



Program Review - Overall Report

Instructional: Philosophy

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall success rates in my discipline fell from 71.3% in 2018-2019, to 61.3% in the 2019-2020 year. I do attribute this at least in part to the shift to online teaching so suddenly in spring 2020. Anecdotally, I know this affected a lot of students. However, I do keep track of success rates in the courses I personally teach, and I can tell you that according to my records, success rates in my courses was over 70% in spring 2020 and over 80% in Fall 2020.

For what that is worth... remember, I only teach 5 courses each fall and spring. I do notice that the success rates for PHI-11 (Critical Thinking) did fall recipitously, from 74.2% in 2018-19, to 65% in 2019-20.

Retention rates seem to be holding sort of steady: from 84.4% in 2018-19, to 78.1% in 2019-20. Considering what the pandemic did to Spring 2020 retention (it fell from 81.3% in Fall to only 70.8% in Spring), that is not bad. I do expect that once we return to the classroom, these numbers will shift backj in a more positive direction.

For program of study, the numbers look better. We've grown from 14 majors in 2016-16 to 35 in 2019-20. The success of the philosophy club, I think, plays a big role in that story. The club has helped students learn more about philosophy and find other students with similar interests, helping them form a community of like-minded people who can share their interests and ideas. However, the number of students completing that plan of study is not good. Clearly some work needs to be done here. Anecdotally, I do know that some students I've mentored have chosen not to finish the ADT or the AA degree if short a few credits, and simply transfer to a 4-year institution instead.

Philosophy is not a common major at Norco College, so the awards numbers don't phase me too much, although of course I'd like to see them higher. I am proud of the number of Hispanic/Latina/o students who have been awarded degrees in philosophy.

I do also notice that in terms of success and retention, success rate for face-to-face courses is higher than for online courses (success, 67.4% vs. 60.6%; retention, 82.9% vs. 74.3%).

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

Of course, the gap in achievement affecting African American and Hispanic students is a concern. These inequities have fluctuated over the last three years, but have remained roughly the same. I do see a drop in the gap for African-American women from 2018-19 to 2019-20, and a comparable increase for males. For Hispanics, the gaps seem to have shrunk considerably, especially for Hispanic women from 2017-18 to now.

Data Review

In terms of retention, rates for African-Americans for men and women dropped from 2017-18 to 2018-19, but seem to be going up again. Again, there was a big difference between Fall 2019 and Spring 2020. For Hispanics, the numbers seem steady for females (~60%) but for males has dropped from 2017-8 to the present. Again, I do wonder what effect the pandemic has had on these numbers.

I don't see major disparities overall between male and female students, in either success or retention.

My hope is to address the gaps in the next three years, focusing especially on success rates for African-Americans and Hispanics.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

I've been making adjustments to my pedagogy over the last few years aimed at addressing these issues. I've focused more on diversifying my curriculum to include more non-white, non-male voices. I plan to continue these efforts. I'm contemplating a major overhaul of my PHI-10 (Introduction to Philosophy) course, which tends to attract the most students, to include more non-Western voices, including African philosophy. I do teach one of only 2 non-Western philosophy courses offered in the RCCD (PHI-19: Native American Thought) which I offer every 2 years. One thought is to make this a yearly course offering.

I have attended the various FLEX events on diversity and equity issues and equitable teaching practices. I also make it a point to use diversified examples in my teaching, and to make references to issues of race and gender equity and equality when using examples. I also make sure to address issues of race and gender as they arise in my coursework and materials (e.g., explaining the differences between ancient Greek slavery and slavery as it was practiced in the US before the Civil War, and using this to comment on the ongoing effects of that institution on our society). I also include essay exam questions in some of my courses (like PHI-33: Social and Political Thought) that invite students to engage in their own reflections on social justice and racial justice issues (e.g., asking them to apply Marxian theory on class and private property to the current struggles for racial justice in the US, or critiquing Aristotle's defense of slavery in the ancient world). I plan to further engage in these projects and techniques to see if they make a difference in the next 3 years.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

Philosophy

What percent of SLOs in the disciplines you identified above have been assessed?

The data says 69.2%, but 100% of SLOs and PLOs were assessed since 2016. So I'm confused as to why that data is not appearing here.

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

See previous answer.

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

Yes

If all SLOs are not mapped to at least one PLOs, please explain why.

n/a

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.

n/a

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

Philosophy

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

All PLOs achieved their benchmarks.

To what do you attribute this success?

I've been working hard since I was hired in 2016 to engage in careful assessment of SLOs and making the changes in my pedagogy needed to help improve student performance on SLOs and PLOs.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

n/a

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

n/a

Assessment Review

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

In my introductory lecture in every philosophy class I explain to students the tangible benefits of studying philosophy for career and employment opportunities. Along with my colleagues in the discipline in the District, I've worked to ensure our courses are structured to meet the needs of students for transfer. The ADT in philosophy is designed to meet transfer needs for students. I've had a number of majors transfer successfully to a number of universities, including UCLA and Cal Poly Pomona.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

As a discipline of one, I tend to consult with my colleagues at other colleges to address these needs. I've helped create and nurture a philosophy club to help students interested in philosophy delve deeper into the discipline, and work on the skills of critical thinking and reading and writing. I've also supported club events like movie nights and reading groups to help students see how philosophy as a subject connects to broader issues in the sciences, politics, religion, and the arts.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

Writing skills and being able to articulate ideas and arguments, and assess arguments in writing, is a valuable skill students develop in studying philosophy, and these skills are useful in achieving their transfer goals (better academic success inside and outside philosophy) and in their career development. Also, critical thinking skills developed in studying philosophy can help students in a variety of fields. But predominantly, philosophy is about reflecting on how we live. so attempts to make it "marketable" and "useful" are inevitably rooted in a misunderstanding of what my discipline is all about....

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

Yes. The PLOs call for evaluating ideas and arguments, demonstrate understanding of abstract ideas, analysis and critical thought about the ideas studied, and defending ideas in writing. All these PLOs align with the program outcomes--both in terms of marketable skills, and learning to live the examined life.

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

My discipline continues to offer a variety of courses aimed at helping students not only meet their graduation and course requirements, but also aimed at giving them opportunities to expand their horizons and enrich their understanding of what it is to be human in the world. This includes courses in philosophy of science, philosophy of religion, and courses in non-Western thought.

What are your plans/goals (3-year) regarding this goal?

My hope is to continue offering various courses to attract students to the discipline. A return to face-to-face teaching will, I hope, help this process. Also, I've continued to nurture and advise the college philosophy club for those students who are especially interested in the subject. The club had helped attract soem students to the major and to the subject over thelast three years. I plan to continue helping to grow the club and sponsor it.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

No.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

I make sure to let my students know which school they are in (Arts and Humanities) and I assist students in understanding how Guided Pathways work when asked. I've also served on NAC and PRC and have participated in the efforts of those committees to implement Guided Pathways. I've also volunteered to serve as a faculty mentor for students.

What are your plans/goals (3-year) regarding this goal?

I plan to continue working to make sure students understand how Guided Pathways work, and working as a faculty mentor. I really feel my efforts here are indirect, but I am trying to be a team player because I do agree we need to grow enrollment and successrates for all students.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

No.

Program Review: Part 1

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

As I explain in my Data section, I've been making adjustments to my pedagogy over the last few years aimed at addressing these issues. I've focused on diversifying my curriculum to include more non-white, non-male voices. I plan to continue these efforts. I'm contemplating a major overhaul of my PHI-10 (Introduction to Philosophy) course, which tends to attract the most students, to include more non-Western voices, including African philosophy. I do teach one of only 2 non-Western philosophy courses offered in the RCCD (PHI-19: Native American Thought) which I offer every 2 years. One thought is to make this a yearly course offering.

I have attended the various FLEX events on diversity and equity issues and equitable teaching practices. I also make it a point to use diversified examples in my teaching, and to make references to issues of race and gender equity and equality when using examples. I also make sure to address issues of race and gender as they arise in my coursework and materials (e.g., explaining the differences between ancient Greek slavery and slavery as it was practiced in the US before the Civil War, and using this to comment on the ongoing effects of that institution on our society). I also include essay exam questions in some of my courses (like PHI-33: Social and Political Thought) that invite students to engage in their own reflections on social justice and racial justice issues (e.g., asking them to apply Marxian theory on class and private property to the current struggles for racial justice in the US). I plan to further engage in these projects and techniques to see if they make a difference in the next 3 years.

(Sorry to cut and paste, but this questions seems to have been "asked and answered," as they say in the courtroom....)

What are your plans/goals (3-year) regarding this goal?

My goals are those of the EMP: 40% reductions in the equity gaps identified.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

The disaggregated data on race and ethnicity I discuss in the Data section illustrate the gaps that need filling, and the work that remains to be done in this area.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Program Review: Part 1

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

I am a member of a professional organization, The American Association of Philosophy Teachers, which provides resources on how to improve philosophical pedagogy. I've also attended a number of FLEX events on issues of equity and equitable pedagogy. My work on assessment has helped me hone my pedagogy to improve student SLO performance and achieve my benchmarks. I've done my part to help provide the data needed to help develop Guided Pathways guidance for students (as in, which philosophy course to take, in which sequence, etc.).

What are your plans/goals (3-year) regarding this goal?

I plan to continue my efforts over the next three years. I would like to see more events and information sessions for students geared at helping them understand how Guided Pathways work, the disciplines in the School of Arts and Humanities, and how they can select a major--hopefully in my discipline!

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

No.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 5. Reduce working poverty and the skills gap.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Philosophy is a notoriously esoteric and abstract subject. Honestly, studying philosophy is not going to lift someone out of poverty, so I would feel disingenuous trying to say otherwise. That said, an education has been shown time and again as a direct way to escape poverty, and studying philosophy is supposed to be an integral part of that process. Also, I do believe that the skills of critical thinking, analytical reading, and good writing are all valuable in any career field. I explain this to students the very first day of each of my philosophy classes.

Furthermore, I share my personal bio with students so they can see the careers I have pursued (in union organizing, law, activism, and electoral politics) and how the study of philosophy helped me in each one.

What are your plans/goals (3-year) regarding this goal?

I plan to continue the efforts listed above. I also plan to serve as a mentor for students, and as an example for them of how someone who studied philosophy was able to pursue a variety of careers, and tries to live an examined life.

Program Review: Part 1

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

No.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

I don't think this EMP Goal directly ties in to my discipline, but I'll give it a shot anyway: our partnership with JFK is important. I make it a point to accept as many JFK students into my classes as possible. I've never turned away a JFK student, even when my cap of 5 is met. I've had classes with as many as 10-15 JFK students.

What are your plans/goals (3-year) regarding this goal?

I'll continue to take JFK students above the 5-student cap in any of my courses.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

No.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

AS I stated for EMP Goal #1, I continue to offer a wide range of philosophy courses aimed at attracting students to the subject and to the college. I try to explain to students the benefits (tangible and intangible) of studying philosophy. And I try to serve as a mentor for students.

What are your plans/goals (3-year) regarding this goal?

I plan to continue the efforts listed above.

Program Review: Part 1

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

No.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 8. Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

I've served on a number of committees over the last three years, including NAC, PRC, and the Library Committee, which have worked on institutional effectiveness and planning. So I feel I've contributed to this goal.

What are your plans/goals (3-year) regarding this goal?

I am currently serving on PRC and Library Committee, and plan to move over to the TLC in the next academic year (2021-2022). I expect to be working on these issues in that committee as well.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

No.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 9. Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

I do not think this EMP goal directly relates to my discipline.

What are your plans/goals (3-year) regarding this goal?

I do not think this EMP goal directly relates to my discipline.

Program Review: Part 1

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

I do not think this EMP goal directly relates to my discipline.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 10. Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

I do not think this EMP goal directly relates to my discipline. I certainly make an effort to be apart of the campus culture and make my office and my classroom a safe space for students. I support student organizations and sponsor the philosophy club, which I believe contributes to the life of the campus. I also make an effort to tell my students about campus events, like art exhibits and performances on campus.

What are your plans/goals (3-year) regarding this goal?

I plan to continue my efforts.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

No.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 11. Implement professional, intuitive, and technology-enhanced systems.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

I have learned a lot about technology during the pandemic. When we return to th classroom, I do plan to integrate Canvas more into my face-toface classes, making them truly web-enhanced. I also planto start using classroom technology, including Powerpoint via the projector systems in our classrooms. I'm also expanding the use of online resources for my students (websites, videos, podcasts, etc.). Not bad for a Luddite, eh? I still refuse to get a smart phone or join social media, though.....

Program Review: Part 1

What are your plans/goals (3-year) regarding this goal?

I plan to pursue the projects listed above. I also plan to attend more of the tech-oriented FLEX Events to learn more about integrating technology into the classroom.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Not yet, but I am curious to see how my benchmarks post-pandemic compare to those from the before-times to see if using more tech in the classroom make a difference....

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 12. Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

I do not think this EMP goal directly relates to my discipline.

What are your plans/goals (3-year) regarding this goal?

I do not think this EMP goal directly relates to my discipline.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

I do not think this EMP goal directly relates to my discipline.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

N/A

For out of date courses that are not already in progress of updating, what is your plan?

n/a--everything is up to date. PHI-15 is no longer in the course catalogue--it is in the process of being eliminated. (I thought that was done--I'll have to check on that. But the intent of the discipline was to eliminate it from the catalogue as no one in any of the three colleges teaches it anymore.)

Do you have proposals in progress for all the DE courses you intend to file?

Yes

Do you require help to get your courses up to date?

No

Program Review Reflections

What would make program review meaningful and relevant for your unit?

I think philosophy is a hard subject to measure quantitatively. So to some degree, I feel I owe an apology to the reviewer for some of my responses. My intention was not to be flip or dismissive of this process. I realize that in the modern institution, data and measurable outcomes are the coin of the realm. It's just that philosophy is really not the sort of subject that lends itself to that sort of worldview. It never had been.

We can assess SLOs and quantify equity gaps and success rates, but the real measure of what philosophy does lies in how it affects the lives of those who study it. The other measure lies in how we as a society handle the democratic experiment of which we are all a part, for better or worse.

All I can say is that I try to get my students to see for themselves what it means to think, reflect, and critically assess ideas, the world around them, and most of all themselves. I do this because I think it will enrich their lives as human beings, regardless of race or gender or other differences, and make them better citizens and better human beings. How well I succeed at this, I don't think I'll ever know, aside from anecdotal cases of students who keep in touch and tell me how their lives are unfolding post-Norco College. And I'm okay with that. If I've learned anything from studying and doing philosophy for 30+ years, it's that some things in life cannot be measured. And that is okay.

What questions do we need to ask to understand your program plans, goals, needs?

No, I think the PRC--and Alexis Gray--have done a really good job.

Program Review Part 2

What types of data do you need to support your program plans, goals, needs?

I don't think this is possible; see Question #1.

If there are any supporting documents you would like to attach, please attach them here.

[Calvin and Hobbes_01.jpg](#)

Resource Requests

2021 - 2024

What resources do we already have?

As a discipline, I don't have much need for resources, aside from what I need to teach my courses (e.g., office computer, dry erase markers, etc.).

What resources do you need?

I don't have a need for additional resources. If I am forced to ask for something, I'd ask for a new dry erase board for THTR 101. This will help me in my classroom instruction, making my lectures more accessible for all students, including those suffering from equity gaps.

Request related to EMP goal or Assessment?

EMP Goal 3

\$ Amount Requested

100

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Department Regular Funding

The evidence to support this request can be found in:

Data Review

This request for my area is Priority #:

1

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

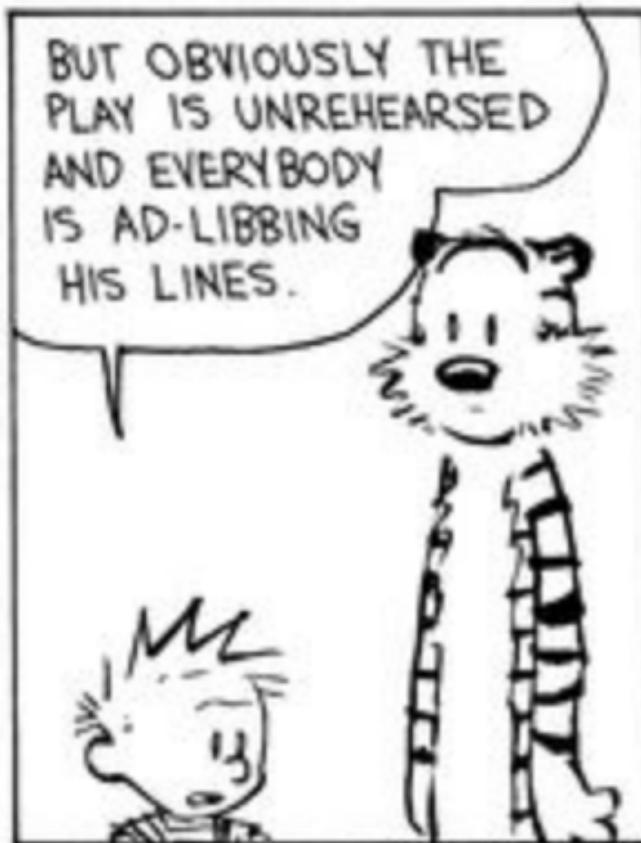
Yes



THEY SAY
THE WORLD
IS A
STAGE.



BUT OBVIOUSLY THE
PLAY IS UNREHEARSED
AND EVERYBODY
IS AD-LIBBING
HIS LINES.



MAYBE THAT'S WHY
IT'S HARD TO TELL
IF WE'RE IN A
TRAGEDY OR A
FARCE.

WE NEED MORE
SPECIAL EFFECTS
AND DANCE NUMBERS.

