NORCO COLLEGE

Program Review - Overall Report

2024 - 2027

Instructional: Philosophy

2024 - 2027

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, retention rates are good, at 79%. I see little disparity between male and female students. If I'm reading the datacorrectly ther does seem to be a slight drop (about 3%) in retention from 2020 to 2023. I don't think this number is statistically significant, but it bears watching over the nest three years.

The awards are low but then again there aren't that many philosophy majors at NC.

Success rates are low. I have noticed a deterioration in student performance since the pandemic. I've made changes to my pedagogy to try to address this (less lecturing, more small-group activies, and more seminar-style methods of teaching) but overall I haven't seen much difference in outcomes.

This slate.com article articulates pretty accurately what I've been seeing and thinking over the ladt few years with regard to student reading and ovrall academic performance:

https://slate.com/human-interest/2024/02/literacy-crisis-reading-comprehension-college.html

As for ed planning, most philosophy majors don't seem to have one. I can do more to tell my sections to talk to a counselor and come up with such plans. It could also be the case that most philosophy majors are fairly self-directed. We do tend to be a fairly independent lot.

Please add any relevant documents here.

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?

Retention:

I do see a slight equity gap for female African-American students in retention. (The data reads "Close Gap: 2" for females, and 0 for males.) The retention rate between A-A males and females, however, is roughly the same (78% and 80%).

A gap exists for Hispanic students, 27 for females, 12 for males. The overall gap is 0 for males and 20 for females. I don't know if these gaps are significant but obviously I'd like them all to be 0. Again, given the general drop in student performance over the last three years, I think this might be the effects of the pandemic and the general mood of the current batch of students.

Success:

The gaps here seem smaller. 5 for female A-A students, 3 for males. The numbers are much larger for female and male Hispanic students. Gaps for male and female students in general seem much smaller.

Data Review

Over time, I do see retention rates remaining more or less steady for all racial categories. Again, I don't knoew how much to read into these data, given the volatility in enrollments and the effects of the pandemic on higher education.

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?

Overall I'm as committed as ever to egalitarian ideals in education and pedagogy. I want students of all backgrounds and economic strata to have access to education and culture, and to enjoy the benefits of our shared heritage in the arts and humanities. To do this I try to be as engaging as I can in the classroom, and to approach my students in a spirit of openness and genuine excitement overthe material we're studying together. My student-centered teaching methods will continue and we'll see if in the next 3-year round the numbers change for the better. I don't mean to keep relying on the pandemic as an excuse, but I don't think it takes a PhD in psychology to see that the last three years have had a pretty detrimental effect on all of our psyches, including those of our students. I'm hesitant to read to much into the data for this program review given this simple fact.

Please add any relevant documents here.

Course Offerings

Program/Unit Goal
Provide a wide variety of philosophy courses for Norco College students

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
I plan to expand the number of philosophy courses offered at NC over the next three years, offering w wider vartiety of courses. For example, we have a course titled Philosophy of Science (PHI-22) which hasn't been offered at NC since the spring of 2019. We also have courses in the catalog on Gender and Sexuality and Asian Philosophy. Diversifying course offerings may help boost enrollment in my discipline and help campusenrollments overall. Every little bit helps.

What are your plans (3-year) regarding this goal?
1. I have been reachiong out to conuseling faculty to raise awareness of and understanding about various philosophy courses offered at NC. I've also worked with outreach specialists to crrate flyers and get them posted on the college's social media pages to rasie student awareness. I do have concerns that thre way Guided Pathways was implemented at NC adversely affected philosophy enrollments. In particular, the programming maps disciplines filled out resulted in many students beign unaware of philosophy courses that used to be quite popular with students. I've been working with Dean Bemiller to raise this concern and try to get it addressed. I'll continue to be a good gadfly on this issue. Hopefully if I sting enough folks something may change. It never hurts to try.

2. The current philosophy club is in the process of beign dismantled for reasons irrelevent to this program review. I plan to recruit 4-6 philosophy majors in the spring semester to form a nucleus for a new club starting in Fall 2024. A vibrant and active club can serve as a recruiting tool for philosophy majors, and for more students for courses in general. It can also builld intellectual rapport and camaradie among students, provide an intellectual space for vigorous but respectful debate, and offer more contemplative students a place to connect to other like-minded individuals.

3. I've been trying to create learning communities with collegaues in English,

History, and Political Science since 2017. The tenure process, then the pademic, wreaked havoc on my efforts, but I plan to continue trying starting in Fall 2024.

4. I plan to contact all of my "A" students in Canvas at the end of every semester with a pitch to become tutors.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2030 Goal 3: Equity:

Philosophy at the CRC!

Program/Unit Goal
Offering courses at the CRC

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
I've begun seeking approval to offer a section of PHI-10 (Introduction to Philosophy) at the CRC, starting in SPR25.

What are your plans (3-year) regarding this goal?
I hope to offer a section at the CRC every spring semester to start, and eventually begin offering a section every fall and spring.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.3 (Academic Affairs):
- 2030 Goal 1: Access:
- 2030 Goal 3: Equity:
- 2030 Goal 6: (Community Partnerships) :

Evidence

Evidence Date
02/13/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
There's no evidence to submit because it's a goal I'm hoping to implement in the near future. Ah, what I would to for a TARDIS! :-)

Is there a resource request associated with this Goal?
No

If yes, please provide a short description.

Please add any relevant documents here.

Philosophy Club-1

Program/Unit Goal
Help students start a philosophy club

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
The previous NC philosophy club no longer exists, but a number of students have expressed interest in restarting a club. I hope to have a new philosophy club operating withing the next three years. I'm talking with the students interested in this and scheduling some planning meetings to start the process.

What are your plans (3-year) regarding this goal?
My goal is to have the club going by next year (2024-2025 school year).

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )

- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
- 2025 Objective 1.2 - KPI 2 (Student Services):
- 2025 Objective 1.3 (Student Services):
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2030 Goal 1: Access:
- 2030 Goal 3: Equity:

Equity

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

I have helped run and participated in a number of TLC Brown Bags on equity during the 2022-2023 academic year, and I attended a number of equity FLEX events on equity between 2020-2022. I have kept up to date on my equity FLEX hours since this requirement was imposed.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

I've employed intercultural communication methods in my teaching, attempting to reach out to students from diverse backgrounds in my classrooms. I use gender-neutral pronouns and I make a point of asking my students how they wish to be addressed in terms of pronouns, etc. I relate the topics in my courses to current social/political/racial justice issues and try too make philosophy relevant for my students through these linkages.

3. What additional equity-related professional development/trainings do you seek to better support your area?

TLC will be engaging in further equity-centered training and events in the spring semester and in the years to come. I intend to continue attending equity-centered FLEX events and training and reading and educating myself further on the importance of equity and how to implement it in my classrooms. My commitment to equality remains passionate as ever.

Please add any relevant documents here.

Program Review: 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?

The philosophy discipline in the RCCD has done a good job of keeping our courdes up to date.

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

Please add any relevant documents here.

N/A

Date
01/05/2024
Observation
What did you notice?
N/A
Course(s)
N/A
SLO(s)
N/A
Discussion/Analysis

Please paste any relevant screenshots here.
I have done no assessment since the beginning of the pandemic in Spring 2020. My plan is to restart assessment in the Fall 2024.
Please add any relevant documents here.

N/A

Resource Year
2024 - 2027

What resources do we already have?
I have all the resources I need to teach philosophy.

What resources do you need?
I have all the resources I need to teach philosophy.

$ Amount Requested
0

Resource Type

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

Is this request

Faculty Professional Development Requests

Faculty Hiring Resource Requests

Program Review Reflections

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

I think this process works for my discipline.

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

I think the program review as constituted works. The questions are relevant and clear.

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

I think I'm more than set for data. Thanks.

I don't see a place for general reflection comments, so I would like to add a few points here if I may. I know enrollments overall are down, but I believe that in the case of my discipline there are specific causes for this that can and should be addressed. One is the way Guided Pathways was implemented. The program mappings the various disciplines were asked to submit were not helpful to my discipline. Few if any philosophy courses were included in these mappings, and as a result many majors in various disciplines never see or hear about philosophy courses that could be relevant to their studies at Norco College. For example, many political science, history, or sociology majors would no doubt be interested in PHI-33 (Social and Political Philosophy). It's reasonable to think that at least some STEM majors would find a course like PHI-22 (Philosophy of Science) worth taking. (The last time I offered it before GP was fully implemented, I had a full section and 90% of the students were STEM majors.) I could name other examples but I'm sure you get my point. And lest you think I'm throwing stones from the confines of a glass house, I'm more than sure I neglected a number of interesting courses from other disciplines that philosophy majors would find worth their while to take, or at least consider. I'd happily hear from colleagues about their specialty courses in their disciplines that they believe philosophy majors should consider. In short, I don't think GP was implemented in a way that ensures we are supporting one another's disciplines.

This leads me to my second point. I've learned that EduNav is not displaying many philosophy courses for students when they register, because the courses displayed to students are based on the program mappings and the students' majors. (If I'm wrong about this, and my intel was bad, I will gladly eat crow. Make it tofu crow--I'm vegetarian.) If true this is really outrageous. How can I be expected to fill philosophy courses if students aren't even aware of them? I've tried advertising my courses with flyers (see attached evidence) in the counseling center, and I've asked the social media coordinators to advertise them as well. I've also reached out to counselors for assistance. (I'd like to explicitly thank Erin Spurbeck and Jethro Midgett for their help in telling students about philosophy courses. Those two have saved my bacon more than once when it comes to making load.) I've spoken with Quinton about this issue, and he assures me it's come up at APC and in meetings with the academic VPs at all three colleges, so hopefully something will be done about this.

Needless to say, things like this do not do wonders for my morale or my sense of worth as an educator. To be honest, what's kept me going the last three years is the students, especially the majors who display a real passion for learning and ideas. That, and my commitment to making sure that working class and middle class people have access to quality higher education. I'm not abandoning my position on this hill, but I sure could use some air support right about now. It's starting to feel a bit lonely up here.

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

Reflections and Submission

Submission

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

Yes