, we are told that these courses cannot be offered regularly. These are often the very courses that solidify a student's interest in our discipline and ones that create a reliable, self-supporting community of Philosophy majors. Moreover, these courses are required for our AA-T degree and their cancellation and infrequent offering likely hurts our completion numbers.

The move to the remote environment. We are all experienced in-person instructors. Our training and experience is in our ability to reach students personally and in person. We have found that a college classroom is the best location for really engaging, exciting, and empowering our students. For many of us, learning to replicate this excitement and passion in an online environment was a challenge. Though we are indeed proud of our accomplishments in these endeavors.

A general atmosphere set by the college that education must be done quickly and for a particular monetary purpose (to get our students into the workforce). This atmosphere is quite opposed to a traditional model of education as being a place where students can explore and develop the mind. How does one quantitatively measure the value of a good and noble life? How can we measure and report that a group of students has become more curious about their world and more willing to explore the arguments and reasons of others? What is this worth in U.S. dollars to the California taxpayer? Among other things, a community college should be a place of personal transformation, a place where a student can become responsible, informed citizens, a place where one learns to understand not only one's rights, but also one's responsibilities, a place where a student might learn to become a civic and personal leader. We are trying to save a democracy, not an economy.

Loss of full timer to retirement. We recently lost a full time instructor to the lure of retirement. That faculty member was both an accomplished teacher and an incredibly competent administrator. Our team lost an all star, and we are trying to draft another.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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

65.0%

Why did you choose this standard?

We worry that the standard of 70% set by the college is the result of equivocation. One might think that since "success" in a course is the grade of C and above (and, traditionally, a C translates to a numerical percentage of 70%), that a class or a discipline is "successful" if the same criterion is met. Thus, the temptation might be to assess our program and classes as if they were themselves in a class. But of course, this is not the case. Put differently, students need a 70% in our classes to be successful. But that's a separate question than how many of our students should achieve that score in order to consider our classes and programs as a success. What counts as success in a class is not what counts as the success of a class. Hence the equivocation. What is the expected success rate at a college with students like ours? What factors in a students' life might influence their success in a class like ours?

We have set our course success rate where it is because Philosophy maintains high academic standards in critical thinking and written expression. Many of our students are under-prepared in these areas, especially the latter. Thus setting more reasonable goals seems prudent.

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

This is the institutional set standard. How did it decide upon this goal?

Fall 2019 and 2020 saw increases in student success. Thus, it seems prudent to follow this uptick with a slight increase in our success rate, namely one that reflects the institutional set standard which we met in Fall 2020 (and very nearly met--69%-- in Fall 2016 and 2017). 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.

Some individual courses have been below our target rate. The reasons, we believe, are because those courses are either only offered as Fast Track courses or because they are specialty, elective courses which are quite demanding as per disciplinary standards. However, because of low enrollment, we cannot require requisites for enrolling. As such, some of these courses are more difficult for students and these challenges are reflected in the lower success rates. We will evaluate these courses in the hopes of achieving modest increases year over year until we reach the stretch goal.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

Our most recent course level outcomes assessment (Spring 2021) reveals consistent results. We assessed students' ability to evaluate arguments. Our results indicate that, across our classes, between 23.81% and 36.26% of students excelled in their ability to recognize and evaluate arguments. However, students in our Critical Thinking class performed much better than their peers (Philosophy students not in a CriticalThinking class). 57.14% of these students excelled in this ability. Perhaps this result is not surprising given the scope and focus of the course (it is, after all, focused on arguments). But this is a trend we will keep an eye on.

Indeed, our assessments of this ability across our classes indicates a remarkable consistency of results, perhaps indicating that our assessment methods are appropriately "normed". For example, the percentage of students not meeting college-level standards only deviated between 21.43% and 29.63% across our classes. Again, our Critical Thinking students were the outlier with only 9.52% not meeting college-level standards. Future assessments will be compared against this one. Moreover, we will work to increase our sample size for more meaningful data.

This past year, the discipline has had several conversations about our SLO assessment process. As always, we are looking for ways to capture meaningful data while also being minimally invasive in courses. Our conversations have also revealed 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 and success rates. Smaller class sizes, at least vis-à-vis our Student Learning Outcomes assessments, would allow us to control for the multitude of confounding variables in our assessment process.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

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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? 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 shortsighted

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.](#)

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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.

Many full and part time faculty are working towards de-colonizing their syllabi and working on grading from an equity standpoint. These are internal efforts to create an inclusive environment requisite for student learning and retention.

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, retention, and success 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

6/1/2024

Goal 2

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.

Goal Status

Ongoing

Is this a new or existing goal?

Existing

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. We also plan to design a mid-semester questionnaire mid-semester as well as a form on the discipline website so we can capture students who are enrolled in our courses but have not yet declared their major..

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

12/31/2022

Goal 3**Brief Description**

Add RS 103 (World Religions) to the Philosophy AA-T

Is this a new or existing goal?

New

How will you complete this goal?

Through coordination between Philosophy and Religious Studies and the administrative support of the Articulation Office and the Dean's Office, we will add this course to AREA B or C of the Philosophy AA-T.

Outcome(s) expected (qualitative/quantitative)

RS 103 is a popular course. By adding it to the Philosophy AA-T, we will attract new students to the discipline of Philosophy and into the AA-T program. Moreover, it continues our work to more closely align the offerings between the two disciplines which have significant methodological and content overlap. It is also a creative attempt to grow the discipline and AA-T during a time of unprecedented enrollment decreases. Quantitatively, it is difficult to put an exact number on the benefits. Even if it is only one student per academic year decides to pursue an AA-T in Philosophy or a handful that take other philosophy courses, this is a benefit to the discipline with no downside.

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

By creating a mechanism for students to discover the Philosophy AA-T, we are meeting Palomar's institutional goal to "support and encourage students who are pursuing transfer-readiness, general education...." This goal 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." Finally, because Religious Studies is not on a Guided Pathway, it provides one for those students interested in pursuing this area.

Expected Goal Completion Date

6/1/2022

Goal 4**Brief Description**

Develop Certificates in Philosophy for Bioethics, Social Justice/Antiracism, and/or Critical Thinking and Religion

Is this a new or existing goal?

New

How will you complete this goal?

Working with the Articulation Office and the Dean, we hope to develop at least two transferable certificates or areas of emphasis. Working with nursing, we will develop a sequence of courses in bioethics/medical ethics, general ethics, and philosophical perspectives on death and dying. We will also draw on faculty expertise to develop courses in feminist philosophy, philosophy of race, Latin American Philosophy, and post-colonial philosophy. Alternatively, we already offer three critical thinking courses and two religion courses, so these might be easier to turn into a certificate, but our primary goal is to attract students who might be interested in philosophy but do not understand the ways in which it touches upon their personal and professional lives.

Outcome(s) expected (qualitative/quantitative)

Offering these certificates will allow us to recruit and improve student success for nursing students and BIPOC students into the Philosophy program. Many students are simply unaware that we exist or they do not understand what we do. These certificates provide students with a concrete application of philosophical theory to their everyday lives and professional experiences. Presumably, these certificates will also increase our success and retention rates, especially with female and BIPOC students. Moreover, it allows us to continue to grow the discipline despite the downward trends in enrollment. Quantitatively, we would expect a slow trickle at first into these certificate programs. However, once established, there is little reason to anticipate consistent growth and completions.

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

By creating a mechanism for students to discover the concrete application of Philosophy, we are meeting Palomar's institutional goal to "support and encourage students who are pursuing transfer-readiness, general education...." This goal 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." Finally, it is aligned with the college's anti racist, DEI framework for improving classroom climate, for BIPOC student retention and success, and may even allow for work based learning to be incorporated into our courses.

Expected Goal Completion Date

6/1/2023

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

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor of Philosophy

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

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.

An additional hire will allow us to participate in Palomar's Equity, Diversity, and Inclusion Initiative to hire diverse faculty or faculty whose specialization aligns with DEI goals of the district.

An additional faculty member will also allow us to meet several of the Goals laid out in this PRP, including recruitment, success, and retention of BIPOC students as well as the development of certificates or areas of emphasis.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Yes, there is very much a scarcity of qualified part-time faculty. Our curriculum needs require a faculty member who has training in both critical thinking and at least one specialized field in philosophy. This typically requires a Ph.D. in philosophy. Just to provide an example, we did not have an area expert available for a course we are teaching this Spring. We had to reach out to a colleague at CSUSM. He is teaching this course as a favor to us. Currently, among the 10 part-time philosophy instructors, there is only one candidate who meets that requirement. In addition to the above requirements, instructors also need experience in developing and teaching courses in critical thinking, critical writing, ethics, political philosophy, metaphysics, epistemology, history of philosophy, and history of ideas.

Part-time faculty are also scarce because (a) New trends in philosophy require that faculty members be able to draw upon new findings in cognitive science, use an empirical research methodology, and understand the ways in which their discipline applies to rapidly changing technologies in fields such as computer sciences, medicine, and environmental science; and (b). Philosophy faculty need experience incorporating social media and computer aided course content and delivery for on-campus and distance learning. That is, we also need our well-qualified candidates to have some expertise in online instruction. However, Philosophy instruction has historically been practiced in face-to-face settings. Thus, many otherwise highly-qualified instructors lack these technical skills.

Moreover, we have had several part time staff retire or take positions at other institutions. Thus, they need for a full time faculty member is more important than ever since the existing pool of part timers is shrinking.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

With only 3 full-time faculty members, there is an undue burden on faculty members to teach courses outside their areas of expertise. Moreover, we've recently lost two faculty members whose areas of expertise were Logic (PHIL 116), Critical Thinking (PHIL 200), Philosophy of Religion (126), and Asian Philosophy (114). This requires other faculty members to work outside their areas of expertise to maintain consistently balanced course offerings within the discipline.

The AA-T degree required an overhaul of our curriculum and necessitates the creation and preparation of entirely new courses. Now that we have lost 2 faculty members in 6 years, the remaining three are covering several areas outside of their specialization. Finally, in addition to our regular contractual duties, our responsibilities have come to now include community engagement and the marketing of our program (for example the question "How do you engage with the community to keep them apprised of opportunities in your program?" here on the PRP). An additional full-time colleague will help us with this responsibility

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

N/A

Is your department affected by faculty on reassigned time? If so, please discuss.

Yes, one of our three full time faculty members is the department co-chair with a 40% release time from teaching. Moreover, for the past 8 years, a philosophy full time faculty has been the chair of the multi-disciplinary department. As such, we lose somewhere between 40-80% of their courses taught to administrative service. Only part time faculty can fill these gaps.

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

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

Our last ADA retired two 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. 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. 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.

There is no alternative plan since the work of the ADA cannot be outsourced.

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 fiscal year 2019, 2020, 2021. 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?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

Funds to design, produce, and promote the discipline, our courses, and the major: we estimate approximately \$750-\$1,000 to design, produce, and promote the discipline.

Funds to invite speakers in Philosophy: At this time, when remote talks are the only possibility, we would not need more than \$200. In the future, larger payments as well as refreshments or light snacks would be appropriate and would cost more.

Funds to support the Philosophy Club: Provide snacks and refreshments for the club as well as promotional materials. We estimate \$350-\$500.

Travel money: Our discipline requires regular participation in teaching and research conferences. Travel/lodging and registration expenses for the three full time faculty can make this possible. We estimate up to \$500 per person for a total of \$1,500.

Professional organization membership: Professional organization membership can cost as much as \$150 per year. Without this membership, we are outsiders in our own discipline missing important updates and developments necessary to serve our students. So, we would request a total of \$300-\$500 for these fees.

Funds for Journal Subscriptions: Palomar's library is woefully inadequate in Philosophy journals. We anticipate things getting worse with increase cuts to library subscription and data base access. At a minimum, we require funds sufficient for two subscriptions, one in teaching and one in research. Costs vary, but we imagine it is roughly \$750 per year.

Discipline retreat: We are seeking funds to hold a one day retreat for full and part timers to reconsider best teaching practices, decolonizing our syllabus, and improving classroom climate in the wake of COVID and Palomar's adoption of the antiracist framework. We anticipate somewhere between \$500-1,000.

Continuing discipline funds/instructional

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

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

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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