

# **El Camino Community College**

## **PROGRAM REVIEW 2019**

**B.S.S.**

**Philosophy Department**



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## **SECTION 1**

### **Overview of the Program**

- A) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves. Also include in this section any program highlights and/or accomplishments, as well as the most critical needs of the program.**

*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 of Arts degree. Emphasis in all courses is placed on critical analysis and argument, and on exposing the student to new perspectives and ways of thinking.

The Philosophy department curriculum provides students with the opportunity to cultivate the critical thinking skills required for future success in their academic career, in their vocation, as a citizen, and in daily life. Our department primarily attracts and serves four types of students: those seeking to take classes in partial fulfillment of General Education and major course requirements, those seeking to prepare themselves as Philosophy majors to transfer to four-year institutions through training in lower-division courses in Philosophy, those seeking personal enrichment, and those seeking skills which will aid in professional development.

A key strength of our department is the wide variety of courses it offers for such a relatively small department. Technically the department currently offers eleven courses in Philosophy: PHIL 101: Introduction to Philosophy, PHIL 103: Ethics and Society, PHIL 105: Critical Thinking and Discourse, PHIL 106: Introduction to Symbolic Logic, PHIL 107: Philosophy of Religion, PHIL 111: History of Ancient and Medieval Philosophy, PHIL 112: History of Modern Philosophy, PHIL 113: Contemporary Philosophy, PHIL 114: Asian Philosophy, PHIL 115: Existentialism, PHIL 117: Political Philosophy. It should be noted that Political Philosophy is a joint course with the Political Science Department and to date the Political Science Department is the only one to have taught the course. Moreover, we no longer offer PHIL 120: Ethics, Law, and Society, which was formally an honor's program course. The only professor who ever taught this course, Joan Thureson, retired. It should also be noted that currently Phil. 101 is taught both as a regular course and offered every semester as an honor's course which to date has been taught exclusively by Professor Firestone. Furthermore, for about 3 semesters the department also offered Critical Thinking as an Honor's Program course taught by Professor Firestone, but this has recently been terminated due to low enrollment. Therefore, at the present time Critical Thinking is being taught only as a non-Honor's class.

Moreover, two new courses will be offered for the first time in fall 2020, Social Science 101 and Social Science 103. Social Science 101 will be an introductory course to all the social sciences, and Social Science 103 will be on Social Justice. Although these are not philosophy courses per se, they will be taught by professors in the Social Science Division and Professor Leon was requested and consented to teach Social Science 101 and Professor Firestone was asked and consented to teach Social Science 103. Not only should these be very interesting and enriching courses for the students which may be quite popular, it is also hoped that they will be gateway classes toward student enrollment in our philosophy classes.

As of the spring semester 2019 the Philosophy Department had two full-time instructors, Randy Firestone and Felipe Leon, and now has hired a third professor, Roberto Garcia, who started in the fall 2019 as the replacement for Professor Elizabeth Shadish who retired. Professor Garcia had been an excellent part time professor with El Camino for several years. As half of the ECC student body is Hispanic, we are hoping to add a new course on Latin American Philosophy, which Professor Garcia is uniquely qualified to teach. We also currently have the following part-time instructors: Michael Critelli, Darla Fjeld, David Shevers, Lawrence Fike, Luca Struble, and Melissa Ramirez. The professors get along quite well and there is a real camaraderie present. Often the part time professors attend and assist in department meetings and events, including Philosophy Club, and have completed SLO assessments when requested.

It is difficult to obtain meaningful data about the number of Philosophy majors, as some apparently refrain from officially declaring themselves as such, and further, there is some question of whether all of the declared philosophy majors are accurately being counted in the numbers we have been provided. Rough estimates indicate that in any given year the department usually has between six to twelve students who are majoring in philosophy. We will be looking into this to be sure that in the future the data regarding our philosophy majors will be accurately recorded.

The Philosophy Club is currently very lively and active, with regular weekly meetings of approximately 15 to 35 students. The department and the club regularly host lively and well-attended events—including hosting speakers and having a movie night each semester.

The Department professors have represented the department in on-campus activities. For example, Professor Firestone is currently a member of the Food Service Committee and has previously served on a Committee to develop Ethical Guidelines for the school. The professors also regularly attend events to showcase the department to high school students who will be entering ECC, such as the Warrior Smart Start. Further, Professor Firestone recently made a presentation during Flex day on best teaching techniques. Moreover, this past spring semester of 2019 the Philosophy Club sponsored two talks by Professor Firestone for Social Justice month and approximately two years ago sponsored Professor Firestone's talk on Taoism for Asian Pacific American Heritage Month. Previously Philosophy Club hosted two debates in the field of Philosophy of Religion in Marsee Auditorium between Professor Leon and Tomas Bogardus, Philosophy Professor at Pepperdine University, and one debate between Professor Garcia and Professor Bogardus.

The Department professors also regularly represent the college off campus in a number of ways, including attendance at professional conferences and writing papers and books which have been published. In fact, the only two full time faculty members as of spring 2019 have been quite active in academic writing and publishing. For example, Professor Firestone has had 8 articles published in the past 5 years in the online peer-reviewed academic journal Open Journal of Philosophy on a variety of topics, including Philosophy of Religion, Free Will vs. Determinism, The Best Human Life according to Nietzsche, Animal Rights, and Oversimplification in Philosophy. Moreover, he is finalizing a ninth paper for submission in the near future. Furthermore, Professor Firestone's Critical Thinking book is now in its 6<sup>th</sup> edition. Professor Leon has also been quite active academically. He coauthored a book titled *Is God the Best Explanation of Things* in 2019 which debates the existence of God, has co-edited another book which came out in 2017, has written chapters in three different philosophy books—one published in 2017 and two published in 2019, has had 3 articles published in 2010, 2011, and 2016, respectively, and currently has one article under review with another article in preparation. Professor Leon's work is concentrated primarily in the areas of epistemology, specifically modal epistemology, and philosophy of religion.

It is probably worth noting that Professors Firestone and Leon have had prior work experience in other fields. For example, Professor Firestone was a trial attorney with his own law practice. We hope and think that these life experiences add to our teaching and specifically to our ability to make what can be an esoteric subject into a practical one.

#### **Major Challenges:**

The Department's currently has two major challenges:

1. **Stop declining enrollment and, if possible, increase enrollment.** This is somewhat challenging as Philosophy courses are not required, and with Guided Pathways may be ignored to an even greater degree in the future. Moreover, many students do not know what philosophy is nor its benefits, so cannot and do not even consider taking a philosophy class.
2. **Continue to increase success and retention rates.** A key challenge for the Philosophy Department has been in the area of success and retention rates, which has previously lagged behind the rates achieved by the other Social Science departments. This is an ongoing challenge as the majority of our students are enrolled in the Introduction to Philosophy course for which they have little preparation. Unlike math, history, and science, many students have no idea what the subject matter is and covers, and they have done little to no reading or study in the subject as few high schools have a philosophy course. This makes the course particularly challenging for many students.

**Major Accomplishments:**

We are pleased to report that we have made great strides in this regard as our success and retention rates have significantly increased in the last several years. This will be discussed and analyzed in Section 2 of this Program Review.

**B) Describe the degrees and/or certificates offered by the program.**

The program will be discontinuing its Associate of Arts degree in Philosophy as so few students were obtaining this degree. Instead, the department has an AA-T degree which is used by students planning to transfer to a 4-year institution. Students who do not wish to transfer will still have the option to get a AA degree in General Studies. The Philosophy AA-T degree requires a minimum of 18 units as follows:

- Required Core: 6 units: PHIL 106; PHIL 101 or 101H or 103
- List A: 3 units: PHIL 105 or 111 or 112 or 113 or 114.
- List B: 6 units: Any course from List A not already completed, PHIL 107, HIST 140, Hist 141
- List C: 3 units: Any course from List A or List B not already completed, PHIL 115, 117 or POLI 7 (the latter two are equivalent)

**C) Explain how the program fulfills the college's mission and aligns with the strategic initiatives.**

*The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.*

The program provides students with a solid foundation in the methods, branches, and history of Philosophy. This is achieved through an impressively wide variety of course offerings.

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. All offered courses fulfill CSU and IGETC transfer requirements: PHIL 105 and PHIL 106 satisfy Area A of CSU General Education requirements and Area 1 of IGETC Course Requirements, and PHIL 101, 103, 107, 111, 112, 113, 114, 115, 117, and 120 satisfy Area C of CSU General Education Requirements and Area 3 of IGETC Course Requirements.

**D) Discuss the status of recommendations from your previous program review.**

The previous program review for the Philosophy Department included the following 16 recommendations, and the status of each recommendation is as follows:

<b>Recommendations</b>	<b>Cost Estimate</b>	<b>Status</b>
1. Hire a fourth full-time faculty member.	100,000	Abandoned: We will not be hiring a 4 <sup>th</sup> full time faculty member as enrollment in general has been decreasing at ECC and, in particular, enrollment in philosophy courses has been decreasing.
2. Continue the hiring search for on-campus S.I. coaches.	9,200	Completed: We have been using an S.I. coach with apparent success.
3. Consider adding a Critical Thinking Lab	20,000	On Hold: We have not added a Critical Thinking Lab.
4. Consider hiring critical thinking lab tutors	20,000	On Hold: We have not added Critical Thinking lab tutors.
5. Add more content to our core classes that reflects our students' backgrounds (e.g., in our PHIL 101, PHIL 103, and PHIL 107 courses).	N/A	Active: We are still in the process of added content to our courses that reflect our students' backgrounds.
6. Consider developing a class that focuses Latin American Philosophy.	N/A	Active: Now that Roberto Garcia has been hired, we intend to develop a course on Latin American philosophy which Professor Garcia will teach.
7. Reconsider adding a course in Feminist Philosophy/Philosophy of Gender.	N/A	On Hold: We have not yet added a course on Feminist Philosophy/Philosophy of Gender. We have mixed emotions on offering such a course because other departments are already covering this subject, however, we continue to consider classes in this area.

8. Consider adding course in Philosophy of Race.	N/A	On Hold and Active: We have not yet added a course exclusively on Philosophy of Race, but we will be teaching Social Science 103 on Social Justice in fall 2020, which will extensively cover this subject.
9. Consider adding more content from female philosophers and more content that reflects feminist perspectives in our existing classes (e.g., in our Introduction to Philosophy, Ethics and Society, and Philosophy of Religion courses).	N/A	Active: We continue to introduce more content from female philosophers and feminist perspectives.
10. Remove Critical Thinking from our online offerings.	N/A	Completed: Currently we are no longer offering online courses in Critical Thinking due to low success rates.
11. Focus on improving success rates in Ethics and Society and Philosophy of Religion for our multiple-section on-campus classes, as well as in our online courses (with the exception of Logic). Regularly disseminate information about our success rate goals, as well as methods such as those listed above, to both full-time and part-time faculty (perhaps via email and/or flyer announcements via campus mail).	N/A	Active: We have improving success rates in the Philosophy Department courses, including in Ethics, Philosophy of Religion, and online Logic.
12. Encourage, and perhaps require, that students take English 1A prior to (or concurrent with) our reading and writing intensive Philosophy courses, viz., all Philosophy courses besides Logic. The latter option may well not be feasible, however, as it may come at a significant drop in enrollments.	N/A	Completed: We have decided not to add any further prerequisites of English 1A or any other course as we are concerned about a possible drop in enrollments if we do so.

Alternatively, require students to pass an English proficiency test as a prerequisite.		
13. Encourage our Philosophy students to declare their major. Aim to increase number of students earning Associates degrees in our program, and set an attainable, measurable goal for future degrees.	N/A	Active: We continue to encourage Philosophy students who claim to be majoring in philosophy to formally declare their majors.
14. Add at least: one section to the early morning slot; one section to the afternoon slot; two sections to the evening slot; two sections that meet one day per week; two weekend sections; two online sections; and one summer section.	N/A	Abandoned: Due to decreasing enrollment, we are not adding sections at this time.
15. Investigate further into the adequacy of campus computer labs for completing work in department classes.	N/A	Abandoned: We are currently not pursuing adding computer labs.
16. Work on raising retention rates for our online Intro. to Philosophy and Ethics and Society courses.	N/A	Active: We have been raising our retention rates for our online Intro and Ethics classes.

## **STRATEGIC INITIATIVES**

### **1. Student Learning:**

We will continue to try to improve our student learning outcomes and continue to do our part in analyzing our results. We have added a third full time professor who is unusually advanced and skilled in the use of technology. Moreover, since full-timers must have 5 office hours per week (as opposed to no office hours required for part-time professors), there will be additional office hours for the students.

## **2. Student Success and Support:**

We continue to work on student success and support. For example, Professor Firestone attended a 2-day workshop in August 2019 on Equity-Minded Teaching by the Center for Urban Education. In 2014 Professor Leon attending a one-week workshop on best teaching practices through On Course. We also will continue to stress all of the support services that ECC offers students, such as the Reading Center and the Writing Center.

## **3. Collaboration:**

We continue to collaborate with other departments. For example, Professor Firestone linked his Asian Philosophy class with a history class on Asian-American History where students were required to enroll in both classes. This was done in order to explore better success and retention results from creating a student community. It also involved communication between the professors to ensure a holistic educational experience.

In the past two semesters, the Philosophy Club had joint discussions/meetings with the Physics Club. They were a great success and we hope to plan more joint meetings/discussions in the future.

## **4. Community Responsiveness:**

The Philosophy Department is attempting to be responsive to community needs. For this reason, we have added more online courses and plan to offer a course in Latin American Philosophy.

## **5. Institutional Effectiveness:**

The Philosophy Department is trying to do its part in contributing to El Camino College in its role as an educational institution. To that end, Professors Leon and Garcia have engaged in three debates with Professor Bogardus from Pepperdine on religious and ethical issues. Moreover, approximately two years ago Professor Firestone gave a talk for Asian Pacific American Heritage Month and in the spring 2019 gave two presentations for Social Justice Month. This past year Professor Firestone also gave a presentation for Flex Day/Professional Development Day on best teaching practices.

## **6. Modernization:**

Most professors in the Department productively use technology to engage the students and aid in their teaching. Professor Roberto Garcia was hired as our new full-time tenure-track instructor and is particularly excellent with engaging the students by using the most modern technology available. There are particularly good short You-Tube videos available on philosophical subjects.

## **SECTION 2**

### **Analysis of Research Data**

#### **Philosophy Program Review Data Analysis 2019**

Before reviewing and analyzing the Philosophy Department's data, a few observations are in order. First, more people are being encouraged to attend college than ever before and a much higher percentage of high school students are in fact attending a college or university. This is due in part to a higher high school graduation rate, but there are concerns that standards for graduation have been lowered to account for much of the increased graduation rate. For example, various websites indicate that high school graduation rates were only about 67% in 2000, but are now about 84% nationally, and over 80% in California. Moreover, in 2000 just over 1/3 of young adults ages 18-24 were attending college, while in 2017 about 2/3 of high school graduates were enrolled in colleges. What this likely means is that many poorly performing academic students who in the past would not have attended college are now attending college. With this in mind, one would expect that if community college professors were maintaining their standards, then success and retention rates would decrease due to the fact that we are teaching more underprepared students than ever before, and yet success rates continue to increase at ECC and I suspect throughout the California community college system. Moreover, it seems unrealistic to believe that community college professors have recently become much better teachers than they were in the relatively recent past.

A recent series of articles in the Los Angeles Times has highlighted the reduced standards being applied in California high schools in order to get graduation rates up. Below is the November 28, 2018 article on page A11 of the Los Angeles Times written by Nat Malkus (All underlines were done by me to highlight the problem):

## Why LAUSD's improved graduation rates may be a sham

California's steady rise in high school graduation rates has been a highly visible and well-publicized education success story. As Tom Torlakson, the state superintendent of public instruction, put it proudly a year ago: California's "graduation rates have gone up seven years in a row." But much of that progress, supposedly enough to cut the percentage of students not graduating from high school by more than a third, could be a sham.

That's because of the less visible, and poorly publicized, numbers of California students who graduate by taking "credit recovery" courses — makeup classes that let students who fail in a subject get back on track to graduate.

I analyzed the first-available national data on participation in these programs, which show that in 2016, California's participation was far above the national average, with 1 in 10 high school students taking at least one credit recovery class. The data are not divided by grade level, but because most students take these makeup classes in the run-up to graduation, participation is probably closer to 1 in 5 12th-graders. Unfortunately, many of those students will get passing grades for paltry amounts of effort.

Credit recovery courses vary from district to district, and school to school. They can include traditional summer school, but today most programs are offered online or in "blended" formats that combine online work and teacher support. In the most suspect cases, districts adopt an "anything goes" approach, giving rigor short shrift so long as graduation rates keep rising.

A Los Angeles Times story last year detailed potential problems with the credit recovery programs at LAUSD. It pointed out that the district offers nearly a dozen credit recovery options, with no "across-the-board standards" for what was offered or how they would be taught and graded. The district defends the classes as "rigorous and effective," but anecdotal evidence raises doubts. A Garfield High student turned an F into a C in just a week, and a student at Fremont High "pre-tested" out of most of the units in her English credit recovery course, completing the rest with just a single writing assignment.

Such reports, echoed across the country, make the dangers of low-quality credit recovery easy to see. However, since the design and delivery of the classes aren't standardized, and they aren't being carefully monitored or widely assessed, too little is known about their quality or how widespread low-quality programs are in California.

The participation rates I researched show a third of California high schools report no credit recovery programs at all. But that means other schools with sky-high credit recovery participation rates are bringing up the state's average, and there are good reasons to believe the higher the participation at a school, the lower its program's quality.

Students who fail a class need more direct teacher support to pass makeup courses that are both abbreviated *and* rigorous, but most credit recovery programs lean heavily on online instruction specifically to minimize staffing needs. The teachers who supervise computer-driven credit recovery in multiple subjects are also unlikely to be the schools' best. Such deficiencies are only amplified dramatically by high student participation.

In California, 1 in 3 high schools is cause for concern, with participation rates at least 50% higher than the national average. Quality problems are not only more likely at those schools, but they also will affect more students — 17% of California schools account for 57% of the state's credit recovery participants.

Unfortunately, quality problems are compounded by an *equity* problem. California high schools with the highest credit recovery participation have far more poor and minority students than other schools. They also have more chronic absenteeism, higher suspension rates, lower proficiency in reading and math, and lower graduation rates. The one seemingly bright spot for these schools — larger graduation rate increases than at all other schools, for five years in a row — has to be viewed with suspicion. It may only corroborate a mirage of progress in schools where credit recovery programs have turned from second chances to graduate into a second and inferior track to graduation.

California's addiction to credit recovery isn't an adequate response to students who fail classes and can't graduate. It can hurt those who take them as an easy way out, and it hurts hardworking students who put in the work only to receive the same diploma as those who haven't made the grade. The cure could start with basic transparency, by adding each school's credit recovery participation to the California School Dashboard, the state's online school grading tool. Failing to report this data maintains perverse incentives, giving districts the payoff for graduation rate gains, even when progress is often hollow.

Done well, credit recovery programs can give students rigorous second chances to meet expectations. However, a patchwork of unexamined "makeup" classes isn't going to serve the state or its struggling students well.

With this in mind, the Philosophy Department is concerned that increasing success and retention rates are a result of a reduction of college standards. The philosophy department is not willing to reduce its standards. Such a reduction in standards seems to likely be

counterproductive in both the short and long term. Indeed, California and the nation may pass and graduate more high school and community college students but be setting them up for failure when they transfer to a 4-year institution and are unable to effectively meet their requirements.

The following is some of the relevant data:

## Program Review Dataset

### Table of Contents

1. Course Success and Retention: This page contains course level Success (% of those with a grade of A, B, C, or Pass) and Retention (% of those with a grade of A, B, C, D, F, Pass, or No Pass) rates. It also contains the overall program success and retention rates for the selected term(s) and programs during the 2017-18 Academic Year.
2. Demographics and Demographic Success: This page contains the demographics of the participants for the selected term(s) and programs during the 2017-18 Academic Year. This page also contains Success rates for students by the selected demographic groups.
3. Awards and Transfers: This page contains the number of awards by type for each program as well as the average GPA and total units earned by each recipient. It also shows the number of total students who were awarded as well as the number of award recipients who transferred to a four year institution. Top transfer institutions for the last four academic years are also displayed.
4. Enrollment and Section Data: This page includes Section counts, Enrollment counts, and Fill Rates, including by time of day for the program and term(s) selected.

The Grade Distribution table shows Course level information including Success and Retention rates for students terms. Select the program (multiple programs can be selected using the ctrl

Programs for Program Review Terms enrolled in each course during the given

Philosophy

		Method									Rate	Rate	
PHIL-10		On Campus									75.5%	91.8%	
PHIL-101	2014/FA	On Campus	14	9	14	3	5	0	0	4	49	52.1%	74.9%
PHIL-101	2015/FA	Online	103	51	45	25	62	0	0	96	382	58.7%	78.3%
PHIL-101	2015/FA	On Campus	13	8	6	1	8	0	0	10	46	62.1%	77.9%
PHIL-101	2016/FA	Online	81	87	74	22	40	0	0	86	390	55.4%	79.3%
PHIL-101	2016/FA	On Campus	19	26	6	5	17	0	0	19	92	63.1%	79.5%
PHIL-101	2017/FA	Online	83	89	59	20	40	0	0	75	366	51.7%	73.0%
PHIL-103	2017/FA	On Campus	20	19	7	5	14	0	0	24	89	74.0%	89.0%
PHIL-103	2015/FA	Online	33	41	20	5	14	0	0	14	127	56.0%	84.0%
PHIL-103	2015/FA	On Campus	15	9	4	1	13	0	0	8	50	70.4%	84.5%
PHIL-103	2016/FA		19	18	13	3	7	0	0	11	71		

overall program rates for the selected program/term combination. Only the most recent completed academic year data is shown (2017-18).

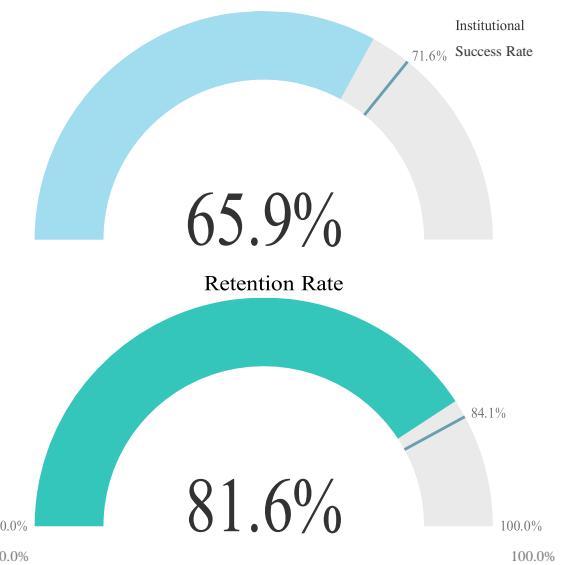
Fall  
Summer button)  
and term. The Success  
and Retention Rate  
guages show the  
Success Rate

Spring Winter

### Grade Distribution

Course	Term	Instructional	A	B	C	D	F	Pass	No Pass	W	Total	Success	Retention
PHIL-103	2016/FA	Online	9	11	4	2	7	0	0	11	44	54.5%	
PHIL-103	2017/FA	On Campus	36	17	20	4	19	0	0	11	107	68.2%	
PHIL-103	2017/FA	Online	17	8	3	3	2	0	0	8	41	68.3%	
PHIL-105	2015/FA	On Campus	29	24	11	7	9	0	0	10	90	71.1%	
PHIL-105	2016/FA	On Campus	11	17	18	2	1	0	0	10	59	78.0%	
PHIL-105	2017/FA	On Campus	15	12	15	4	3	0	0	8	57	73.7%	
PHIL-106	2015/FA	On Campus	15	7	5	2	5	0	0	7	41	65.9%	
PHIL-106	2015/FA	Online	11	5	8	2	5	0	0	9	40	60.0%	
PHIL-106	2016/FA	On Campus	26	4	2	2	5	0	0	7	46	69.6%	
PHIL-106	2016/FA	Online	6	9	9	2	1	0	0	7	34	70.6%	
PHIL-106	2017/FA	On Campus	34	15	6	0	7	0	0	7	69	79.7%	
PHIL-106	2017/FA	Online	4	9	2	1	0	0	0	6	22	68.2%	
PHIL-107	2015/FA	On Campus	17	11	3	6	6	0	0	1	44	70.5%	
PHIL-107	2016/FA	On Campus	23	18	12	2	9	0	0	11	75	70.7%	
PHIL-107	2017/FA	On Campus	10	17	9	3	3	0	0	12	54	66.7%	
PHIL-111	2015/FA	On Campus	0	0	0	0	0	0	0	4	4	0.0%	
PHIL-111	2016/FA	On Campus	5	5	3	4	3	0	0	6	26	50.0%	
PHIL-111	2017/FA	On Campus	5	6	1	2	0	0	0	5	19	63.2%	
PHIL-112	2017/FA	On Campus	8	5	2	1	2	0	0	1	19	78.9%	
PHIL-114	2015/FA	On Campus	7	13	5	0	0	0	0	3	28	89.3%	
PHIL-115	2015/FA	On Campus	5	7	4	0	3	0	0	3	22	72.7%	
PHIL-115	2017/FA	On Campus	6	8	5	1	2	0	0	3	25	76.0%	

75.0%  
89.7%  
80.5%  
88.9%  
83.1%  
86.0%  
82.9%  
77.5%  
84.8%  
  
79.4%  
89.9%  
72.7%



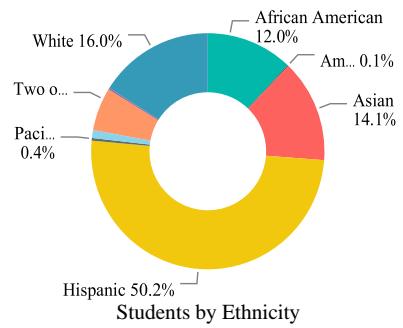
Programs for Program Review	
Philosophy	<input type="checkbox"/>



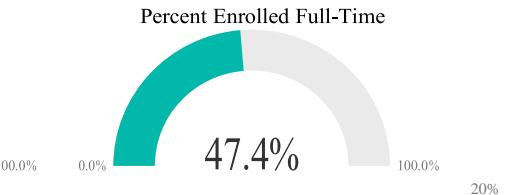
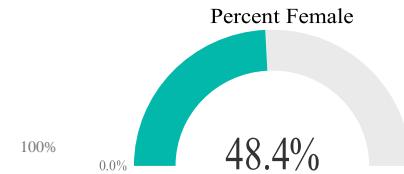
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Students

Program Demographics displayed for the selected program/term combination in the most recent completed academic year (2017-18).



Students by Age Group



Gender  
 Female 16 and  
 Male 17 to 19 American  
 Decline 20 to 24 Asian

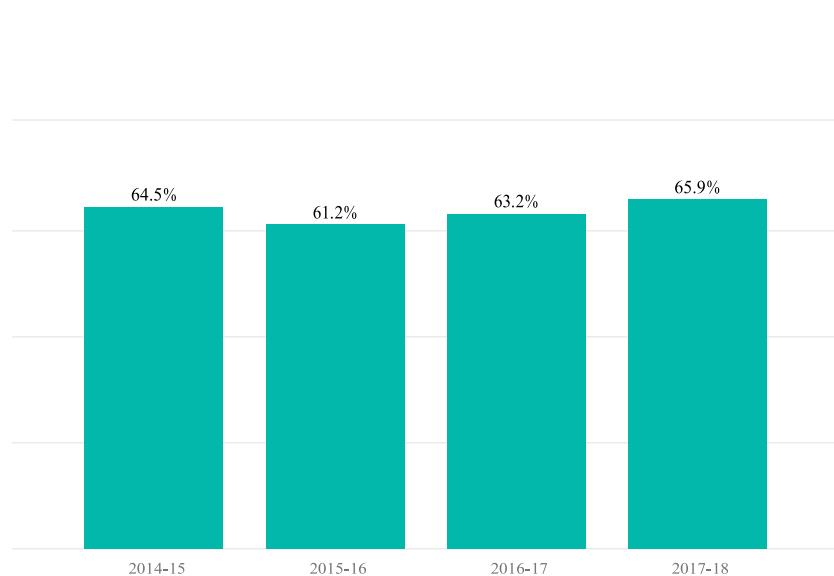
Age Group  
 under African  
 Indian/Alaskan  
 25 to 29 Hispanic

Ethnicity  
 American  
 Native Unknown or  
  
 Pacific Islander  
 Student Visa  
 Two or More Races  
 Unknown or Decline  
 White

**Clear All Slicers**

Program Success rates are shown for the demographic groups and terms selected.

**Demographic Success**



## Awards and Transfers

This page provides outcomes for students who earned an award in a program. The table below shows the number of awards offered for each program/sub-program, average units earned, and GPA for award earners. The bar graph shows the number of individuals who earned an award in the program as some people could have earned multiple awards in a program or multiple sub-programs. It also shows how many of those students transferred to a four-year institution. The Top Transfer Destination table shows the number of who transferred to each institution. It only shows transfers for students who earned an award in a program at El Camino College.

The chart displays the student and transfer counts for California State University - Long Beach across four academic years. The y-axis represents the count of students, ranging from 0 to 5. The x-axis shows the academic years: 2014-15, 2015-16, 2016-17, and 2017-18. Each bar is stacked, with the bottom segment representing Students (teal) and the top segment representing Transfers (yellow). The total count for each year is as follows:

Academic Year	Students	Transfers	Total
2014-15	1	1	2
2015-16	3	3	6
2016-17	3	3	6
2017-18	4	4	8

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**Unduplicated Students and Transfers1**  
**Enrollment Data**

Terms

Programs for Program Review

Philosophy

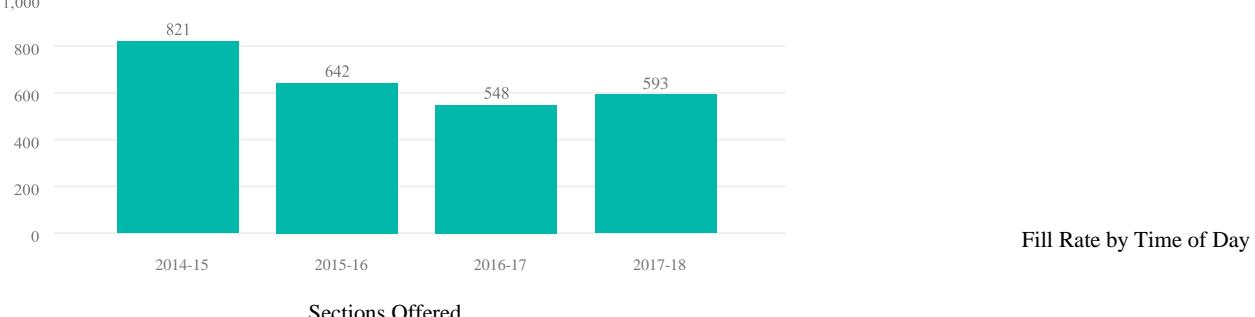
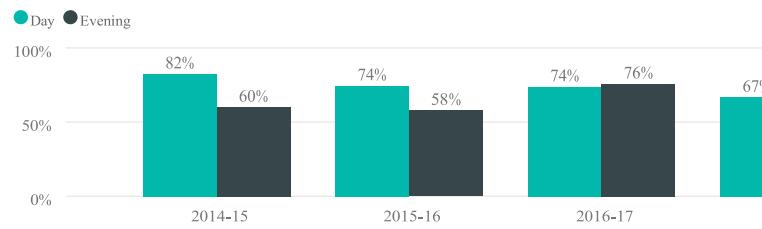


Fall

Summer

This page shows enrollment data, including enrollment, sections offered and fill rates (the ratio of total enrolled and total seats available). It also shows fill rates and sections offered by time of day.

**Enrollment Count**



**Sections Offered**

**Section Count by Time of Day**

**A) Head count of students in the program**

The number of students enrolled in a philosophy class was 1,634 in 2014-2015, then dramatically declined to 1,379 and then to 1,298 before slightly rebounding in 2017-2018 to 1,307. Therefore, in 2017-2018 the Philosophy Department enrolled only 80% of the number of students compared to the enrollments three years earlier—a 20% decrease. Although the enrollment numbers for the fall semester of 2019 are not yet in, we believe that enrollment is up as no philosophy classes had to be cancelled due to low enrollment, and most of the classes were fully enrolled.

## B) Success rates

1. On the whole, we have shown great improvement in our success rates. For example, in fall 2015 and fall 2016 our success rates were 65.9% and 69.6% respectively. In 3 of the 4 semesters since that time for which we have data, we have success rates of 77.6%, 79.7%, and 76.7%. There was one anomaly, however, in the spring 2017 semester where only a 55.9% success rate was achieved. Since the following semester the rate went back to 76.7% this is not of too much concern, but of course must continue to be monitored. In the last full year of data, from spring 2017-fall 2018 the Philosophy Department success rate was 74%.
2. One part time adjunct professor has significantly lower than average success rates. The full-time faculty will talk to him to see what can be done to increase his success rates.
3. The Philosophy Program maintained a fairly steady success rate of less than 70% in the 3 years from the fall 2014 through the spring of 2017. In 2017-2018 it increased substantially to 74%. We will see if this is an anomaly or a more permanent improvement.
4. For the 2 years from Fall 2015 through Spring 2017 the EC campus wide success rate was 69%. It rose slightly to 70% for the year spring 2017-fall 2018. This means that the Philosophy Department has recently surpassed the campus wide success rate.
5. However, the Behavioral and Social Science success rate increased 1% each year in the 3 years from Fall 2014 through Spring 2017—going from 70% to 71% to 72%. In the last year for which we have data, spring 2017-fall 2018, both the BSS division and the Philosophy Department had a 74% success rate.
6. What can account for the jump in the Philosophy Department success rates starting in the spring of 2017? Of course, our part-time professors are always changing to a limited degree. Further, another difference in the department was the retirement of one of our full-time professors. Another impact may be due to the fact that in the spring of 2016 the Philosophy Department stopped teaching what was at that time our only honor's program class, Philosophy 120, called Ethics, Law and Society. Although a class with relatively low enrollment, that class had notoriously low success rates. The success rates the last 5 times it was taught ranged from lows of 40% and 56.5% to a high of only 64.7%. Its elimination would have resulted in slightly improved success rates for the Department. Lastly, perhaps our current professors have found ways to improve success and retention as we are always making the effort to improve both our teaching

techniques and our relationships with students, including additional emphasis on coming to our office hours.

7. The lowest success and retention rates are found in our Introduction to Philosophy class, Phil. 101. For example, the success rate for the Philosophy 101 course usually is in the area of 65% or around 2/3. This is not surprising as one would expect the students taking this class to be poorer academically than those students who are taking more advanced courses and have usually completed the Phil. 101 course with an A or B grade.
8. Since we offer far more Philosophy 101 classes compared to any other course, this course has undue weight in lowering the Department's success and retention rates. For example, in the fall 2017, the Philosophy Department offered 26 courses and 11 were Intro courses, making up 42% of the classes taught in the Department. In the spring 2019 semester, Intro courses made up 11 of 23 courses which was an even higher 48% of the offered classes. Of greater import, the Phil. 101 classes tend to fill up and have on average many more students than the classes in the other philosophy subjects/courses, so in effect constitute a majority of the data for success rates.
9. We should note that we now offer a Phil. 101 honor's program class where usually about 50% of the class are students in the honor's transfer program. These classes have higher success and retention rates.
10. Summer and winter classes had much better success and retention rates in both the BSS Division and in the Philosophy Department. I suspect that this is because these sessions attract better and more motivated students who are often trying to complete their community college courses in only two years, which is the exception and not the rule.
11. In looking at the data, the Philosophy Department success rates have been lowered by the large number of Phil. 101 Intro courses it teaches and by the number of online courses it teaches. However, since both online and Phil. 101 courses are quite popular, the Department's challenge is to increase success and retention rates in these two areas without curtailing the number of these offerings.

### C) Equity: Success rates by ethnicity

Below is an Equity Chart that breaks down success rates along ethnic lines for the 4 years covering from fall 2014- spring 2018. The chart further separates data into Campus, BSS Division, and Philosophy Department. The chart reveals the following:

1. Clearly African Americans and Latinos are the two largest groups with equity issues. Their success rates are appreciably below the success rates of Asians, Whites, and those of two or more races. For example, campus-wide, from 2014-2015 the African American and Latino success rates were 56% and 65% respectively, while at the same time the Asian and White success rates were 79% and 78% respectively. Similar gaps were seen in the BSS Division and in the Philosophy Department.
2. The ethnic gap in success rates has not been narrowed. Although the success rates have increased for all ethnic groups in these four years, the difference in ethnic success rates has persisted with little change. For example, African Americans have about a 20% lower

success rate than whites, while Latinos have approximately a 12% lower success rates than whites. This was true in 2014 and still true in 2018.

### Equity Chart

#### **ECC Success Rates by Ethnicity Fall 2014-Spring 2018**

#### **Comparing Campus, BSS, and Philosophy Department**

	African-American	American Indian	Asian	Latino	Pacific Islander	2+races	Unknown	White	Total
2014-2015 Campus	56	66	79	65	57	69	71	78	68%
2014-2015 BSS	59	65	83	68	54	70	74	79	70%
2014-2015 Phil.	55	0	79	63	67	55	83	72	65%
2015-2016 Campus	58	61	79	66	63	70	73	78	69%
2015-2016 BSS	61	77	82	69	61	73	62	81	71%
2015-2016 Phil	48	100	75	59	45	66	83	76	63%
2016-2017 Campus	59	65	80	66	66	73	74	78	69%
2016-2017 BSS	65	58	84	69	67	75	77	80	72%
2016-2017 Phil.	53	50	76	56	38	70	80	74	63%
2017-2018 Campus	59	66	80	66	68	73	73	79	70%
2017-2018 BSS	64	62	85	71	66	78	72	83	74%
2017-2018 Phil	69	86	84	69	66	80	71	83	74%

**A discussion about equity-mindedness and recommendations are addressed in Section 9.**

#### **D) Retention rates**

The Retention Rate for the Philosophy Department is currently at **81.6%**. I believe this is over the period of fall 2014 through fall 2017. This is an improvement over previous years. The following were previous Retention Rates in the going back over 10 years ago and reflect a clearly much lower overall retention rate than our current retention rate:

Fall 2006: 69.4%.

Fall 2007: 69.9% %

Fall 2008: 74.7%

Fall 2009: 77.2%

The Philosophy Department's 81.5% retention rate is somewhat below the ECC average retention rate as of fall 2017 of 84% for on campus classes and 80% for online classes. It is also substantially below the BSS division on campus rate of 89%, but closer to the BSS online rate of 82%.

One possible reason for the Philosophy Department's somewhat lower retention rates are the previously stated facts that students are usually unfamiliar with philosophy before enrolling in a philosophy class as most high schools do not teach the subject coupled with the fact that philosophy courses are rarely required for anyone except philosophy majors. As such, if a student is either finding the course difficult or not interesting, they likely are more prone to drop a philosophy class as opposed to a class which they are required to take.

The following are retention rates in specific classes comparing the fall semesters 2015, 2016, & 2017 and the spring semester 2018 unless the class was only taught in one of the semesters:

Phil. 101: 74.9%, 77.9%, 79.5%, 76.7%

Phil. 103: 89%, 84.5%, 89.7%, 77.1%.

Phil. 105: 88.9%, 83.1%, 86%, 84%.

Phil. 106: 82.9%, 84.8%, 89.9%, 90.7%.

Phil. 107: 97.7%, 88%, 77.8%, 77.1%.

Phil. 111: 72.3%, 76.9%, 73.7%

Phil. 112: 94.7% (2017)

Phil. 113: 84.2%, 80%, 68.2%.

Phil. 114: 89.3% (Fall 2015)

Phil. 115: 86.4%, 88%, 76%.

#### **E) A comparison of success and retention rates in face-to-face classes with distance education classes**

Online courses have considerably lower success and retention rates, although in general they have had fairly good fill rates and have not had to be cancelled as often as our other

classes. In the fall of 2017 the Philosophy Department had 4 courses out of 26 (15%) which were online, and in the spring of 2019, we had 5 online courses out of a total 23 courses which is 22% of our course offerings. This makes it challenging to keep up our success and retention numbers.

However, one good thing to report is that in general the department's success rate is increasing in its online courses. For example, Phil 101 had success rates between 47-60% in the 4 semesters of the spring and fall semesters of 2015 and 2016, while in 2 of the 3 semesters since then the rates were 66% and 72%. In Ethics (Phil. 103) the success rates in 2015 and 2016 were 54% to 59%, while in the 2 semester of 2017 they were 64% and 68% (although spring 2018 had a dip back to 54%). In Phil. 106 (Symbolic Logic) the rates have varied both up and down, but we had disturbing results in the spring of 2017 and 2018, recording only 43% and 46% success rates, down from rates closer to 70%. In Phil. 107 (Philosophy of Religion) success rates in the spring semesters have gone from 45.5% to 55.3% to 60%. Although this is a steady improvement, 60% still seems fairly low and we should consider terminating teaching this class online. The Department also needs to investigate why its Logic success rates plummeted in the spring of 2018.

## **F) Enrollment statistics with section and seat counts and fill rates**

Enrollment has been decreasing at ECC and in the Philosophy Department. The Philosophy Department has seen a decline in enrollment of slightly over 15%, with almost all of the decline happening from the 2014-2015 school year to the 2015-2016 school year. For the past three years the decline has been minor, and there actually was a small increase in enrollment into Philosophy classes in the 2017-2018 school year. It is my understanding that ECC has suffered at least a 10% decrease in enrollment. It would not be surprising if the Philosophy Department would be hit harder in enrollment decline for two reasons: First, Philosophy courses generally are not required courses for anyone except Philosophy majors, of which there are relatively few, and second, ECC offers more philosophy courses than the majority of other community colleges and these additional courses are most suited to people with a particularly strong interest in philosophy.

The Department has gone from offering 51 sections per year to 45 sections. The fill rate has similarly declined—from 75% in 2014-2015 to the present fill rate of 69%.

One of the reasons for the relatively low fill rates is because we have relatively few philosophy majors, but we offer quite a few classes which are needed or at least highly beneficial for those majoring in philosophy. Unfortunately, these classes are less sought after by those majoring in other subjects.

## **G) Scheduling of courses (day vs. night, days offered, and sequence)**

The fill rate by day has declined in the last 4 years from 76% to 70%, and the fill rate by night has declined in those same 4 years from 66% to 53%. Previously, we offered only 2 to 3 night classes per year, and since the night fill rate has been so low the Philosophy Department is eliminating its night classes at this time. We have also found that early morning classes are often poorly filled, so we are attempting to schedule almost all philosophy courses during the main daytime hours.

#### **H) Additional data compiled by faculty.**

The ethnicity demographics of the Philosophy Department and the school are close mirrors of each other. The same is true as to gender with approximately 51% of philosophy students being female (the school female population is 52%).

## **SECTION 3**

### **Curriculum**

Review and discuss the curriculum work done in the program during the past four years, including the following:

**A) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.**

We review every course within 4 years.

**B) Explain any course additions to current course offerings.**

The Department had a course titled Modern and Contemporary Philosophy. The Cal States and some of the UCs wanted us to have a course dedicated solely to Modern Philosophy. We therefore split our prior course into two separate courses: Modern Philosophy (Phil. 112), which covers the philosophy of the 1600s through the 1700s, and Contemporary Philosophy (Phil. 113), which covers the 1800s to the present time.

We also are now offering one of our Introduction to Philosophy courses (Philosophy 101) as an Honor's Program course. As of this date, Professor Firestone has been the only professor to teach the course as an honor's course.

**C) Explain any course deletions and inactivations from current course offerings.**

We have currently deleted our prior honor's program class Philosophy 120: Ethics, Law, and Society. This is more of an upper division course and also a law course which we thought would more appropriately be taught in either other divisions on campus or at a 4-year university.

We have also stopped offering Critical Thinking as an Honor's Program course as enrollments were actually better when the course was open to everyone.

**D) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)**

We have been changing this each semester as we experiment with what works best. For the spring semester 2019 we scheduled the following 5 online classes.

Phil 101 (Intro): 2 online courses

Phil. 103 (Ethics): 1 online course

Phil. 105 (Critical Thinking): 1 online course

Phil. 107 (Phil. of Religion): 1 online course

**E) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.**

- 1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**

Yes.

- 2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?**

No.

- 3. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.**

We are having difficulty obtaining accurate numbers on this. We believe it is between 10 and 30 each year.

- 4. Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

No.

**F) Enumerate any related recommendations.**

**Below is the Proposed Guided Pathway Program Map. It has not been finalized or approved, but it is expected that this or something very close to this will be approved. These are the classes which we recommend a Philosophy major to take.**



Department of  
**Philosophy**

Guided Pathway Program Map

Philosophy is the study of the most fundamental questions that arise in our reflection on ourselves and our place in the natural world. An education in philosophy will provide students with an enriched vocabulary -- useful in any field they are considering. Philosophy also provides an understanding of some of the basic beliefs and values of various cultures. Equally important, this major prepares students to argue more effectively and to feel confident in explaining their position.

Finally, philosophy instills in students an ability to face the challenges of a diverse society with both perspective and autonomy. Students who complete the Philosophy Guided Pathway Program Map satisfy the following:

- 60 UC/CSU transferable units: *note that some students may be able to apply AP credit towards these units. Please see a counselor for details.*
- Intersegmental General Education Transfer Curriculum (IGETC): *note that there is a Language other than English requirement for IGETC. See a counselor for details about this requirement.*
- California State University (CSU) General Education
- Philosophy Associate Degree for Transfer
- Philosophy UC Transfer Pathway: *see a counselor to learn which degree programs accept this pathway.*

First Semester Recommended Courses	Notes
<b>Philosophy 101:</b> Introduction to Philosophy (3 units)	<i>This course can be substituted with Philosophy 101H (Honors).</i>
<b>English 1A:</b> English Composition (4 units)	<i>English 1A can be substituted with English 1AH (Honors).</i>
<b>Math 150:</b> Elementary Statistics with Probability (4 units) or <b>Psychology 109A:</b> Introduction to Statistics and Data Analysis for the Behavioral Sciences (4 units) or <b>Sociology 109A:</b> Introduction to Statistics and Data Analysis for the Behavioral Sciences (4 units)	<i>Math 150 can be substituted with Math 150H (Honors).</i> <i>CSU only bound students may substitute Business 15 (Business Mathematics) or Business 17 (Personal Finance) or other mathematics courses. Please speak with a counselor.</i>
<b>Human Development 110:</b> Strategies for Creating Success in College and in Life (3 units) or <b>Human Development 115:</b> Career Development Across the Lifespan (3 units)	<i>These courses will assist students with career exploration and will fulfill the CSU GE Area E requirement. Other options are available. Please speak with a counselor.</i>
<b>14 Semester Units</b>	<i>Meet with an academic counselor, career counselor and financial aid counselor to explore and learn about services.</i>

Second Semester Recommended Courses	Notes
<b>Philosophy Associate's Degree for Transfer Elective</b> –see note to the right (3 units)	<i>Choose from: Philosophy 105 or 105H (if not already taken), 107, 113, or 114 or History 140 or 141. Note: Philosophy courses are preferred for this major.</i>
<b>English 1C:</b> Critical Thinking and Composition (3 units) or <b>Philosophy 105:</b> Critical Thinking and Discourse (3 units) or <b>Psychology 103:</b> Critical Thinking and Psychology (3units)	<i>Philosophy 105 or 105H is preferred for public school in-state transfers in this major. English 1C or 1CH is preferred for out-of-state transfers.</i>
<b>Complete one course</b> from <a href="#">IGETC Area 3A Arts</a> (3 units)	<i>These courses may be substituted with English 1CH (Honors) Philosophy 105H (Honors) and Psychology 103H (Honors).</i>
<b>Complete one course</b> from <a href="#">IGETC Area 5A Physical Science</a> (3 or 4 units)	<i>To satisfy Area 5 on IGETC, one Area 5A course or Area 5B course must include a laboratory.</i>
<b>Philosophy 111:</b> History of Ancient and Medieval Philosophy (3 units)	
<b>15 or 16 Semester Units</b>	<i>Meet with an academic counselor and a faculty mentor. Learn about UC TAGs and CSU AA-T. Explore transfer options.</i>

Third Semester Recommended Courses	Notes
<b>Philosophy 106:</b> Introduction to Symbolic Logic (3 units)	
<b>Philosophy 112:</b> History of Modern Philosophy (3 units)	
<b>Communication Studies 100:</b> Public Speaking (3 units) or <b>Communication Studies 120:</b> Argumentation and Debate (3 units) or <b>Communication Studies 130:</b> Interpersonal Communication (3 units) or <b>Communication Studies 140:</b> Small Group Communication (3 units)	<i>Any of these courses will satisfy the IGETC for CSU GE requirement.</i>
<b>Complete one course</b> from <a href="#">IGETC Area 5B Biological Science</a> (3 or 4 units)	<i>To satisfy Area 5 on IGETC, one Area 5A course or Area 5B course must include a laboratory.</i>

<p><b>History 101:</b> United States History to 1877 (3 units) or <b>History 102:</b> United States History from 1877 to the Present (3 units)</p>	<p><i>Note: These courses can be substituted with History 101H (Honors) or History 102H (Honors), History 105, History 106, History 108, History 110, History 111, History 112, History 114, and History 122.</i></p>
<p><b>15 or 16 Semester Units</b></p>	<p><i>Meet with an academic counselor to prepare to apply for transfer.</i></p>

Fourth Semester Recommended Courses	Notes
<p><b>Political Science 1:</b> Government of the United States and California (3 units)</p>	<p><i>This course combined with the American history course selected above will satisfy the CSU Graduation Requirement on the CSU General Education pattern.</i></p>
<p><b>Philosophy 117:</b> Political Philosophy (3 units) or <b>Political Science 7:</b> Political Philosophy (3 units)</p>	
<p><b>Elective</b> –take any UC/CSU transferable course (3 units)</p>	<p><i>Recommended: Philosophy 103, 107, 113, 114, or 115 if not already taken</i></p>
<p><b>Elective</b> –take any UC/CSU transferable course (3 units)</p>	<p><i>Recommended: Philosophy 103, 107, 113, 114, or 115 if not already taken</i></p>
<p><b>Elective</b> –take any UC/CSU transferable course (3 units)</p>	<p><i>Recommended: Philosophy 103, 107, 113, 114, or 115 if not already taken</i></p>
<p><b>15 Semester Units / 60-61 Total Transferable Units</b></p>	<p><i>Meet with an academic counselor to apply for the AA-T. File for General Education certification.</i></p>



**Note:** Students can make adjustments to this pathway by registering for courses during El Camino College's winter and summer sessions or increasing the number of academic years needed to complete the pathway. Please consult a counselor immediately if you pursue this option to ensure that the course selection for these sessions will not adversely impact your transfer objectives and timeline. Be sure to always work with a counselor to maximize your transfer success!

Explore, Engage and Imagine!

Careers in Philosophy

As a philosophy major, you have a vast possibility of career options from which to choose. Explore the resources listed below to learn more about these career choices.

Academics  
Admissions Officer  
Advertising Executive  
Archivist  
Attorney  
Bank Officer  
Commodities Broker  
Computer Systems Analyst  
Congressional Staff Member  
Consulting  
Business/Education  
Diplomat



Executive Editor  
Financial Advisor  
Free-lance Writer  
Hospital Administrator  
Human Services Agency  
Legal Researcher  
Librarian  
Policy Analyst  
Public Relations Officer  
Tax Accountant  
Technical Writer

### Career Exploration Sites

American Philosophical Association – Beyond Academia

<https://www.apaonline.org/page/beyondacademia>

United States Bureau of Labor Statistics

<https://www.bls.gov/ooh/>

University of North Carolina at Wilmington Career Center – Philosophy

<https://uncw.edu/career/majors/philosophyreligion.html>

### Philosophy Association Sites

American Philosophical Association

<https://www.apaonline.org/default.aspx>

## **SECTION 4**

### **Assessment of Student and Program Learning Outcomes (SLOs & PLOs)**

- A) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.**

See Appendix A.

- B) Provide a timeline for your course and program level SLO assessments.**

See Appendix B.

- C) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.**

The Philosophy Department continues to do the required SLO and PLO assessments—almost always in a timely fashion. We currently have 10 active and regularly offered courses and each course has three SLOs. Similarly, we have 3 PLOs. For the most part, our students achieve the goals we set. When we see there is a concept that is particularly difficult for the students to understand, more emphasis is placed on that idea or subject.

For example, when doing one of my SLOs Professor Firestone learned that many of the students did not understand Buddha's Middle Way. A greater emphasis was placed on this idea and there have been excellent results as reflected on the test.

Another example comes from the teaching of the subject of free will vs. determinism. Professor Firestone had an article published on this subject which presents an argument supporting the existence of free will. Testing revealed that too many of the students were not understanding the argument. Additional time is now devoted to this argument and the results have been positive.

Moreover, both Professors Leon and Firestone have found that particular test questions were being incorrectly answered at a high rate and when those questions were reviewed, we saw that it may have been due, at least in part, on the phrasing of the question, which was confusing the students. As such, both of us have reworded several questions on various tests to achieve clarity, and we have seen a higher percentage of correct answers on these questions.

- D) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.**

Two of the full-time philosophy professors, Professors Firestone and Leon, share an office and regularly talk about the SLO process and our teaching strategies. When we did the PLO on Ethics, we found that one of us was achieving better results than the other one, so

successful techniques for teaching the somewhat difficult moral theories were shared between us. Professor Garcia, who started full-time in the fall semester, is in the adjoining office and will certainly be included in future discussions.

Through the SLO process the department has learned that some terms are particularly difficult for the students, such as “empiricism,” “rationalism,” and “moral worth.” Greater emphasis has been placed on these terms and will continue to be so.

In this past year, Professor Leon was also able to hire a tutor to help the students in two of his classes. This resulted in improved success and retention rates.

**E) Enumerate any related recommendations.**

We will apply for funding to hire tutors to assist the students in several of our philosophy classes. If we are able to do so, we would expect an improvement in success and retention rates in those classes.

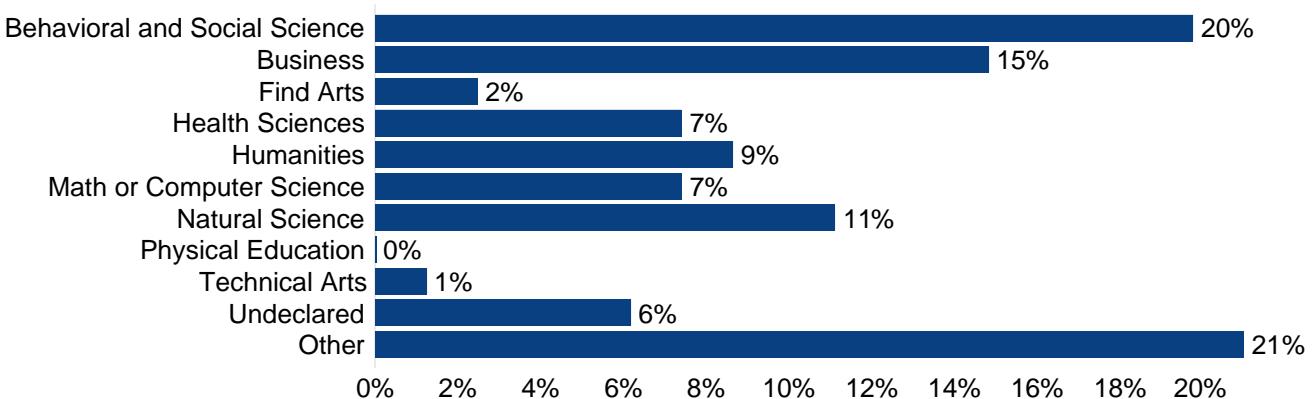
## **SECTION 5**

### **Analysis of Student Feedback**

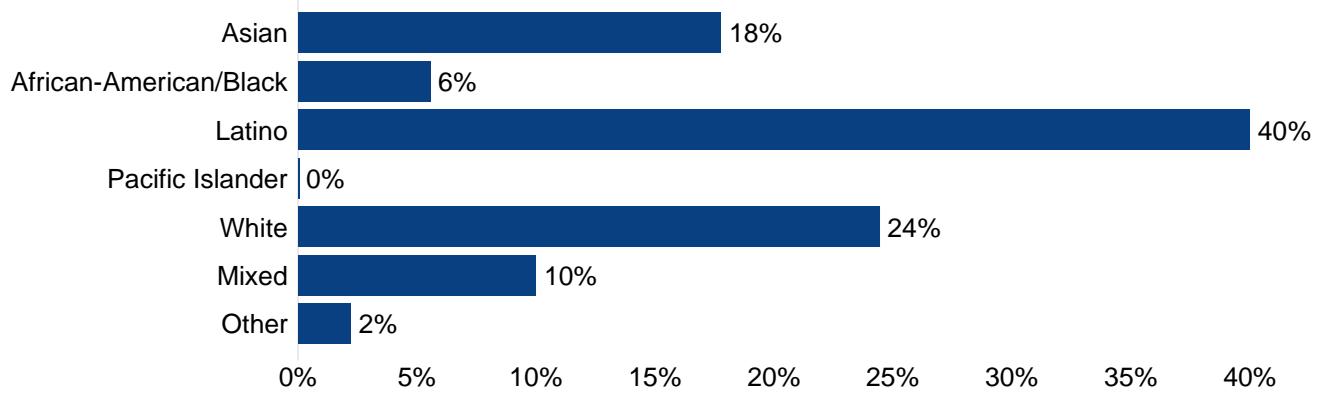
Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

#### **Philosophy Student Survey Spring 2019 (n=82)**

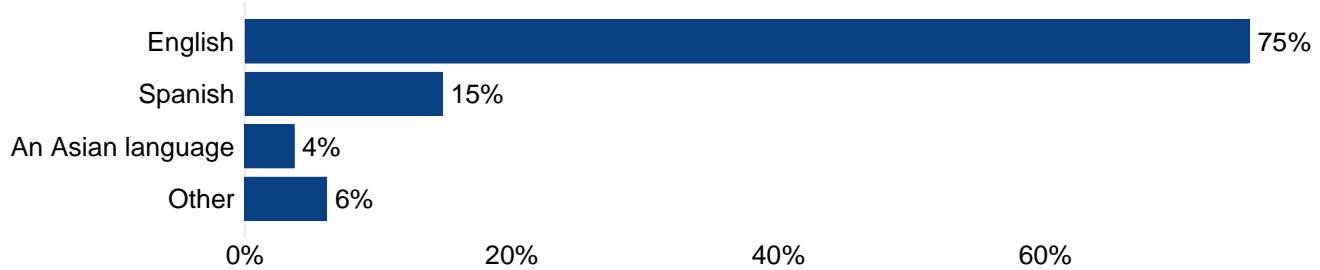
- 1. Indicate the area of your major:**



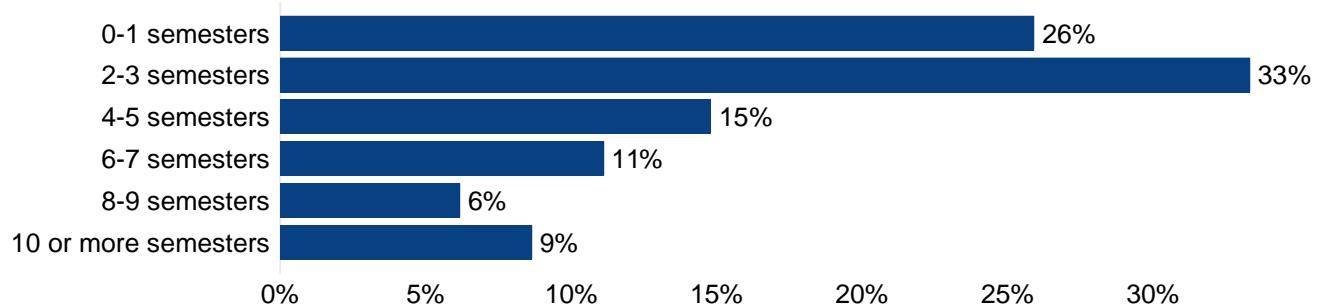
- 2. Indicate your primary ethnic or racial background:**



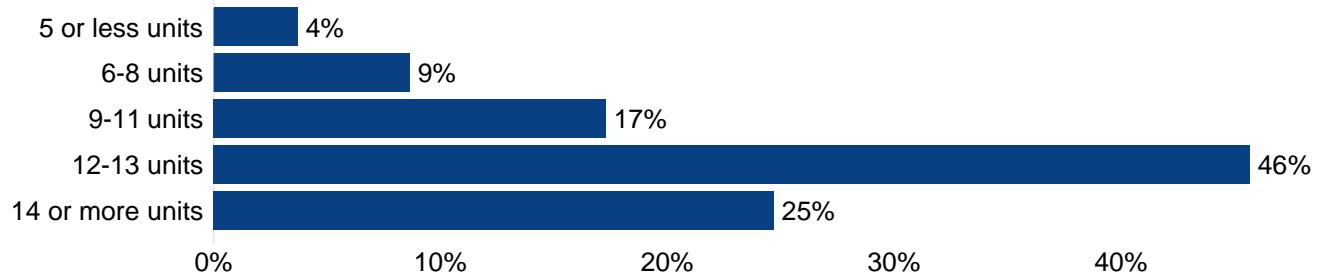
- 3. Indicate the first language which you spoke.**



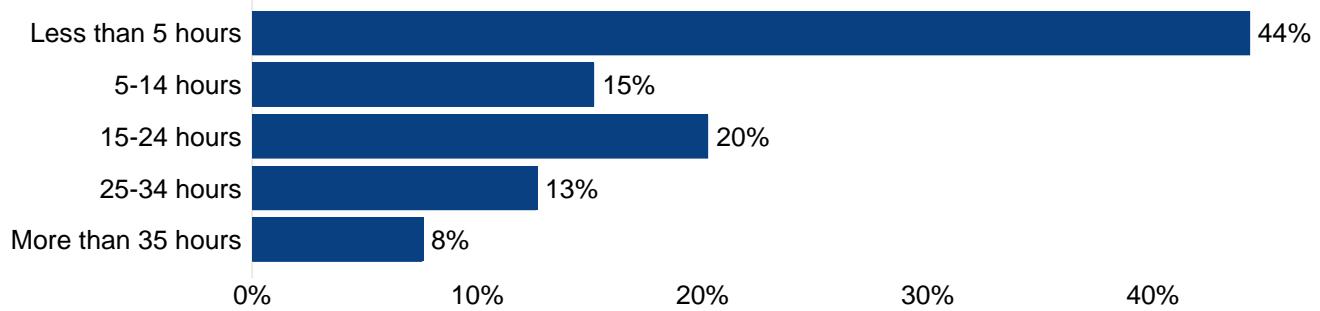
4. Indicate how many college semesters you have already completed. You can include semesters completed by other colleges.



5. How many units are you currently taking?

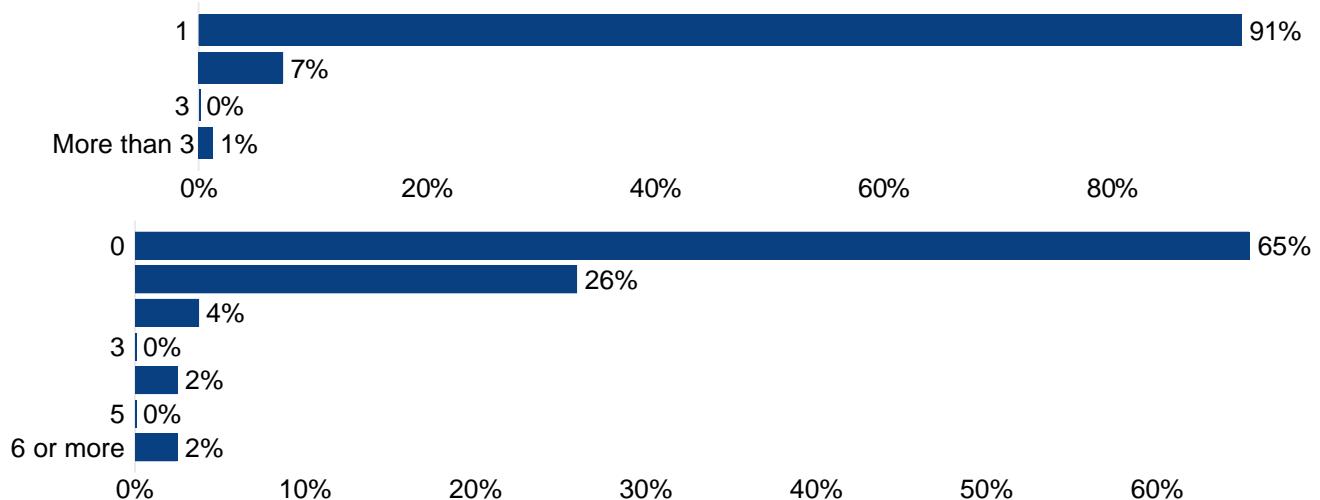


6. How many hours a week are you employed?

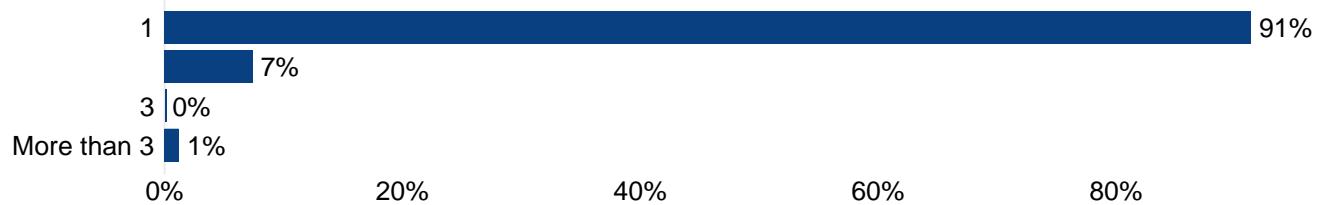


7.

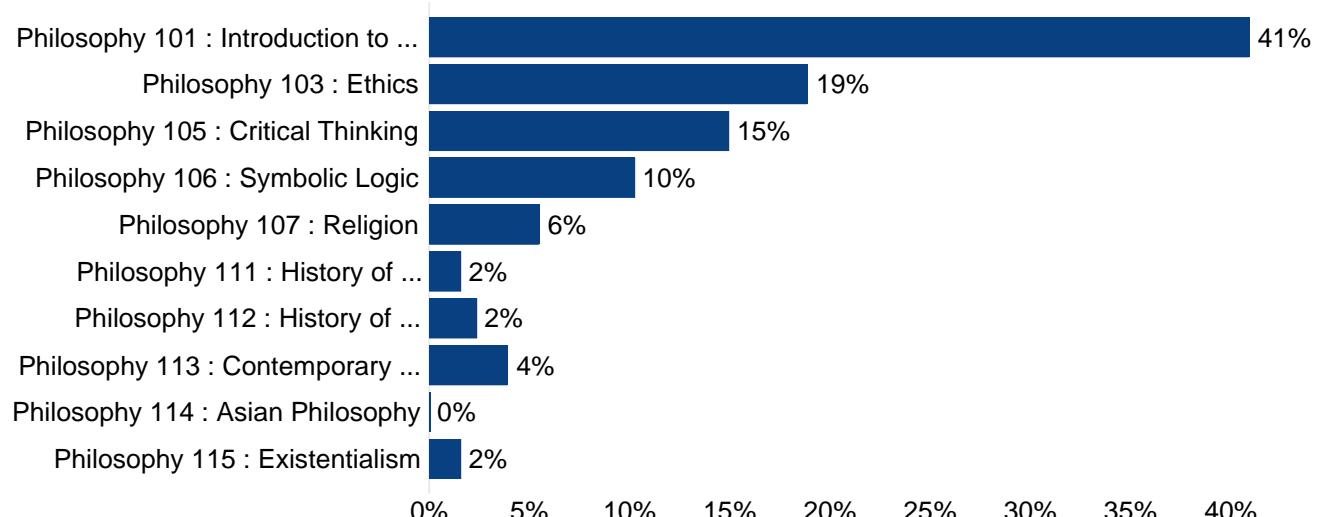
**8.** How many Philosophy classes have you completed at this or another college?



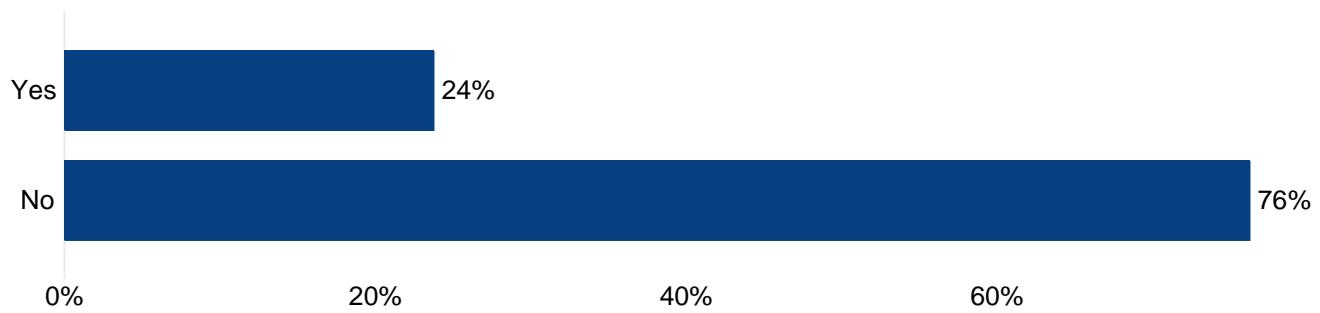
**9.** How many Philosophy classes are you currently enrolled in? (including this class)



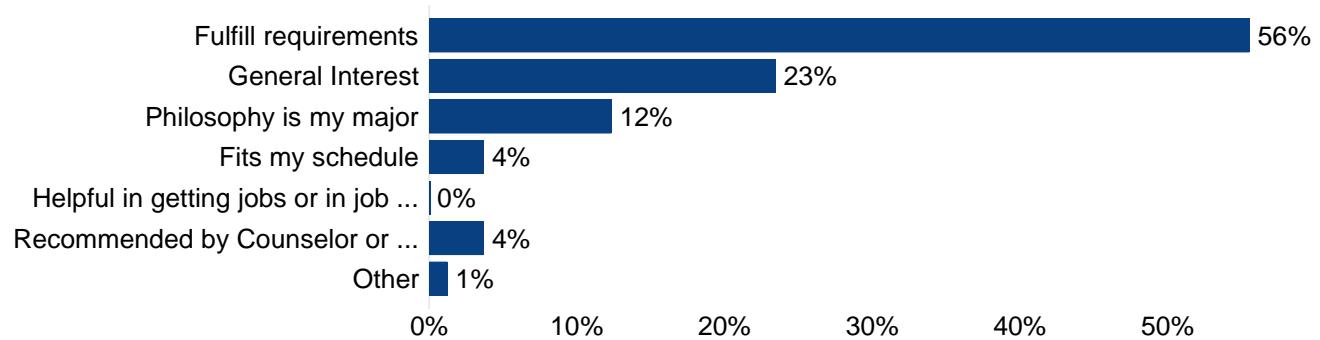
**10.** Indicate all the Philosophy classes you are currently taking or have taken.



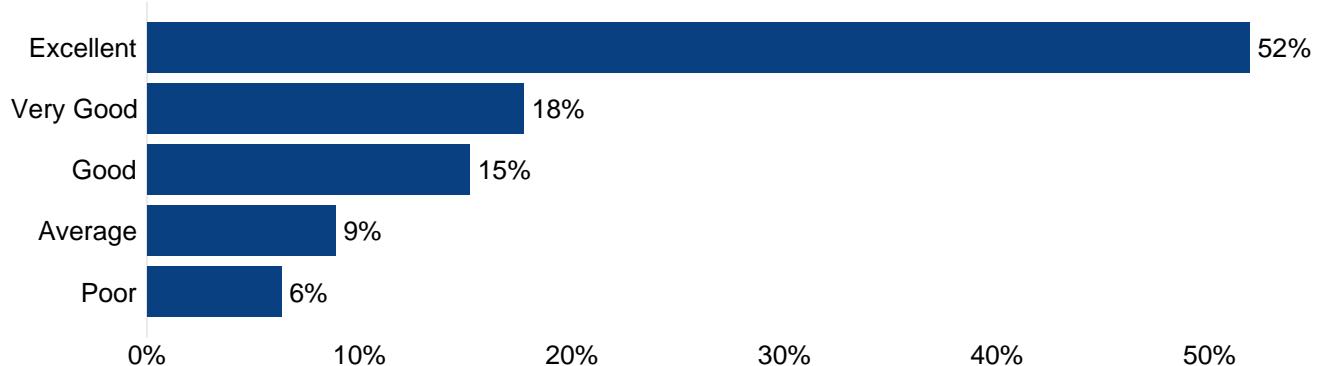
**11.** Were any of your current or prior Philosophy courses an online course?



**12.** What are your purposes in taking this or other Philosophy classes? (Mark all that apply)

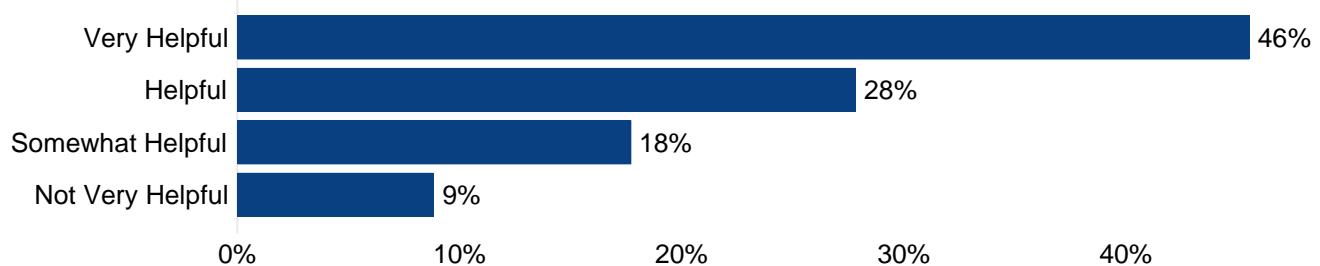


**13.** Overall, how would you rate the Philosophy classes you have taken or are currently taking at El Camino College?



How helpful have your Philosophy classes been in the following:

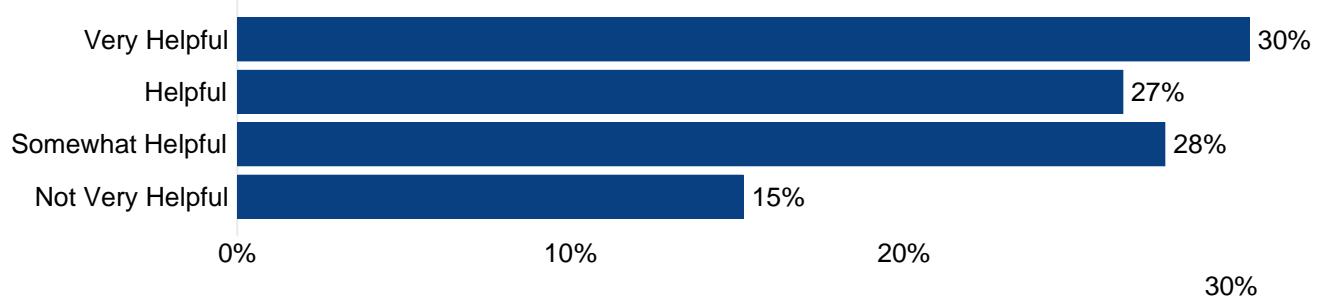
**14.** As part of your college learning experience



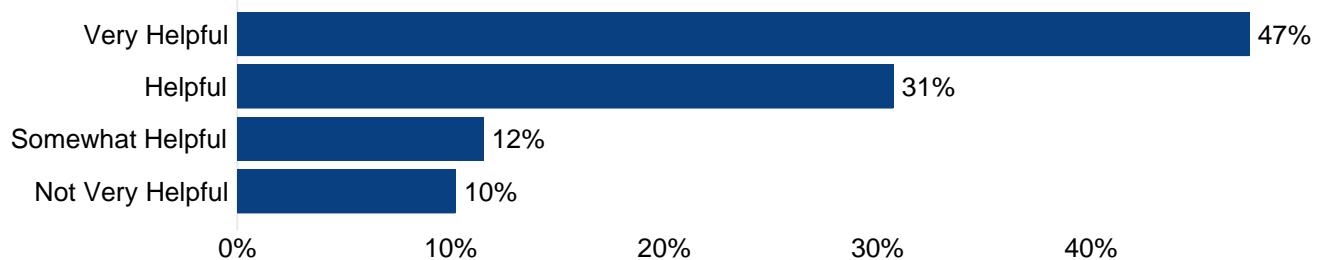
14. As part of increasing your abilities to work



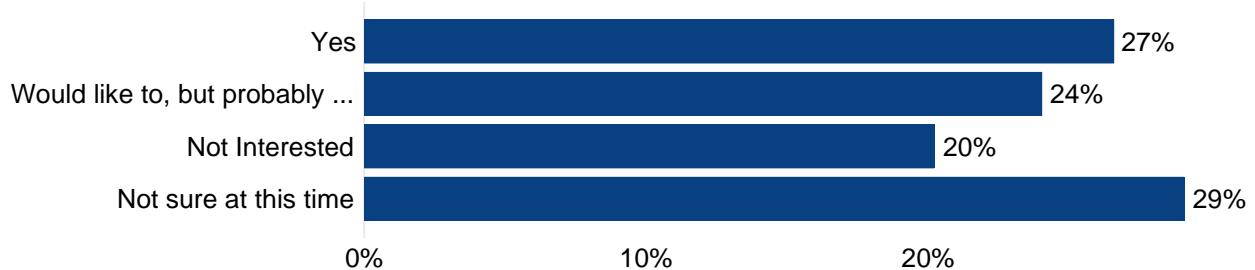
15. As part of preparing you for future work



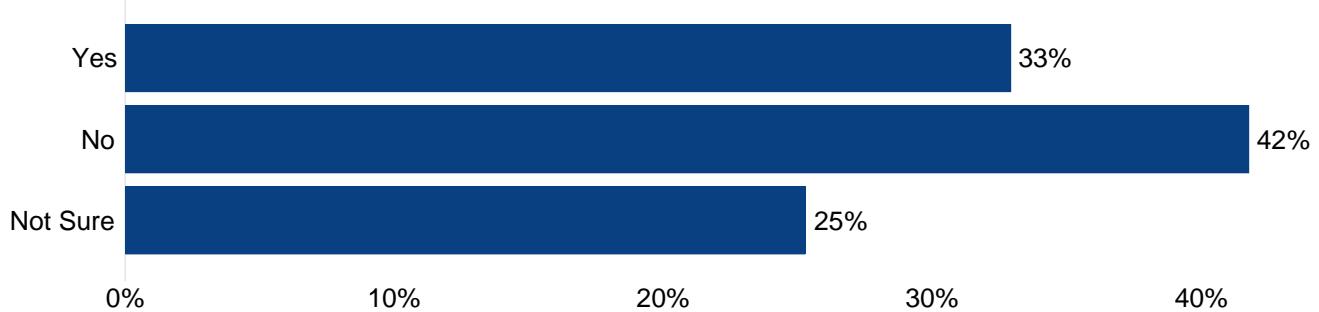
16. As part of your life



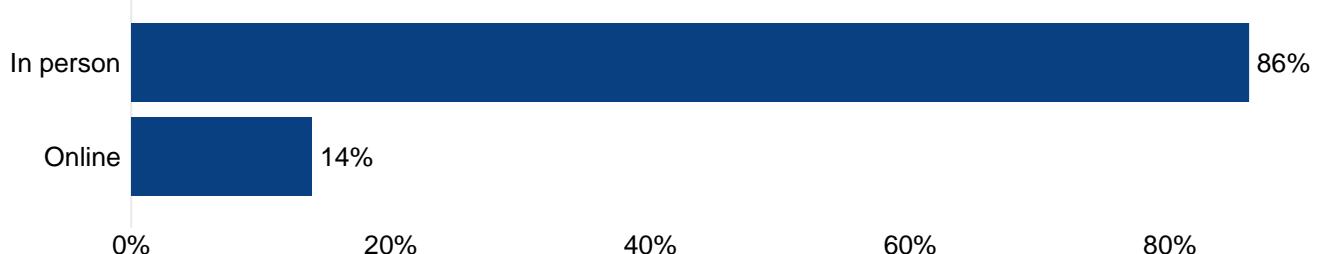
17. Do you plan on taking another college Philosophy class?



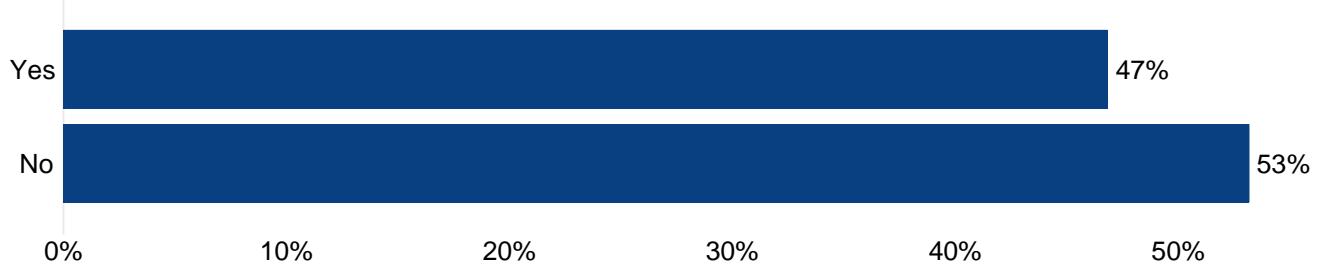
**18.** Would you consider taking an online Philosophy class?



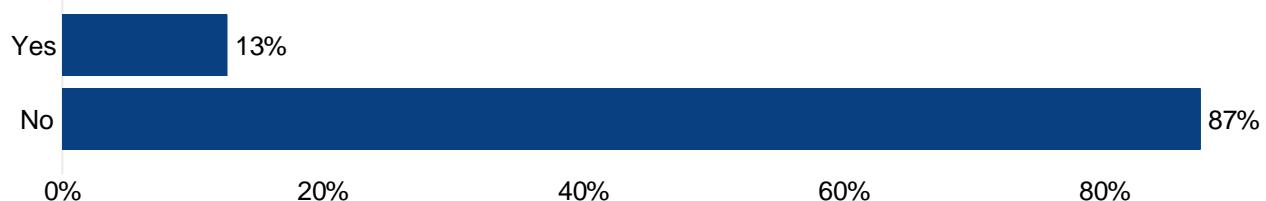
**19.** Do you prefer taking an in-person or an online Philosophy class?



**20.** Have you ever received a "D" or an "F" in a high school course?



**21.** Are you currently or have you ever been an academic probation at El Camino College?



## **Student Survey Results and Analysis:**

### **Basic Characteristics of Respondents**

First let us look at who took the survey. There were 82 respondents, which is only a small sample size compared to the number of philosophy students. Second, this was a voluntary, on-line survey which was therefore self-selecting. We would expect that those motivated to take the survey would be more likely to participate, and this could include disgruntled students on one end and relatively happy philosophy majors on the other end. As such, we cannot be sure that we have proper diversity in all respects.

As far as ethnic diversity, Hispanics are slightly underrepresented in the survey as they comprised 50% of the philosophy students but only 40% of the survey respondents, while Whites and Asians were slightly overrepresented as 24% of the respondents were White while only 16% of the philosophy students were White, and 18% of the respondents were Asian while Asians comprised only 14% of our philosophy students. African Americans were also underrepresented in the survey as they made up 12% of the students but only 6% of the respondents. Overall, however, the survey basically reflects the ethnic makeup of our students.

### **Challenges for Respondents (and thereby Professors)**

The survey indicates that 71% of the students are taking a full load of 12 units (4 classes) or more. In fact, 25% are taking 14 units or more—which exceeds a full course load. The majority of students are working, with 41% of the students working 15 hours or more. Needless to say, this creates a challenge for those students regarding time management as they must find time to do their homework and study for examinations.

25% of the students have a language other than English as their first language—with 15% first speaking Spanish and 4% first speaking an Asian language. For many of them, English reading and writing present an extra challenge that the other students do not have.

Almost half (47%) of the students admitted to receiving a “D” or “F” grade in high school. This is an indication that at least some of these students may already be academically behind and/or have academic challenges to overcome. On a somewhat positive note, only 13% stated that they were ever on academic probation at El Camino College.

### **Academic Interests of Respondents**

Surprisingly, only 20% of the students surveyed were majoring in one of the numerous Social Science subjects. 65% had never taken a philosophy course. 91% were enrolled in only one philosophy course, and a majority (56%) were only taking the course because it fulfilled academic requirements. Moreover most of the students (74%) were already in at least their second year of college—meaning that there would be little time for them to choose a philosophy major and complete the requirements in two years. This also indicates that there was little interest in exploring or pursuing philosophy when they entered college.

### **Online Interest**

24% of responding students had taken or were taking an online philosophy course. This indicates that the department is fulfilling a desire/need here. Moreover, 33% of students said they would consider taking an online philosophy course. In spite of the interest, 86% of the students preferred taking an in-person philosophy course over an online one. This indicates that perhaps some students are taking a philosophy course online due to time conflicts or constraints which make it difficult to take the desired course in-person.

### **Teaching Success**

Students rated their philosophy courses as follows:

- Excellent: 52%
- Very Good: 18%
- Good: 15%
- Average: 9%
- Poor: 6%

Analyzing the data. 85% of the students rated their courses as good or better. Only 6% rated their classes as poor. Moreover, 70% rated their philosophy classes as very good or excellent, and most students (52%) rated their classes as excellent.

Overall this data indicates that the students have a positive view of their classroom experiences. This is supported by the fact that only 20% of the students stated that they were not interested in taking another philosophy class. Indeed, 27% stated that they would like to take another philosophy class, another 24% would like to but think they will be unable to do so due to their schedule, and 29% are not sure about taking another philosophy class.

As far as the benefits provided by their philosophy courses, a great majority of students found their philosophy courses at least somewhat helpful in each of the following four areas: As part of your college learning experience, as part of increasing your abilities at work, as part of preparing you for future work, and as part of your life. The students found their classes the most helpful in life, with 78% finding their philosophy courses very helpful or helpful in this regard. 74% found their classes helpful or very helpful regarding college as a learning experience and 57% of the students found their classes helpful or very helpful regarding future work, with another 28% finding it somewhat helpful for future employment.

### **Conclusions & Recommendations**

The survey verifies the challenges facing ECC in general and the Philosophy Department in particular. First, almost half of the students taking a philosophy course received a “D” or “F” grade in high school, which certainly raises a red flag that at least some of them may not be adequately prepared for doing college-level work. Second, English is the second language for 25% of the students. Third, 71% of the students have at least a full course load while almost half (41%) of the students are working 15 hours per week or more. This indicates that many of our students face time management issues; specifically, they face challenges to getting all their schoolwork done. These challenges apply to all ECC students.

The Philosophy Department faces its own unique challenges. We can see why there are relatively few philosophy majors—the great majority of students who enroll in a philosophy course have already completed at least one year of college so will not be able to complete the major requirements without prolonging their stay at ECC. The challenge is to get them into a philosophy course earlier, but probably few students know very much about philosophy before taking a course. Subjects such as English, Math, History, and Psychology are more likely to be taken in the first year of community college and it is not surprising that they would therefore be chosen as majors at a much greater rate. Moreover, 80% of the students were not even majoring in a social science. Perhaps a greater effort should be made here so that our social science colleagues are recommending their students take at least one philosophy course.

The only subject that is required and is taught by the Philosophy Department is Critical Thinking. However, this course is also offered by the English and Psychology Departments and has usually been taken within the first year. If counselors were to make an effort to direct students into the Philosophy version of Critical Thinking it might provide a gateway into the other philosophy courses offered by the Philosophy Department. As it stands now, over half of the philosophy classes taken by the respondents was our Introduction to Philosophy, and only 19% of the responding students were taking or have taken a Critical Thinking course taught by the Philosophy Department.

Regarding teaching, the great majority of the students rate their philosophy courses quite highly. However, it should also be noted that the department professors should probably place greater emphasis to impart to the students the advantages of philosophy for their future employment. For example, Philosophy majors are high earners and also are accepted into business, law and medical school at the highest rate of any major. Most students do not seem to fully appreciate the work skills imparted in their philosophy classes.

Lastly, the Philosophy Department should continue to offer several online courses as there is a need and interest by the students.

## **SECTION 6**

### **Facilities and Equipment**

#### **A) Describe and assess the existing program facilities and equipment.**

The Philosophy Department faculty currently utilizes classrooms in the Social Sciences Building. The main classrooms used for instruction are in the Social Sciences Building: SOCI 117, 205, 206, 208, 209, 210, and 211. The current equipment in the classrooms is sufficient for the department's purposes.

- B) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

We currently foresee no need for classrooms or other equipment beyond those currently utilized.

- C) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

Not applicable.

- D) Enumerate specific recommendations based on the information provided above, as well as any related recommendations (e.g., creating and budgeting for a cycle for ongoing maintenance, repair, and replacement).**

None.

## **SECTION 7**

### **Technology and Software**

The classrooms are currently furnished with whiteboards, desktop computers (with wired access to the internet), computer projectors and screens, audio, and DVD video equipment. All computers are equipped with a standard suite of Microsoft software, including Word, Excel, and PowerPoint. All equipment and software are currently in working order. In addition, our classrooms have access to online course content delivery platforms. Aside from standard software updates (e.g., Microsoft PowerPoint, etc.), we have no immediate or long-range needs related to technology and software. [N.B. Potential change: video library for the department that includes content-relevant selections].

## **SECTION 8**

### **Staffing**

#### **A) Describe the program's current staffing, including faculty, administration, and classified staff.**

As of the spring semester 2019 the Philosophy Department has had two full-time instructors, Randy Firestone and Felipe Leon, and has hired a third professor, Roberto Garcia, who will start in fall 2019 and is replacing Professor Elizabeth Shadish who retired. Professor Garcia had been an excellent part time professor with El Camino for several years. Moreover, as we teach 10 different courses and each one has 3 SLOs, in addition to 3 PLOs, Professor Garcia is a welcome addition to provide needed assistance. Moreover, his addition will aid us to ensure that we can properly represent the department in committee meetings, such as the Curriculum Committee, the SLO Committee, etc.

We also currently have the following part-time instructors: Michael Critelli, Darla Fjeld, David Shevers, Lawrence Fike, Luca Struble, and Melissa Ramirez. The professors get along quite well and there is a real camaraderie present. Often the part time professors attend and assist in department meetings and events, including Philosophy Club, and have completed SLO assessments when requested.

Our Division Dean, Dr. Christina Gold, plays a crucial part in our program by assisting in class scheduling. She ensures that the classes can meet at the times recommended by our program; schedules faculty to teach the classes, schedules the classes in rooms designated for this program. Classified staff (Maria Cortez, Beverly Knapp, and Cecelia Mataalii) work with the dean in creating the schedule.

#### **B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.**

Due to declining enrollment, we do not anticipate needing any additional professors or staff in the next few years.

## **SECTION 9**

### **Direction and Vision**

**A) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?**

Many major developments are afoot in just about every branch of Philosophy. However, these developments are regularly reflected in the new editions of the relevant textbooks for our courses.

**B) Explain the direction and vision of the program and how you plan to achieve it.**

The ECC Philosophy Department is somewhat unique in that two of the three full time faculty have published and continue to publish both books and articles in peer-reviewed journals. In order to do so, the faculty have had to keep abreast of recent philosophical developments. The faculty also attend philosophical conferences.

In addition to the department's scholarly pursuits, the professors are very interested in providing the best teaching available. With this in mind, the Department also plans to be more active in ensuring that all of our adjunct faculty are using best teaching practices to increase retention and success rates. For example, Professor Firestone has spent a considerable amount of time mentoring one of our adjunct professors, Professor David Shevers. Professor Shevers has even taped Professor Firestone's lectures and posted excerpts for his own online classes. Such mentoring will be continued in the future.

Furthermore, several of the professors are working to obtain special and advanced certifications to be able to teach online—and even in new online programs where students from across the state and attending other schools will be able to enroll. This will be encouraged.

The Department plans to continue to have a vibrant Philosophy Club. The Club has been a rich source of both academic development and enrichment in addition to student comradery.

Moreover, the professors plan to continue to serve on college committees, and to make presentations when opportunities arise.

The vision of the Department is to increase enrollment. In order to achieve this, we hope to obtain more assistance of ECC counselors—especially encouraging them to recommend our Critical Thinking classes. We will further request that our Social Science colleagues recommend our courses. We will also continue to attend events where high school students who are planning to attend ECC will be present. We will further ask Dean Gold for her ideas and assistance in this regard.

The Philosophy Department also wishes to continue to emphasize inclusiveness and equity minded teaching. See the next section for several specific thoughts and proposals in this regard.

**With regard to equity,** there are undoubtedly many reasons why those with particular ethnic backgrounds more often have trouble completing and passing a course. Some may have attended inferior schools with inadequate supplies or poor teachers, some have family demands which may cause them to miss more classes, some are from families who do not see the value of higher education and are not supportive and do not prioritize their child's educational success, some have not acquired good work habits due to these and other factors, etc. The community college professor must face these

challenges. What should not be done is using these facts as an excuse to ignore the problem. Given these challenges, what can the professor do to help?

According to the Center of Urban Education—Equity-Minded Teaching Institute (associated with the USC Rossier School of Education) professors should not take the attitude that all students should be treated as if they have the same backgrounds. One must acknowledge the unequal places which students come from and their diverse experiences due to ethnicity and other factors. Specifically, the professor's job is to assist all students, especially minoritized students, to feel both welcome and validated. One must be sensitive to their needs and show respect for students of all backgrounds.

For example, some cultures do not view time, and specifically being on time, as so important. Moreover, many students must rely on public transportation or the assistance of others to get to school—and these are not always reliable. Keeping this in mind, we recommend that our professors not lock their classroom doors if students are late. Moreover, because of their busy schedules, some students do not have time to eat before class. As such, a class rule which forbids all eating in class might disproportionately impact some students and lessen their chance of success.

Additionally, emphasis needs to be placed on the first days of class. Welcoming/greeting the students on the first days, learning their names—especially in smaller sized classes, and preparing a syllabus which welcomes the students instead of emphasizing rules, infractions, and punishments have all been found to be effective.

Professors need to be observant as to who is participating in class and who is asking questions in class. If one sees that minoritized students are not as vocal, then an effort needs to be made to encourage their class participation, albeit in a sensitive manner so as not to single them out or embarrass them. One strategy to do this is to have small discussion groups which may be less intimidating. Furthermore, this may well give these students added confidence so that they will more likely share their ideas with the entire class and to ask questions when clarification is needed.

Regarding content, the professor should make an effort to include culturally diverse and relevant readings so see themselves in the curriculum and in the discipline. Professors should choose teaching examples which the students can relate to and understand, and which they find relevant to their lives. Professors should address racism, sexism, etc. in the classroom and raise questions such as “Why is it that most of the famous philosophers are white men?” and “How might this have influenced the very nature of philosophical inquiry?”

Because so many students have very tight budgets, professors should pick textbooks and materials which keep costs down. We encourage the philosophy department to expand the use of low cost and zero-cost textbooks. A sure-fire recipe for disaster is to have students who do not have the textbooks for a portion (or even all) of the semester.

We also encourage professors to reach out to their struggling students in a pro-active manner. When a professor notices a student has been missing classes, the professor should talk to or email the student in order to explore options to increase their attendance. Similarly, if the student is in danger of failing the class, the professor should pro-actively encourage a meeting to discuss success strategies.

Lastly, when professors are having their classrooms observed and reviewed, the reviewer should pay particularly close attention to whether minoritized students are participating in class, and whether the professor is sensitive to the needs of those students.

Of course, many of these suggestions apply to the teaching and treatment of all students, but the professor needs to be culturally and racially sensitive or equity-minded in view of the gaps in the success rates of some ethnic groups. Good teaching requires this cultural and ethnic awareness and sensitivity.

The following are several websites dealing with equity-mindedness in the classroom:

[https://www.apaonline.org/members/group\\_content\\_view.asp?group=110430&id=380970](https://www.apaonline.org/members/group_content_view.asp?group=110430&id=380970)

<http://www.apaonlinecsw.org/resources>

<https://diversityreadinglist.org>

<https://diversifyingsyllabi.weebly.com>

**C) Enumerate specific recommendations based on the information provided above, as well as any related recommendations.**

First, we foresee offering a Latin American Philosophy course in the next two years. As ECC's student population is slightly over 50% Hispanic, this course should appeal to students, and hopefully will be a gateway to their taking other philosophy courses.

Second, we foresee continuing to place greater emphasis on women philosophers and the philosophies proposed by women in our already existing philosophy classes. We will also continue to consider teaching a course on Feminist Philosophy or the Philosophy of Gender.

Third, we will continue to consider teaching a course on Philosophy of Race, and at a minimum, ensure that the topic is covered in our other classes.

Fourth, the issue of equity-mindedness will be addressed with all faculty and will certainly include encouraging a modification of our current syllabi to foster a more welcoming approach instead of a list of consequences for rule violations.

## **SECTION 10**

### **Prioritized Recommendations**

**A) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.**

	<b>Recommendations</b>	<b>Cost Estimate</b>	<b>Strategic Initiatives</b>
1.	Hire Philosophy Tutors/Coaches	\$10,000	

2.	Develop a Latin American Philosophy course.	N/A	
3.	Continue to add more content from female philosophers and more content that reflects feminist perspectives in our existing classes (e.g., in our Introduction to Philosophy, Ethics and Society, and Philosophy of Religion courses).	N/A	
4.	Talk to counselors about recommending students take the Introduction to Philosophy course or the Department's Critical Thinking course in the first year of attendance. This should produce more philosophy majors and increase attendance in other Philosophy courses too.	N/A	
5.	Speak to Social Science colleagues about recommending philosophy courses to their students.	N/A	
6.	Emphasize to students the advantages of being a philosophy major and of taking philosophy classes, and further, inform them of the many philosophy courses offered at ECC.	N/A	
7.	Continue to work on increasing retention and success rates in both in-person and online courses.	N/A	
8.	Work more closely with those specific professors who have lower success and retention rates.	N/A	
9.	Continue to consider adding a course in Feminist Philosophy/Phil. of Gender.	N/A	
10.	Continue to consider adding a course in Philosophy of Race.	N/A	

**B) Explain why the list is prioritized in this way.**

The emphasis is placed first on ensuring success in the classroom, then on being inclusive with courses and course material which speak to our students' backgrounds and interests, then on increasing enrollment, then on increasing success and retention rates, and lastly on some new possible courses.

## Appendix A: Alignment Grids:

<b>Behavioral and Social Sciences Institutional (ILO), Program (PLO), and Course (SLO) Alignment</b>									
<b>Program: Philosophy</b>		<b>Number of Courses:</b>	<b>Date Updated:</b>	<b>Submitted by:</b> Randy Firestone					
<b>ILO Rating Rubric</b>									
4 - A major focus of the course. Direct instruction is provided. Students are evaluated multiple times (and possibly in various ways) throughout the course.									
3 - An important part of the course. Some direct instruction is provided, and students are evaluated on the concepts once or twice within the course.									
2 - Only a minor focus of the course. Some instruction is given in the area, but students are not formally evaluated on the concepts.									
1 - May be tangentially part of the class, but is not directly taught or evaluated or is not part of the course at all.									
Institutional Learning Outcomes (ILOs)	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy			
Overall Program Rating	4	4	4	4	4	2			
<b>Program Level SLOs</b>						<b>Institutional SLOS to PLO Alignment (Rate 1-4)</b>			
						I II II I V V I			
						4 4 4 4 4 4 2			
Program Level SLOs: <b>PLO #1: Ethical Theories:</b> Students who have completed the Philosophy program will be able to identify, explain, and evaluate the major ethical theories, and to apply them to both contemporary and practical moral issues.									

PLO #2: Epistemological Theories: Students who have completed the Philosophy program will be able to identify, explain, and evaluate the major epistemological theories, and be able to describe and assess how those theories impact the areas of science, ethics and metaphysics.						
<b>PLO #3: Meaning of Life:</b> Students who have completed the Philosophy program will be able to identify, explain, and evaluate the various arguments regarding core metaphysical issues such as free will v. determinism, the mind-body problem, materialism v. spiritualism and idealism, personal identity, the meaning of life, and whether God, souls, heaven and hell, and karma exist.						

Course Level SLOs	Course to PLO Alignment	Institutional SLOs to Courses Alignment (Rate 1-4)					
		I	II	III	IV	V	VI
<b>Philosophy 101: Introduction to Philosophy SLO #1:</b>  Students will be able to demonstrate knowledge of the basic epistemological terminology and issues, such as the source and basis of our beliefs, empiricism v. rationalism, and the problem of induction.	X			4	2	2	2
<b>Philosophy 101: Introduction to Philosophy SLO #2:</b>  Students will be able to demonstrate knowledge of the metaphysical concepts and arguments regarding such issues as free will v. determinism, the mind-body problem, and whether God exists.							
<b>Philosophy 101: Introduction to Philosophy SLO #3:</b>  Students will be able to demonstrate knowledge of some of the basic issues and topics related to morality, such as justice, minority perspectives, moral objectivism vs. moral relativism, various ethical theories, and/or a basic understanding of how those theories can be applied to contemporary moral issues.							

<b>Philosophy 103: Ethics and Society SLO #1:</b> Students will be able to identify the primary moral theories, including Kantian duty ethics, Utilitarianism, and Virtue Ethics, distinguish the primary difference between the theories, and evaluate the strengths and weakness of each theory.	X			4	2	2	2	1
<b>Philosophy 103: Ethics and Society SLO #2:</b> Students will be able to apply moral theories, including those of Utilitarianism, Kantian duty ethics, and Virtue Ethics to contemporary moral issues.								
<b>Philosophy 103: Ethics and Society SLO #3:</b> Students will be able to critically evaluate facts and arguments of both sides of contemporary moral issues.								

Course Level SLOs	Course to PLO Alignment			Institutional SLOS to Courses Alignment (Rate 1-4)					
	P1	P2	P3	I	I	II	I	V	V
<b>Philosophy 105: Critical Thinking and Discourse SLO #1:</b> Students will be able to recognize and evaluate both errors in reasoning, including the primary fallacies, and linguistic techniques used in statements and arguments.	X			4	4	3	2	2	1
<b>Philosophy 105: Critical Thinking and Discourse SLO #2:</b> Students will be able to recognize and articulate problems in the positions and arguments of themselves and others.									
<b>Philosophy 105: Critical Thinking and Discourse SLO #3:</b> Students will be able to compose coherent and well-reasoned									

arguments demonstrating research skills, and the ability to evaluate essays, studies, and statistical data. They will be able to analyze various arguments, including analogical and scientific ones as well as addressing counterarguments to their position.								
<b>Philosophy 107: Philosophy of Religion SLO #1:</b> Students will be able to distinguish the foundations of belief in physical objects vs. metaphysical concepts, such as a God, souls, and heaven and hell, and how this understanding fosters both tolerance toward the religious beliefs of others and a deeper understanding of their own religious beliefs.	X		4	2	2	2	2	1
<b>Philosophy 107: Philosophy of Religion SLO #2:</b> Students will be able to articulate the arguments for and problems regarding the beliefs in immortal souls, heaven and hell.								
<b>Philosophy 107: Philosophy of Religion SLO #3:</b> Students will be able to describe and explain the major arguments for the existence of God, and the primary criticisms of each argument.								
<b>Philosophy 106: Introduction to Logic SLO #1:</b> Students will recognize the logical structures of arguments and be able to put arguments into forms suitable for symbolization and subsequent assessment.	X		4	2	2	2	2	1
<b>Philosophy 106: Introduction to Logic SLO #2:</b> Students will be able to explain the difference between truth and the logical strength of argument forms and demonstrate this knowledge through the assessment of formal and/or popular examples of reasoning processes.								
<b>Philosophy 106: Introduction to Logic SLO #3:</b> Students will be able to test symbolized arguments for validity by using standard methods for propositional, categorical, and/or predicate logic evaluations.								

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Course Level SLOs  Minimum of 3 and maximum of 6 SLOs.  <i>Include SLO #, Short Title, and SLO Statement</i> <i>Example: Math 170 SLO #3 Vectors and Complex Numbers</i>	Course to PLO Alignment  <i>Mark with an X if you will use the course when assessing your PLO.</i>			Institutional SLOs to Courses Alignment  (Rate 1-4)				
	P1	P2	P3	I	I	II	I	V
<b>Philosophy 111: History of Ancient and Medieval Philosophy</b>  <b>SLO #1:</b> Students will be able to demonstrate an understanding of the various beliefs of and disagreements between the pre-Socratic philosophers.	X			4	2	2	2	2
<b>Philosophy 111: History of Ancient and Medieval Philosophy</b>  <b>SLO #2:</b> Students will be able to demonstrate an understanding of the various beliefs and views of Socrates, Plato, and Aristotle, and how those beliefs influenced modern day philosophy.								
<b>Philosophy 111: History of Ancient and Medieval Philosophy</b>  <b>SLO #3:</b> Students will be able to show a command of the major threads of medieval philosophy, such as contained in the writings of Saint Thomas Aquinas, and how medieval philosophy was influenced by ancient Western philosophy and impacted the later Western philosophical traditions.								
<b>Philosophy 112: History of Modern Philosophy SLO #1:</b>  Students will be able to demonstrate knowledge of the main philosophies of the major Modern philosophers and their arguments for their positions.	X			4	2	2	2	2
<b>Philosophy 112: History of Modern Philosophy SLO #2:</b>								

Students will be able to explain the major ideas and issues addressed by the Modern philosophers, including the concepts of empiricism, rationalism, idealism, the existence or non-existence of God, the attributes of God, and the limits of human knowledge in general and of reason in particular.									
<b>Philosophy 112: History of Modern Philosophy SLO #3:</b>  Students will be able to show an understanding of how Modern Philosophy departs from earlier Medieval Philosophy, with particular attention to the willingness to question past epistemological and metaphysical/religious beliefs and be able to describe how the Modern philosophers laid the groundwork for, later philosophical explorations.									

Course Level SLOs	Course to PLO Alignment			Institutional SLOS to Courses Alignment (Rate 1-4)					
				I	II	I	I	V	V
	P1	P2	P3						
<b>Philosophy 115: Existentialism SLO #1:</b> Students will be able to demonstrate a basic knowledge of what separates the existentialist movement in philosophy from other philosophies, with particular attention to existentialist ideas as to what constitutes and differentiates a human being from other beings.	X			4	2	2	2	2	1
<b>Philosophy 115: Existentialism SLO #2:</b> Students will be able to analyze from the existentialist perspective various philosophical issues, such as authenticity, the importance of the individual, a person's relationship with society, the role of religion, and the meaning of life.									
<b>Philosophy 115: Existentialism SLO #3:</b> Students will be able to explain the existentialist ideas of freedom and responsibility and be able to assess how those ideas can impact their lives.									

<b>Philosophy 114: Asian Philosophy SLO #:</b> Students will be able to explain the different approaches of the two major competing philosophies of China-Taoism and Confucianism.	X			4	2	2	2	1
<b>Philosophy 114: Asian Philosophy SLO #2:</b> Students will be able to explain the major ethical and metaphysical ideas of the two major religions of India, Hinduism and Buddhism, and the ways that Buddhism departed from Hinduism.								
<b>Philosophy 114: Asian Philosophy SLO #3:</b> Students will be able to compare and contrast two of the philosophies/religions of Asia, with particular attention to how these differences will result in different lifestyles.								
<b>Philosophy 113: History of Contemporary Philosophy SLO #1:</b>  Students will be able to demonstrate knowledge of some of the more recent philosophical ideas in areas such as ethics, philosophy of mind, and philosophy of language.	X			4	2	2	2	1
<b>Philosophy 113: History of Contemporary Philosophy SLO #2:</b>  Students will be able to explain the positions and arguments of the leading philosophers of the 19th and 20th Centuries.								
<b>Philosophy 113: History of Contemporary Philosophy SLO #3:</b>  Students will be able to demonstrate knowledge of and distinguish between the main Contemporary philosophical movements, including Existentialism, Phenomenology, Analytic Philosophy and Logical Positivism, Pragmatism, plus Post-Modernism and Post-Structuralism.								

## Appendix B: SLO & PLO Assessment Timelines

Spring 2018	Phil. 101 (Intro): SLO #1 Phil. 103 (Ethics): SLO # 1 Phil. 113 (Contemporary): SLO #1
Fall 2018	Phil. 105 (Critical Thinking): SLO #1 Phil. 111 (Ancient & Medieval): SLO #1 Phil. 115 (Existentialism): SLO #2 PLO #1 (Ethics)
Spring 2019	Phil. 103 (Ethics): SLO #3 Phil. 106 (Logic): SLO #1 Phil. 113 (Contemporary): SLO #2 Phil. 114 (Asian): SLOs #1,2,3
Fall 2019	Phil. 107 (Religion): SLOs #1, 2 Phil. 111 (Contemporary): SLO #2 Phil. 112 (Modern): SLO #1 Phil. 115 (Existentialism): SLO #3
Spring 2020	Phil 101 (Intro): SLO #2 Phil 103 (Ethics): SLO #2 Phil. 105 (Critical Thinking): SLO #2 Phil 106 (Logic): SLO #2
Fall 2020	Phil. 111 (Ancient & Medieval: SLO #3 Phil. 112 (Modern): SLO #2 Phil. 114 (Asian): SLOs #1,2,3 PLO #2 (Epistemology)
Spring 2021	Phil. 101 (Intro): SLO #3 Phil. 105 (Critical Thinking): SLO #3 Phil. 106 (Logic): SLO #3 Phil. 113 (Contemporary): SLO #3
Fall 2021	Phil. 107 (Religion): SLO #3 Phil. 112 (Modern): SLO #3 Phil. 115 (Existentialism): SLO #1 PLO #3: Metaphysics

### **Appendix C: 6-YEAR CURRICULUM COURSE REVIEW TIMELINE**

<b>Phil. 101</b>	<b>Fall 2019</b>
<b>Phil. 103</b>	<b>Fall 2021</b>
<b>Phil. 105</b>	<b>Fall 2020</b>
<b>Phil. 106</b>	<b>Fall 2020</b>
<b>Phil. 107</b>	<b>Fall 2019</b>
<b>Phil 111</b>	<b>Fall 2020</b>
<b>Phil 112</b>	<b>Fall 2020</b>
<b>Phil 113</b>	<b>Fall 2020</b>
<b>Phil 114</b>	<b>Fall 2020</b>
<b>Phil 115</b>	<b>Fall 2020</b>
<b>Phil 117</b>	<b>Fall 2019</b>