



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Philosophy (PHIL)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Jeffrey Epstein and Netta Schroer

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

Lee Kerckhove, Professor of Philosophy
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Website address for your discipline

<https://www.palomar.edu/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 ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☐ Yes ☒ No

List all degrees and certificates offered within this discipline.

AA-T in Philosophy

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

3

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

2.6

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

3.4

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

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

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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](#). 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? Please explain.

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!). We built, and are using, a Program and Course Outcomes Assessment Database in Airtable 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 82.4% 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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

2016-2017 = 4; 2017-2018 = 5; 2018-2019 = 6; 2019-2020 = 4; 2020-2021 = 7; 2021-2022= 3

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

☐ Increased ☐ Stayed the same ☒ Decreased

Choose one

What factors have influenced your completion trends?

There was another small dip in our trend of increasing completions. The current dip is 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 rigor of our standards and on the excellence of our instruction. Many of our instructors shine best in an in-person environment. We look forward to offering more of our courses on campus.

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 continue to be 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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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?

The discipline exceeded our success rate in Fall 2021. Moreover, we have achieved this standard (or very close to it) five times over 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 2022) reveals consistent results. We assessed the SLO "Formulate and clarify philosophical claims in self expression and in interpretation of texts." Our results indicate that, across our classes, between 16% and 36.36% of students excelled in their ability to formulate and clarify philosophical claims. However, students in our assessed Critical Thinking class once again performed much better than their peers (Philosophy students not in a CriticalThinking class). 54.17% 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 continue to keep an eye on.

Indeed, our assessments of this ability across our classes indicates less consistency of results compared to last year. For example, the percentage of students not meeting college-level standards deviated between 33% and 16% across our classes. Again, our Critical Thinking students were the outlier with only 4% not meeting college-level standards. This larger range only differs from the past year in the upper range (33%) this can be accounted for by a number of possible explanations (particular assignment, Fast Track vs. Full Semester class, etc.) Nevertheless, it is worth keeping an eye on.

The discipline continues to have 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.

Course level SLOs can be accessed through [Nuventive Improve](#)

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

☒ Yes ☐ No

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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 O*net Link below) 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 at 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.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Increase recruitment and success rate for students from diverse backgrounds.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

One of our full time faculty members will be taking a sabbatical to research culturally responsive pedagogy in order to understand and improve upon our success and retention rates for students of color. Included in this work will be to review and completely revamp the syllabus, assessments strategies, grading schema, and learning activities/content for PHIL 113, an essential course for CSU transfer and completion of the AA-T in Philosophy. Moreover, the sabbatical will also produce training videos and resources as a PD opportunity for all instructors on campus, including full and part time instructors in philosophy. In these ways we envision much success in recruiting and retaining diverse students

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

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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..

Goal 3

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We recently tried to merge Religious Studies and Philosophy. The idea was greeted with much enthusiasm by all parties (Deans, VPI, etc.). However, we were told that such a merge was not possible. The reasons offered, such as they were, were largely incoherent.

Goal 4

Brief Description

Explore Rationales For Certificates in Philosophy for Bioethics, Social Justice/Antiracism, and Philosophy and Technology and Artificial Intelligence.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The disruption of our planned merger has put this goal on hold for the moment.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

SP Goal 2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college. Our discipline faculty continue to cultivate and focus on excellent teaching. Also, developing 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. 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 1 and 2 laid out in the VfS (Completion and Transfer).

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

In discussion with faculty during the completion of this update, we have renewed our interest moving forward in Goal 4, and we have a road-map for Goal 1.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☒ Yes ☐ No

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 position would also increase the likelihood meeting Goal #1 Increase recruitment and success rate for students from diverse backgrounds.

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. 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.

Refer to data and other analysis earlier in this document.

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 AA, CAST for Classified Staff?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

ADA

Is the position request for AA, CAST, or Classified staff?

Classified

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

☐ Full Time ☒ Part-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.)

The number of ADAs at the college has been reduced from 35 to 13 over the last five years. Because of the size of Behavioral Sciences, we long had two full time ADAs. Our last ADA retired three years ago and was not replaced by the administration to save costs. Since that time, our current ADA has taken on all of the responsibilities of that second full time position. That means she is now responsible for the following disciplines: Anthropology, Archeology, Alcohol and Other Drug Studies, Philosophy, Psychology, Religious Studies, Sociology, Social Work, and Women's Studies. We require a part time ADA for twenty hours per week in order to support our ADA with the administrative tasks within our department. This includes all inputting of scheduling, staffing, budget support, purchasing, student support, faculty support (80 full and part time instructors), and website maintenance to name just a few things. Certain duties can be performed only by full time ADAs such as inputting the schedule and staffing. However, the following are areas where our current ADA requires support that can be performed by an hourly hire:

Answer phones

Post cancelled classes

Process absence reports

Process honorariums

Assist faculty (copy work)

Comet Copy pick up

Pick up and distribute mail (daily)

Assist students

Contact I.S., A.V., Konica repair, Facilities, Campus Police for varies issues

Receive syllabi and post on SBS Division Teams

Email reminders to faculty (new semester starting, syllabi, textbook adoptions, etc.)

Make reservations thru Facilitron

Follow up on work orders (Facilities & I.S.)

Process and follow up with Human Resources on new hires (PT faculty, student workers, etc.)

Contact faculty with new hire information and workshops

User Access request for new hires (email, Peoplesoft)

Run enrollment – Dept Look Up

Maintain updated information on main department bulletin boards

Update on-campus class spreadsheet

Collect office hours from full time faculty and post on SBS Division Teams

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

The current workload for our ADA means that her attention is distributed over so many disciplines that this position cannot reasonably be performed by a single person. The result is backlogs and inefficiencies. Thus, a part time hire will increase efficiency since the tasks noted can be performed by the part time hire, thereby allowing our current ADA to focus on eliminating inefficiencies in the most important areas of her position.

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

☐ Yes ☒ No

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

This position supports our discipline by directly supporting our students. It will increase discipline morale and organization, it will help maintain smooth operations, and will help with student retention.

Strategic Plan 2022 Objective

<input type="checkbox"/> 1:1	<input type="checkbox"/> 1:2	<input type="checkbox"/> 1:3	<input type="checkbox"/> 1:4
<input checked="" type="checkbox"/> 1:5	<input type="checkbox"/> 2:1	<input type="checkbox"/> 2:2	<input type="checkbox"/> 2:3
<input type="checkbox"/> 2:4	<input type="checkbox"/> 3:1	<input type="checkbox"/> 3:2	<input type="checkbox"/> 3:3
<input type="checkbox"/> 3:4	<input checked="" type="checkbox"/> 3:5	<input checked="" type="checkbox"/> 4:1	<input type="checkbox"/> 4:2
<input checked="" type="checkbox"/> 4:3	<input checked="" type="checkbox"/> 5:1	<input checked="" type="checkbox"/> 5:2	

Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

If the position is not moved forward for prioritization, how will you address this need?

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

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?

☐ Yes ☒ No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation

Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☐ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☐ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☐ Yes ☐ No

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

remerick@palomar.edu