PHILOSOPHY DEPARTMENT PROGRAM REVIEW

EL CAMINO COLLEGE

FALL 2011

PROGRAM REVIEW TEAM:

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I. Overview of the Philosophy Department

The Program’s Mission Statement: “The Philosophy Department provides general education courses that prepare students to make a successful transition to the upper division when they transfer or to meet requirements for obtaining an associate degree. Emphasis in all courses is placed on critical analysis and argument, and on exposing the student to new perspectives and ways of thinking.”

At the present, the Department consists of three full-time philosophy professors/instructors, and several part-time instructors. A significant change/addition to faculty occurred in Fall 2008 with the hiring of full-time instructor Randy Firestone, who, similar to Professor Thureson, has a law degree. Professor Thureson has recently announced her retirement from her full time faculty position effective at the end of this school year (in June, 2012), but has graciously agreed to continue to teach part time thereafter for another year until another full time professor has been found and hired, and possibly longer.

Philosophy is one of the recognized areas that a student can choose as a major. Although it is somewhat difficult to get an accurate account of philosophy majors because some students who consider themselves philosophy majors do not formally declare themselves as such, over the past several years there appears to have been an increase in the number of students, at least several dozen, who have declared themselves to Philosophy faculty as majoring in philosophy.

The E.C.C. philosophy program offers a wide variety of courses that makes it competitive with other community college philosophy departments. This variety is considered a strength of the department, and it is believed this has facilitated philosophy majors in their successful transition to upper division classes.

All of the Philosophy courses fulfill CSU and IGETC transfer requirements. Specifically, Philosophy 5 and 8 fulfill Area A of CSU General Education Requirements and Area 1 of IGETC Course Requirements, while Philosophy 2, 3, 7, 10, 11, 12, 14, and 23 fulfill Area C of CSU General Education Requirements and Area 3 of IGETC Course Requirements.

In the Fall 2010 semester, Existentialism and Asian Philosophy were two new course offerings. Several new courses are being considered (see Curriculum below). Currently, one Philosophy course is an Honor’s class: Philosophy 23 (Ethics, Law and Society). All of our courses meet the requirements of obtaining the A.A. degree, and all are approved for transfer to the University of California and California State Universities.
In Fall 2009, the Philosophy Club was reactivated, and it has had an active and enthusiastic membership over the past two years. It meets weekly, and students discuss various philosophical topics each week. The Club presents a forum for students to more thoroughly explore and discuss philosophical issues introduced in the classroom, and to ponder philosophical subjects to which the student may not have yet been exposed. Further, the Club's goal is to foster a lifetime of intellectual exploration and learning.

The Philosophy Club has had guest speakers, including El Camino College alumni who have shared their experiences at four year universities. The Club has shown several movies on campus with discussions following the movies. In Spring 2011 the Club organized a rally on campus to protest education cuts which had California Secretary of State Debra Bowen as its featured speaker. The Club also instituted a competitive essay competition which was judged by the three full-time philosophy professors. In November 2011 the Club sponsored a philosophy book sale and raised funds that will likely go toward a future book scholarship for philosophy students.

Status of Recommendations from the prior Program Review

1. A prior goal was to incorporate international and global themes into existing courses. We should note at the outset that philosophy tends to have an international flavor because students learn about the great philosophers from all over the world. The philosophy department seems to have successfully implemented the goal of incorporating international themes. For example, Introduction to Philosophy courses have explored topics such as Hinduism, Buddhism, Taoism, Confucianism, Feminism or Women's Rights, Racism and Non-Violent Resistance. Another example is in the popular Ethics and Society class, which addresses not only ethical theory, but also contemporary moral issues such as the environment, animal rights, the death penalty, euthanasia, war and violence, drugs, and abortion, and further has incorporated a section on Asian Philosophies of Life for the term paper.

2. It was requested that technological upgrades in the form of more smart classrooms be implemented. At the present time, the Social Sciences building is being renovated so that all classrooms will be smart classrooms in the Fall semester 2011.

3. The goal of the implementation of two new courses was successfully completed by the recent additions of Existentialism and Asian Philosophy. Another course desired to be implemented in the last Program Review was a World Religions course. This course was never submitted for approval, in part because the History Department has a course titled History of
World Religions (History 145), and in part because our new Asian Philosophy course substantially meets this need in that it covers the religions of Taoism, Confucianism, Hinduism, and Buddhism. Moreover, in some of the Philosophy of Religion classes taught in the philosophy department, there is limited coverage of some of the world’s religions. As such, the Philosophy Department believes that the College is adequately covering this topic.

4. Replacement faculty was requested for the retirement of Professors Pielke and Thureson. Professor Pielke was in fact replaced by Professor Firestone, and the need for a replacement for Professor Thureson is acute and urgent in view of her upcoming and firm retirement date from full time employment at the end of this school year (June 2012).

5. The recommendation that SLOs be written and implemented for the three main course offerings has been done and exceeded as now SLOs have been written for all philosophy courses.

6. The recommendation to explore hybrid courses has never been implemented. A hybrid course is one that is approximately 51% online, and 49% on campus. To date, the Behavioral and Social Sciences Division has yet to implement any such courses. However, the Philosophy Department is interested in pursuing such courses.

7. Increased staffing and support, such as by obtaining tutoring for students, has not been implemented. The Philosophy Department is again making such a request for its core course offerings, especially Logic, as it is felt this is still needed, but it is unknown if such a request will be honored in light of recent severe budgetary cutbacks.

8. The introduction of several other new courses was suggested for consideration, including Islamic Studies, Philosophy of American Culture, Gender Studies or Feminist Theory, and Political Philosophy. At the present time, a course in Political Theory is being developed with the co-sponsorship of the Political Science Department. A course on Feminist Theory is also being considered. The course on the Philosophy of American Culture was not pursued, and might have an issue as to whether it would be an appropriate lower division course satisfying transfer requirements. The course in Islamic Studies was not pursued, although teachings on Islam are presently incorporated into several philosophy courses, including into some of our Philosophy of Religion courses.
II. Analysis of Institutional Research Data

The philosophy Department was provided with statistics for the fall semesters of 2006 – 2009, and that information is attached as part of this Program Review. One course, Modern and Contemporary Philosophy, is taught only in the spring semester, so no data was provided to the Philosophy Department on this course. Additionally, the new courses of Existentialism and Asian Philosophy were first taught in Fall 2010, which is after the date of the statistics. The seven courses taught in the fall semester and which will be analyzed are as follows: Philosophy 10 (The History of Ancient and Medieval Philosophy), Philosophy 2 (Introduction to Philosophy), Philosophy 23 (Ethics, Law and Society), Philosophy 3 (Ethics and Society), Philosophy 5 (Critical Thinking and Discourse), Philosophy 7 (Philosophy of Religion), and Philosophy 8 (Introduction to Logic).

Department Success and Retention Rates

In 2006 the Philosophy Department’s success and retention rates were 52.4% and 69.4%, respectively. They steadily increased over the next 3 years so that in 2009 the success and retention rates were 57.8% and 77.2%, respectively. Therefore, the success rate has increased 5.4%, and the retention rate has increased 7.8%. These are seen as positive movements.

On the other hand, the Behavioral and Social Science Division, and the College as a whole boast higher success and retention rates, and those rates increased from 2006 – 2009 at about the same rate as the Philosophy Department’s increases. For example, the Division’s success rate rose from 59.8% in 2006 to 65.6% in 2009, while the Division’s retention rate went from 78.1% to 83.9%. The College’s numbers/rates were very close to the Division’s rates. At the present time, the Philosophy success rate is 7.8% below that of the Division, and the retention rate is 6.7% below the Division.

We can probably draw a couple of conclusions from this data. First, the Philosophy Department is keeping up with the Division and the College in improving success and retention rates. This is good. On the other hand, the philosophy department still lags behind the Division and College in these rates. It is also interesting to note that the statewide success and retention rates in Philosophy are very close to the Division and College rates. In other words, the El Camino College Philosophy Department success and retention rates trail both other California Community College philosophy department success and retention rates, and the success and retention rates in other Departments at El Camino College.

Recommendations are addressed below.
Course Success and Retention Rates

When we look at the individual courses, we can more easily see the source of the statistics. In 2006, 4 of the 7 courses had under a 50% success rate. These courses were Ethics, Critical Thinking, Ancient and Medieval Philosophy, and Logic. By 2009, all courses had over a 50% success rate. Retention rates have a similar story. In 2006 two courses had between a 50 – 60% retention rate (Critical Thinking and Ethics, Law and Society), while another two courses had between a 60 – 65% retention rate (Ethics and Logic). By 2009, all seven classes had over a 70% retention rate.

Areas to Target for Improvement

The lowest 2009 success rates were in three courses that all fell below 60%: Ethics (51.3%), Religion (54.6%), and Logic (56.3%). The reasons for these low rates are apparent. In Ethics, the retention rate was very good (80.1%), but 28.3% of the students received either a D or an F in their final grade. This was a significantly higher percentage of D’s and F’s than were given in any other philosophy courses. In Religion and Logic the problem was due more to the number of students who withdrew from the class: In Religion, 20% withdrew, and in Logic 21.9% withdrew.

The Philosophy Department will be able to generate success and retention rates that match the Division, College, and other school’s philosophy departments if a higher percentage of students get a C or higher in Ethics, and a higher percentage of Religion and Logic students complete their courses instead of obtaining a withdrawal.

Recommendations for Improvement in Success and Retention Rates

1. Have samples of prior examinations and papers accessible for student review.

2. Strongly recommend that any student who has obtained a “D” or “F” on any test or paper to meet with the Instructor.

3. For students having difficulty understanding the assigned readings, referral to the new Reading Center.

4. For students performing at an unsatisfactory level, referral to the Student Resource Center.

5. In classes that provide Test Study Questions with the option to turn in answers to the professor for feedback before the test, students who have failed the preceding test will be required to complete and submit proposed answers prior to the next test.
Course Section Fill Rates

Student seat capacity for all philosophy courses has been 45 students, with the exceptions of Critical Thinking (Phil. 5) which has a 26 student limit, and Philosophy 23 (Honors) which has a 30 student limit.

The course section fill rates increased as follows over the four years of Fall 2006 – Fall 2009: 82.9%, 83.6%, 89.7%. and 102.9%.

It is presumed that the significant 2009 fill rates increased in large part due to the cutbacks in the number of sections offered students. These cutbacks were necessitated by California budgetary problems. The number of sections offered each year (covering Fall, Winter, Spring and Summer sessions) over the four years were as follows:

60, 63, 63, 54.

While it is true that less sections are and were being offered, the Philosophy Department has continued to serve approximately the same number of students due to the higher fill rates. The number of students served in the fall semesters from 2006 – 2009 were as follows:

2,231; 2,380; 2,557, 2,318

Until sections are restored, we can expect close to 100% fill rates. What this means in real terms is that students are being turned away for classes they desire and need. The Philosophy Department, however, cannot do anything about this at the present time due to budgetary constraints. On a more positive note, we might expect higher success and retention rates as students may value their classes more due to the relative scarcity of class offerings.

Demographic Analysis

The Philosophy Departments ethnicity percentages closely match those of the school. On the other hand, the Philosophy Department is slightly younger, slightly more male, and has a significantly higher percentage of full-time students.

The age difference may be due to the tendency of older students to enroll in more specialized and job-oriented programs and classes, such as nursing, administration of justice, air conditioning and refrigeration, automotive collision repair, computer hardware technology, radiologic technology, respiratory care, welding, etc.

In 2009 philosophy students were 52.3% male, while the College is 47.5% male. It is doubtful that this is due to any favoritism or discouragement on the part of the faculty as two of the
three full-time professors are female. It would be interesting to learn if state-wide more males take philosophy classes, or this is specific to our geographical region.

III. Curriculum

The Philosophy Department currently offers 10 different courses that are taught every year: Phil 2 Intro, Phil 3 Ethics, Phil 5 Critical Thinking, Phil 7 Religion, Phil 8 Logic, Phil 10 Ancient and Medieval Philosophy, Phil 11 Modern and Contemporary Philosophy, Phil 12 Existentialism, Phil 14 Asian Philosophy, and Phil 23 Ethics and Law. Additionally, there are two classes, Philosophy 50 Special Topics in Philosophy and Philosophy 99abc Independent Study, which are irregularly offered or utilized. Philosophy 99abc is being inactivated at this time.

Existentialism and Asian Philosophy are two new courses that were taught for the first time in the Fall semester, 2010. They have been approved for transfer credit to the UCs and Cal States, and meet General Education requirements. Existentialism is taught in both the fall and spring semesters, while Asian Philosophy will be taught only once per year.

The Department has plans to add a new course to the curriculum, Political Philosophy, which will be cross-listed with the Political Science Department. Another new course under consideration is Feminist Philosophy. The Philosophy Department will consider how its course would supplement Anthropology 9 (Women, Culture, and Society), History 18A, Women and American History from the Colonial Era to 1877, and History 18B, Women and American History from 1877 to the Present. One idea is that the present courses combined with a new course on Feminist Philosophy would form the basis for a new major—that of Women’s Studies.

There has been a disturbing trend regarding the Philosophy Department, namely, less classes are being taught now than was true a number of years ago. This is true even though presently there is a greater variety of courses offered, i.e., the Philosophy Department has new courses to offer while still maintaining its former courses. The Philosophy Department feels that it has been somewhat marginalized, probably at the expense of some additional classes in other departments. Although this reduction in classes may well have been unintentional, the Philosophy Department would like to see it returned to its status and position of earlier years. This decrease in the number of classes may be due in part to the fact that in the past there were at least 4 full time philosophy professors, while at the present time there are only 3 full time philosophy professors. Retiring full time philosophy professors have not always been replaced by new faculty.
Specifically, approximately 14 years ago, in the 1997 Fall and Spring semesters, there were 51 sections (classes) taught (28 in the Fall and 23 in the Spring). Ten years ago, in the Fall and Spring 2001 semesters, there were 50 sections being taught, 27 in the Fall and 23 in the Spring. (The reason that there were less sections taught in the spring semesters in both 1997 and 2001 is because Professor Thureson taught at Georgetown in those spring semesters instead of at El Camino College.) This is to be contrasted with the present, Fall 2011 and Spring 2010, where 22 philosophy sections were or will be taught in each the Fall and Spring semesters, for a total of 44 classes. In effect, 6 – 7 less philosophy sections are now being taught in the Fall and Spring semesters compared to both 10 and 14 years ago.

It may be helpful to see what other community colleges are doing. Presently, the ECC Philosophy Department is teaching only 22 sections per semester. Long Beach City College (LBCC) and East Los Angeles Community College, on the other hand, which are about the same size as ECC, teach 37 and 34 philosophy classes, respectively, each semester. Santa Monica City College and Pasadena City College, which are both only a little bigger than ECC, teach 32 and 42 philosophy sections, respectively, each semester. Therefore, these four similarly sized colleges teach between 10 and 20 more sections each semester than does ECC.

When looking at specific courses, we can see which courses have been curtailed:

**Critical Thinking:** While in both 1997 and 2001 there were 9 Critical Thinking courses in the Fall and Spring semesters, now there are only 6. This is especially troubling because ECC’s Psychology Department teaches 7 Critical Thinking classes per year, one more than the Philosophy Department—even though Critical Thinking has historically been a philosophy class, and the psychology departments at most schools do not even offer Critical Thinking. While our philosophy department now teaches 3 critical thinking classes per semester, Pasadena CC teaches 13 and L.B.C.C. teaches 7 critical thinking classes each semester.

**Introduction to Philosophy:** While in 1997 there were 13 Intro courses taught in the Fall and Spring semesters, and in 2001 there were 16 Intro courses, now there are only 11 courses being taught. Again, the comparison with other colleges is instructive. While ECC teaches only 5.5 Intro sections per semester, SMCC teaches 14, Pasadena teaches 9, Long Beach CC teaches 8, Cerritos CC teaches 7, and East Los Angeles College teaches 15 Intro classes each semester.

**Logic:** There has been a steady and quite significant decline in the teaching of our Logic course—from 16 in 1997 to 9 in 2001 to a mere 4 in the most recent Fall and Spring semesters. We now offer only one quarter of the Logic classes we did only 14 years ago—only 2 sections each semester. Moreover, we offer far fewer Logic classes than most other comparably sized colleges, such as LBCC, which offers 8 Logic sections, East Los Angeles
Community College, which offers 13, and Pasadena C.C. which offers 11 Logic classes each semester.

We should note that we are not addressing the smaller Winter and Summer sessions. These sessions should not impact the overall comparison of the primary semesters of the Fall and Spring. Summer sessions were taught in the past and are continuing to be taught. Moreover, there are very few Winter philosophy courses. For example, there were only 3 Winter 2010 classes: Intro, Ethics, and Logic. Lastly, due to state budget problems, there is uncertainty as to whether there will be winter sessions in the foreseeable future.

Recommendations:

In view of the reduction in philosophy classes being offered over the past 10 years, it is recommended that 3 classes are added in each of the Fall and Spring semesters: One in Intro, one in Critical Thinking, and one in Logic. Each of these is a fundamental or core Philosophy course. As such, there would be 6 more classes offered per year. This would bring the Philosophy Department total in the Fall and Spring semesters to 50 classes, which would be the equivalent of the number of classes being taught in both 1997 and 2001. This is a very modest and reasonable proposal when it is considered that even with the addition of these classes, ECC would still be offering appreciably less philosophy sections than the number of sections being taught at comparable community colleges in the area, such as LBCC, East L.A.CC, Pasadena CC, and SMCC.

Further, if 3 more classes are added per semester, then consideration should be given to adding a 4th full time faculty member to the Philosophy Department. At the present time, 15 of the 22 courses in both the Fall and Spring semesters are taught by full time faculty. If 3 more classes are added each semester, then only 15 of 25 classes, or 60%, will be taught by full time faculty.
The schedule for course review over the next four years is as follows:

Spring 2012:
   1. Phil 8: Introduction to Logic

Fall 2012:
   1. Phil 7: Philosophy of Religion
   2. Phil 10: Ancient and Medieval Philosophy

Spring 2013:
   1. Phil 2: Introduction to Philosophy

Fall 2013:
   1. Phil 12: Existentialism

Spring 2014:
   1. Phil 23: Ethics, Law, and Society
   2. Phil 3: Ethics and Society

Fall 2014
   1. Phil 5: Critical Thinking and Discourse
   2. Philosophy Program SLO

Spring 2015:
   1. Phil 11: Modern and Contemporary Philosophy
   2. Phil 14: Asian Philosophy

Fall 2015: No course assessments, but have 4 year Philosophy Department Review
IV. Student Learning Outcomes (SLOs)

Program Level SLO

Students who have completed the program in Philosophy will be able to recognize, analyze, apply critical thinking skills to, and assess the influential positions in the philosophical traditions, specifically in the areas of the theory of knowledge, the nature of reality, and value theory, including contemporary moral issues.

Course Level SLOs:

*Philosophy 2: Intro*: In a written or oral discussion, students will be able to demonstrate the major areas of philosophy and use that knowledge to analyze classic and/or contemporary issues in metaphysics, epistemology, axiology, and political philosophy.

*Philosophy 3: Ethics and Society*: When presented with various kinds of written and/or public debates on issues of value, students will be able to identify the type of ethical theory being discussed and be able to apply it as a logical evaluation tool in analyzing the issues.

*Philosophy 5: Critical Thinking and Discourse*: When presented with discourse representing partisan and/or multicultural views on contemporary issues, students will be able to assess the impact of linguistic techniques on the logical and rhetorical effectiveness of the discourse in question.

*Philosophy 7: Philosophy of Religion*: When presented with various philosophical problems related to religious doctrines, students will be able to analyze and evaluate these problems in light of the major philosophical approaches and positions they have studied.

*Philosophy 8: Introduction to Logic*: When presented with deductive arguments in “ordinary language” form, students will be able to symbolize those arguments and test them for validity using standard methods of propositional or predicate logic evaluations.

*Philosophy 10: History of Ancient and Medieval Philosophy*: In a written assignment and/or oral discussion, students will identify at least two of the major philosophies of the ancient and medieval period, and will assess their impact on the intellectual heritage of Western civilization.

*Philosophy 11: History of Modern and Contemporary Philosophy*: In a written assignment and/or oral discussion, students will identify at least two of the major philosophies of the modern and/or contemporary period, and will assess their impact on the intellectual heritage of Western civilization.
**Philosophy 12: Existentialism:** Students will be able to critically analyze central ideas of existential philosophy, such as authenticity, the meaning of life, freedom, and responsibility, and be able to apply these ideas to their own lives and/or current social and political issues.

**Philosophy 14: Asian Philosophy:** Students will be able to explain and analyze the metaphysical, epistemological and ethical positions represented in various Eastern philosophies (such as Hinduism, Buddhism, Shintoism, Taoism, and Confucianism), and explain the relevance and irrelevance of these ancient philosophies to their own lives.

**Philosophy 23: Ethics, Law and Society:** In a written assignment, students will be able to demonstrate knowledge of the major areas of the philosophy of law and use that knowledge to evaluate the legal issues confronting the 21st century and effectively utilize analytical skills necessary to critically evaluate the arguments presented in contemporary legal debate.

**Timeline for Course and Program SLO Assessments:**

See the above timeline submitted for Course Review in Section 3 Curriculum. As there is one SLO for each course, the SLOs will be assessed according to the Curriculum Review Schedule. The Program SLO will be assessed in the fourth year (2015).

**Assessments:**

The Philosophy Department made a Program assessment last year and is on schedule regarding their Course assessments. Professor Thureson has been instituting changes to foster improvement in the success rate in the four sections of Ethics she teaches each semester. Specifically, she is seeing which areas her students are having difficulty retaining and applying. Moreover, the Department has requested tutors to assist the students in Logic in order to improve the success and retention rates in this class. Furthermore, in order for the students to see their weaknesses and make the necessary corrections for the tests, the institution of practice tests in Logic is currently being implemented.

In addition, faculty self-evaluations and official school student surveys are taken quite seriously by the philosophy faculty. Moreover, in addition to the official student surveys issued near the middle of the semester, some of the faculty have created their own anonymous student surveys which are given at the end of the semester. These surveys specifically ask for student suggestions and feedback to improve both the overall courses and the professors' teaching. Modifications and adjustments are continually being made in light of the information gathered.
V. Facilities, Equipment, and Technology

Beginning in the fall of 2011, all philosophy classes will be taught in the recently rebuilt Social Sciences Building. As all of the classrooms will be “smart” classrooms with adequate technology, there will no longer be an issue regarding equipment and technology. The Philosophy Department has no special needs or requests at this time.

VI. Staffing

Full Time Faculty: Professors/Instructors Joan Thureson, Elizabeth Shadish, and Randall Firestone, although this is the last school year we will have Professor Thureson on a full time basis.

Part Time Faculty: Professors/Instructors Michael Critelli, Darla Fjeld, Shahrokh Haghighi, Francis Shulte, and Emily Sedgwick

Needs:

Tutor Hiring: Supplemental Instruction Coaches/Tutors for the core courses of Logic and Intro, and possibly for Ethics and/or Religion where success and/or retention rates have been low.

Faculty Hiring: We request the hiring of 2 full time instructors. First, we need a full time faculty replacement for Professor Thureson who is retiring from her full time position as of June 2012. Second, we request a 4th full time professor to bring our department back to where it was only approximately 8 years ago. This request coincides with our current request of 3 additional classes be added to each of the Fall and Spring semesters, as previously explained. If this becomes reality, then only 60% of the classes would be taught by full time faculty, and a 4th full time faculty would be appropriate. There are some advantages for students in having a greater percentage of classes taught by full-time professors, such as access to professors due to the presence of office hours, greater professor participation in activities on campus, a greater number of courses taught by full time faculty with a consequent lesser reliance on part time instructors to do SLO assessments, a greater willingness by full time faculty to spend more time in the preparation and grading of student work, greater faculty knowledge of school events, a greater faculty interest in proposing new courses and making changes to existing courses, etc.
VII. Direction and Vision

There are no known significant changes in the field of Philosophy that would seem to impact either the courses offered, or the teaching methods utilized. The full-time Philosophy faculty maintain currency in the field by such activities as attending philosophy conferences. Moreover, Professor Firestone presented a paper to the Society for Asian and Comparative Philosophy (SACP) comparing the philosophies of Taoism and Nietzsche. In addition, last year Professor Firestone had his book titled Critical Thinking and Persuasive Argument on Things that Really Matter published by McGraw Hill. This book is being used in his Critical Thinking classes. Professor Elizabeth Shadish maintains her connection with Northrup-Grumman concerning the nature and ethics of artificial intelligence and autonomous weapons systems. She further subscribes to journals in public theology and applied philosophy, and continues as the union leader of ECCFT, which helps keep us informed about the numerous issues facing professors and community colleges. Further, Professor Joan-Thureson continues her connection to Georgetown University School of Medicine, and remains current in the area of Ethics and Medicine.

Full time faculty continue to fulfill their general college responsibilities that go beyond their teaching duties. Professor Firestone is the Department representative to both the Academic Senate and the Student Learning Outcome Committee, in addition to being the faculty advisor to Philosophy Club and a Building Captain (for Disaster Relief) for the Social Science Bldg. Professor Shadish currently serves on the Curriculum Committee, is a floor leader for the Social Science Bldg, is an organizer/leader for Women’s History Month, and also is a member of the Academic Senate as the El Camino College Union representative. Professor Thureson is currently on Division Council, having previously served on the Curriculum Committee for many years.

The direction of and vision for the program is to attract students who are interested in the exploration of philosophical issues and in attaining the skills to be critical thinkers. We expect to continue with an active Philosophy Club, and to continue to generate excitement in the program. The program seems to be attracting more philosophy majors—an indication that the students are enthusiastic to study and explore philosophy. Some of the students have expressed an interest in becoming philosophy professors, and many students have indicated their love for philosophy and dedication to a life of philosophical exploration. Many of our philosophy students have successfully transferred to the UCs and Cal States.
VIII. Prioritized Recommendations

1. Improve success and retention rates, especially in the three classes that seem to be lagging in this regard: Ethics, Logic, and Religion.

2. In order to help achieve 1 above, the hiring of one or more tutors/supplemental instruction coaches to improve success and retention rates in designated philosophy core courses. The tutors would interact with assigned instructors on a weekly basis to develop study sessions for students in designated Philosophy sections. **Estimated cost: $9,200**

3. A full time professor to replace Professor Thureson who is retiring from full time employment as of June 2012. **Estimated Cost: $90,000.**

4. Finalize work on and approval for the new *Political Philosophy* course— which will be cross-listed with the Political Science Department.

5. Add 3 classes in each of the Fall and Spring semesters: One in Intro (Phil 2), one in Critical Thinking (Phil 5), and one in Logic (Phil 8), for a total of 6 new classes/sections per year. Any additional costs may be offset by the elimination of other courses in other departments.

6. If 3 classes/sections are added in each of the Fall and Spring semesters, then we would request the hiring of a 4th full-time professor/instructor. Without this addition, full time faculty would be teaching only 60% of the classes, 15 of 25 classes. **Estimated cost: $90,000.**

7. Consider adding a course on *Feminist Philosophy.*

8. Consider instituting one to two hybrid Philosophy courses (roughly equal parts online and in-class).