

Comprehensive Instructional Program Review Criteria- 2017/2018

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the campus researcher or the Dean of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1st for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If

you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version.

The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC

President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

Areas of focus are:

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

Department/Program Name: Philosophy

Year of Last Comprehensive Review: 2012

Year of Last Mini Review, if applicable: n/a

Preparers' Name(s): Bhawana Kamil

Area Dean: Sean Abel (Interim)

Overview of the Department/Program

1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have been important to the program's development.

(Please note: this information was left out of the 2012 Program Review. Therefore, it is difficult to give a more complete history of the program.)

From 1995 to 2012, the department had one full-time instructor, Kelley Wells, and several part-time instructors. During that time, four philosophy courses were offered. Most courses were offered during the day. Until 2014, some sections were also offered during the evening. The change in Dr. Wells employment in 2012 from full-time to part-time decreased the course capacity of the department. The number of sections offered every year has steadily decreased. Philosophy 70 also has not been offered since Spring 2012.

The Philosophy department offers four courses:

Philosophy 010 - Introduction to Philosophy

Philosophy 060 - Logic and Critical Thinking

Philosophy 065 - Introduction to Ethics

Philosophy 070 - Religion: The Living Hypothesis

The absence of a full-time faculty member since the Spring of 2012 has also prevented follow through of goals set in the previous Philosophy Program Review completed in 2012 and led to inconsistent SLO work.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

The following goals were set in the previous Program Review in 2012:

A. Student Centered:

- Increase number of courses that are available online
- Expand course offerings and explore the development of new courses
- Emphasize use of technology in the classroom
- Reevaluate materials and curriculum to keep current in the field
- Update curriculum to reflect academic trends

B. Organizational Transformation:

- Attend relevant educational development programs
- Apply relevant new pedagogies

C. Community Engagement:

- Participate in Constitution Day
- Participate in on-campus programs including Learning Communities and Honors
- Promote other on-campus resources, including the TLC and Tutoring Center

Below is an analysis of the progress of each goal:

A. Student Centered

- Increase the number of courses that are offered online.
 - Currently, there are no online or hybrid Philosophy classes offered.
- Expand course offerings and explore the development of new courses.
 - Over the last seven years, course offerings have decreased and no new courses have been offered.
- Emphasize the use of technology in the classroom.
 - The Philosophy instructors use technology to varying degrees in the classroom, and overall use has increased. Some uses of technology in the classroom include presentations through PowerPoint or Prezi, screening videos, using mobile/web-based apps like Kahoot!, using Canvas and Google apps to give exams and other assignments in class and at home, and encouraging students to engage in discussions and communicate with one another online using Canvas.
- Reevaluate materials and curriculum to stay current in the field; and
- Update curriculum to reflect academic trends
 - The following courses have had their curriculum updated:
 - Philosophy 10: 4/6/2017
 - Philosophy 60: 2/25/2016
 - The materials have been reevaluated by each instructor for each course. The instructors have chosen to use course materials that are accessible to students vis a vis the language and source material. Most textbooks chosen for courses are secondary sources and present material in a way that is relevant to the students. Some books use popular media to explain philosophical concepts and real life examples that explore and apply ideas presented. Several instructors have also created their own course materials to augment published materials. Examples of instructor-created course materials include comprehensive lecture notes, PowerPoint presentations, Kahoot! Quizzes, Prezi presentations, practice exams, worksheets and games.
 - The Philosophy Department has been working on updating the SLOs for Phil 10 and Phil 60 through Curricunet.

B. Organizational Transformation

- Attend relevant educational development programs
 - Faculty members participated in several professional development programs, including the Carnegie Teaching Fellowship, EVC's Professional Development Days, and other faculty training provided by EVC (i.e. Canvas)
- Apply relevant new pedagogies
 - Faculty members have moved towards making course materials more relevant and applicable to student's lives by incorporating the use of technology to teach and share course materials, using current events to make philosophical concepts more tangible, and in-class group assignments to create community conversations about issues important to them.

C. Community Engagement

- Participate in Constitution Day
 - Philosophy Instructors have participated in Constitution Day and encouraged students to also participate.
- Participate in on-campus programs, including Learning Communities and Honors
 - Over the past seven years, Philosophy Instructors have participated in the following on-campus programs: Learning Communities, Honors, Early Alert, and DSP
- Promote other on-campus resources, including the TLC and Tutoring Center
 - Philosophy instructors have promoted the TLC, Tutoring Center, Scholarship Program, ASPIRE

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

- Philosophy courses have included practical assignments that ask students to engage with their community.
 - As part of the Logic and Critical Thinking course, students are asked to implement the reasoning skills they learn to advocate for a particular social issue of their choosing by writing letters to local elected officials and op-ed articles for local newspapers. This gave students practical experience in civic engagement and contributes to the college's mission of empowering students to be civically responsible global citizens. (Example of published op-eds.)
 - In the Ethics course, students were asked to volunteer some of their time to a cause related to an ethical issue discussed in class. This provided students' practical experience in a field that often only remains theoretical, and provided a tangible experience of community engagement. This also allowed students to pursue and validate their diverse interests based on their diverse backgrounds.
 - Almost every philosophical topic covered is taught in a way that asks the students to make connections to modern day issues. For example, a study of Aristotle's criticism of democracy leads to a conversation of Voter ID laws. A study of Marx's philosophy leads to a conversation about the effect of money on the political process. A study of logical fallacies is made practical by having students find those fallacies in political speeches and television advertisements.
- Philosophy courses have been more cognizant of the diversity of the students in the classes.
 - The Introduction to Philosophy course has started to include philosophers of diverse cultural backgrounds, allowing more students to identify with the perspectives shared in class. Modern and contemporary philosophers have been included, who address modern issues of living in a diverse society.
 - They are asked to create persuasive brochures about ethical or social issues of concern to them and share this information with their classroom and campus community. This allows students to explore issues of interest to them and provides them with a platform to share their experiences and perspectives with others, encouraging engagement with each other and the community and validating their own diverse viewpoints.
- Innovating teaching methods have increased student engagement and student success.
 - The increased use of technology has led to greater student engagement in the classroom and with assigned work. Kahoot! Is used to give in-class game-style quizzes using students' cell phones. Online discussions on Canvas ensure student engagement in a socia-media type platform, opening up discussion more easily while in the physical classroom.
 - Many instructors use movies and other forms of popular media in class or online through Canvas as a means of making philosophical topics for accessible and interesting. The Matrix is used to discuss

Plato’s Allegory of the Cave. “Lord of the Flies” leads to a comparison between Hobbes and Locke’s political philosophies. In Phil60 (Logic and Critical Thinking), students view videos of advertisements or political debates exemplifying the most common logical fallacies.

- Some instructors use PowerPoint or Prezi to present material, organizing the information in a way that is easy for students to understand and progress through. These presentations are made available to students to review later or for students who were not present in class.

4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

In three years from now, there should be a Philosophy AA degree, made possible through the creation of new Philosophy courses and by working with other college departments that have courses relevant to the field of philosophy. Students would be able to see a clear degree to career path, and follow a clear progression of coursework in order to complete the degree in a timely manner. The Philosophy department should be more involved with Learning Communities with other departments, as well as with Service Learning. This will increase access to Philosophy courses, as well as increase student engagement in the community. There would be more evening course options, increasing class access for older and working students, as well as at least one online or hybrid section for Philosophy 10 and Philosophy 60, the most popular Philosophy courses. Each Philosophy course should have an “Honors” option, attracting those students who wish to challenge themselves further and become more competitive in applying to four-year universities. Lastly, there should be at least one full-time Philosophy faculty member to help coordinate all the courses and instructors and move the program forward. In summary:

- AA degree
- Clear articulation in course catalog of Philosophy courses’ relevance to various academic and professional fields
- Increased Learning Communities
- Increased involvement with Service Learning
- At least one evening course offering
- At least one hybrid or online section offering for each of the two courses, Phil 10 and Phil 60.
- Development of standard “Honors” option in each course
- One or two additional Philosophy courses
- Full-time faculty member

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. Program Set Standards (Summary Tab)

Overall, EVC’s Institution Set Standard for success rate is **64%**, and the aspirational goal for student success is **71%**

<u>Success Rate</u> (completion with “C” or better)	<u>Program</u>	<u>EVC</u>	<u>Program Set Standard</u> (established during last comprehensive PR)	<u>Program Success Goal</u> (new)

F'11-F'16 average	68.99%	71.23%	60%	71%
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Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

Recommendation: 90% of the 5 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

a) Is your program success rate higher or lower than the campus?	Lower
b) Is your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve? Our program success rate is lower by the EVC success rate by 2.24%. This is a small difference, and may have to do with two factors. Firstly, Philosophy content, by its nature, can be difficult to understand. Secondly, there are students who are English learners, and Philosophy can be particularly difficult for them because of the sophisticated vocabulary inherent to the discipline. Instructors can help by doing more understanding 'checks' before the exam. They can also provide detailed lectures notes to explain the material in more than one way.	
c) Is the current program success rate higher than the program set standard? Yes	
d) How close is the program to meeting the program success goal? We are very close (about 2%) to the Program Success Goal. Some things that can help us meet our Success Goal, in addition to what has been states in part (b) above, is a more consistent use of the Early Alert Program by all professors, and close follow-up with students who do not attend class or fail to drop the course. These F grades bring down the program average, though it is not a reflection of actual student performance.	
e) Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards. The new program set standard should be 62%. The program success goal of 71% is current and accurate.	

2. Success Rate ("C" or better)-average F11- F16

Success Rates: Measures by IPEDs	Program (average total enrolled students/Success Rate)	EVC
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American Indian	1.75/ 73.81%	110/ 75.6%
Asian	170/ 72.35%	9,599/ 77.2%
Black or African American	9.73/ 66.15%	661/ 60.4%
Hawaiian/Pacific Islander	2.89/ 49.34%	131/ 65.4%
Hispanic	156/ 64.28%	8,890/ 64.6%
Two or More Races	11.6/ 66.28%	562/ 67.5%
Unknown	30.5/ 70.63%	2,210/ 74%
White	34.7/ 74.91%	1,623/ 74.4%
<i>Success Rates: Measures by Gender</i>	Program (average total enrolled students/Success Rate)	EVC
Female	188/ 72.58%	12,535/ 72.9%
Male	227/ 65.91%	11,195/ 69.4%
No Value Entered		60/ 78.9%
<i>Success Rates: Measures by Age</i>	Program (total enrolled students/Success Rate)	EVC
17 & Below	16.8/ 89.44%	512/ 79.6%
18-24	340/ 67.60%	15,569/ 68%
25-39	51/ 72.73%	5,012/ 74.7%
40 & Over	7.73/ 77.86%	2670/ 82%
Unknown	1/ 100%	12/ 74.6%

- a. With respect to success rates, how are your program success rates similar to or different from the rest of the campus? What equity gaps have you identified?
- According to the numbers measured by IPEDs, there is a large different between the two success rates among Hawaiian/Pacific Islander students, but this is most likely due to small sample size within the Philosophy program. For two groups, the success rate was higher in the Philosophy program (Black/African-American, and White). For others, the difference was 5% or lower. For Hispanic, the Philosophy program is the same as the college.
 - For gender, males were slightly (3%) less successful in the Philosophy program than in the campus overall.
 - By age, young students (17 & below) did significantly better in the Philosophy program, by 10%. For older students (above 25), they did slightly worse.
- b. If equity gaps for success are identified, what interventions will be implemented in the program to address these equity gaps? Please include a timeline of implementation and reassessment.

For those groups that experience a lower success rate in the Philosophy program, much of it is due to not showing up in class. This assessment is based on anecdotal accounts from interviews with the Philosophy faculty members since attendance was not tracked in the courses. Again anecdotally, according to several Philosophy instructors, the male students appear to be less engaged than female students in class and and discussion. There are some students who don't perform well on the midterm, get discouraged, and stop showing up to class.

In order to address these equity gaps, the Philosophy instructors can do the following:

- Fully implement the Early Alert Program for every section by Fall 2018. Reassess at that point if all instructors have participated in EAP for every section.
- De-emphasize large exams and emphasize smaller assignments so students feel that they have more control over their grade. Instructors will be asked to re-assess their grading system for Fall 2018.
- Start to track attendance in some sections, and assess if requiring attendance by assigning it a percentage of the final grade improves student success rate. Re-evaluate success rate in Spring 2019, particularly looking at a possible correlation between attendance and success rate.

- c. With respect to disaggregated success rates (ethnicity/race, gender and age), how did the students do in reaching your program set standard for student success? How about reaching the program success goal?

The only group that did not meet the program set standard was the Hawaiian/Pacific Islander group, but this is likely due to low sample size. Several groups did not reach the progress success goal: Black/African-American, Hispanic, Two or more races, males, and students ages 18 - 24.

- d. If your program offers course sections fully online, please contact the EVC Dean of Research, Planning and Institutional Effectiveness to get a student success report on the online sections. Then discuss the success of fully online sections versus face to face sections.

The program does not offer any online courses.

3. Program Awards- if applicable

If the classes in your program lead to a degree or certificate, please visit DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx You will need to select drop down menus as shown below and then "select program type by major of study" (for example, select Legal for paralegal studies).

Program Awards Summary Report - Parameter Selection Area

Select State-District-College Collegewide Search	Select District-College Evergreen Valley	Select Academic Year Annual 2015-2016	Select Award Type All Awards
Select Program Type ALL	View Report		

Program Awards Summary for Special Population/Group, please [click here](#).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Report Format Selection Area - Check field to include in the report

Row Options	
<input type="checkbox"/> District Name	<input checked="" type="checkbox"/> Award Type
<input checked="" type="checkbox"/> College Name	<input type="checkbox"/> Program CDCP Status
<input type="checkbox"/> Program Type - Two Digits TOP	<input checked="" type="checkbox"/> Program Type - Four Digits TOP
<input type="checkbox"/> Program Type - Six Digits TOP	

[Update Report](#)

De	
AA	
AS	
AS	
AA-T	N/A
Certificate 12-18 units	N/A
Discussion: N/A	

4. Student Enrollment Types (average F11-F16)

<i>Day or Evening Student</i>	Program average Headcount	Pct of Total	EVC- average Headcount/Pct Total
Day	240	57.7 %	4,106/ 46.3%
Day & Evening	159	38.2 %	3,486/ 39.2%
Evening	19	4.57 %	1,116/ 12.6%
Unknown	N/A	N/A	171/ 1.9%

<i>Academic Load</i>	Program average Headcount	Pct of Total	EVC average Headcount/Pct Total*
Full Time	240	57.8 %	3,102/ 34.6%
Half Time or less than half time	171	41.1 %	5,797/ 64.8%

*Note: No reported here are overload/withdrawn to equal 100%

5. Student Demographics- Headcount (average F11-F16)

Program Total Headcount		Pct change year to year	
Gender	Headcount	Pct of Total	EVC Headcount/Pct Total
Female	188	45.2%	4,776/ 53.8%
Male	227	54.6%	4,082/ 46%
No Value Entered	1.4	0.34%	24/ 0.3%
Age	Headcount	Pct of Total	EVC Headcount/Pct Total
17 & Below	16.8	4.04%	436/ 4.9%
18-24	640	81.8%	5,358/ 60.3%
25-39	54	12.3%	2,091/ 23.5%
40 & Over	7.73	1.86%	994/ 11.2%
Unknown	1	0.24%	9/ 0.10%
IPEDs (Race Ethnic Classification)	Headcount	Pct of Total	EVC Headcount/Pct Total
American Indian	1.75	0.42%	42/ 0.47%
Asian	170	40.8%	3,546/ 40%
Black or African American	9.72	2.34%	260/ 2.9%
Hawaiian/Pacific Islander	2.89	0.69%	50/ 0.56%
Hispanic	156	37.5%	3,413/ 38.4%
Two or More Races	11.6	2.80%	207/ 2.3%
Unknown	30.5	7.34%	741/ 8.4%
White	34.7	8.35%	622/ 7%

- a. Did you notice any changes in **program enrollment types** (day vs evening, full-time vs part-time) since your last program review? How do your program enrollments (Pct of total) compare to EVC? Based on the data, would you recommend any changes?

Since the last program review, there has been a decrease in evening students since the department has decreased evening course offerings. We have many more day students and many fewer evening students than EVC overall, as well as many more full-time students. Based on the data, I would recommend that the Philosophy program offer more evening classes as well as a hybrid or online course. This will facilitate evening student enrollment.

- b. Based on the **program total headcount** and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?

Based on the total headcount, the program is declining. See appendix for a chart of class offerings since 2006.

The number of sections offered every year has steadily decreased since 2012 when the full time faculty member (Kelley Wells) retired. Philosophy 70 also has also not been offered since Spring 2012.

Philosophy 65 was offered both Spring and Fall semesters until Fall 2010. Since then, it has only been offered in the Fall. Kelley Wells retirement from teaching full-time decreased the capacity of the department.

Until the Fall of 2014, evening sections were offered regularly. Since then, evening offerings are not consistent, often only being offered once a year.

It also seems that budget cuts may have affected departments that are not directly tied to a professional or vocational path.

- c. What gaps have you identified in your program? How is your program enrollment similar or different from the campus? Which gender, age, and/or ethnic group are proportionally smaller than campus make up?

Compared to the rest of the campus, we have fewer female and fewer older (25 and over) students. The ethnic group enrollment is similar to the rest of the campus.

- d. Based on your findings, what interventions can the program implement to address any gaps in enrollment?

In order to increase enrollment amongst older students and female students, and boost enrollment overall, the following steps can be taken in the next three years:

- Develop an AA-T degree. This will make Philosophy courses more practical and attractive to students hoping to transfer for four-year colleges.
- Create a more robust 'marketing' effort for the Philosophy program, by making it clear which professions require the skills taught in Philosophy, and suggest relevant Philosophy courses for various majors and careers. This will attract career-minded students.
- Create more learning communities with departments that have courses that are also relevant to the field of philosophy. Cross-enrollment with this departments, some of which are more popular than Philosophy, will help boost enrollment.
 - English
 - Environmental Science
 - Political Science
 - Legal Studies

- Ethnic Studies
- Business
- Communication
- Humanities
- Sociology
- Offer at least one hybrid or online class section for Philosophy 10 and Philosophy 60. Online courses help attract older students who may be working and have limitations on in-person attendance.
- Resume offering Philosophy 70 regularly. This could be an online course. Philosophy 70 had a higher percentage enrollment of women and older students than the other courses.
- Offer one more Philosophy courses. Some possibilities include Introduction to World Philosophy, Business Ethics, or Justice (see [similar course](#) at Harvard). These courses could widen the appeal of the department's course offerings.

6. Institutional Effectiveness (5 year average, see Summary Tab)

	Program	EVC
<i>Capacity</i>	91.2%	77.6%
<i>Productivity (goal 16)</i>	21.6%	15.65

Is your capacity rate higher or lower than the campus?	Higher
Is your productivity goal higher or lower than the campus?	Higher
If the program capacity and/or productivity is lower than the campus, please provide rationale: N/A	

PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6 year timeline for scheduled course outline revision.

The following courses have had their curriculum updated since the last Program Review:

- Philosophy 10: 4/6/2017
- Philosophy 60: 2/25/2016

The following is the schedule for course outline revision for the next six years:

- Philosophy 65: Fall 2018
- Philosophy 70: Fall 2018
- Philosophy 60: Fall 2020
- Philosophy 10: Fall 2021

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

Philosophy 10: Introduction to Philosophy

- a. This course is the foundation for the discipline, offering both a thematic and historical overview of Western Philosophy. The course covers many major Western Philosophers so that students are familiar with their most important contributions in the field. The course also introduces and discusses the most important issues in the field and various philosophers' perspectives on those issues.
- b. The course helps students reflect critically about how they view the world, how they view others, and how this reflection can impact and possibly improve their behavior and relationships. In some aspects, the topics are directly relevant to students' lives, particularly in the discussion of ethics or political philosophy. However, all the topics train the students to be more analytical of themselves and the world around them, which can help with in their other courses, careers, and in life in general.
- c. CSU GE: C2 District GE: C2 IGETC: 3B, Transfer Status CSU/UC Degree Applicable: AA/AS

Philosophy 60: Logic and Critical Thinking

- a. The skills acquired in Logic and Critical Thinking help a student be better 'consumers' of information. This information can come from formal education, news media, political messages, social media, etc. They learn to discriminate between sound or strong logical arguments, and rhetorical devices and emotional fallacies designed to manipulate a person into accepted something without good reason. These skills are foundational certainly for any student of Philosophy, but also for any student.
- b. Students who take this course are less likely to be swayed and manipulated by media messages and advertisements because they learn to rely on only legitimate arguments for a certain position. This is a necessary skill for any member of a society, particularly in a democratic society where members are expected to make informed decisions influencing the future of their community. The course also helps in attaining practical life skills, like being a smart consumer and making good ethical decisions. The course also helps students be better at presenting their arguments, either verbally or on paper, and be more convincing using sound and strong logic. Students are less likely to use personal or emotional attacks when trying to make a point, which is a critical skill to have for civic discourse.
- c. CSU GE: A3 District GE: A3 IGETC: None, Transfer Status CSU/UC Degree applicable: AA/AS

Philosophy 65: Introduction to Ethics

- a. Ethics is one of the most accessible courses within the discipline because it discusses issues that are relevant and interesting to every person. Through this course, students learn critical thinking skills and also how philosophers approach moral issues systematically. Students are taught now what to think, but how to think.
- b. While all philosophy courses endeavors to help students think more critically about their lives, the ethics course focuses on students' ethical lives, and helps them analyze their stances on common moral issues to ensure that have have good reasons to believe what they do. They are also to more effectively engage in debates about moral issues.
- c. CSU GE: C2 District GE: C2 IGETC: 3B, Transfer Status: CSU/UC Degree Applicable: AA/AS

Philosophy 70: Religion: The Living Hypothesis

- a. Religion and Philosophy often ask the same kinds of questions. Religion has played a large part in shaping many civilization's intellectual history. Therefore, it enriches our understanding of philosophy to study how various religions have answered some of the most primal and eternal human questions. Religion continues to play a large part in people's lives as individuals, communities and nations, for peace and for conflict. It serves us well to gain a greater understanding of the world's largest religions.
- b. CSU GE: C2 District GE: C2 IGETC: 3B, Transfer Status: CSU/UC Degree Applicable: AA/AS

3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?
 - Philosophy courses have included practical assignments that ask students to engage with their community.
 - a. As part of the Logic and Critical Thinking course, students are asked to implement the reasoning skills they learn to advocate for a particular social issue of their choosing by writing letters to local elected officials and op-ed articles for local newspapers. This gave students practical experience in civic engagement and contributes to the college's mission of empowering students to be civically responsible global citizens. (Example of published op-eds.)
 - b. In the Ethics course, students were asked to volunteer some of their time to a cause related to an ethical issue discussed in class. This provided students' practical experience in a field that often only remains theoretical, and provided a tangible experience of community engagement. This also allowed students to pursue and validate their diverse interests based on their diverse backgrounds.
 - c. Almost every philosophical topic covered is taught in a way that asks the students to make connections to modern day issues. For example, a study of Aristotle's criticism of democracy leads to a conversation of Voter ID laws. A study of Marx's philosophy leads to a conversation about the effect of money on the political process. A study of logical fallacies is made practical by having students find those fallacies in political speeches and television advertisements.
 - Philosophy courses have been more cognizant of the diversity of the students in the classes.
 - a. The Introduction to Philosophy course has started to include philosophers of diverse cultural backgrounds, allowing more students to identify with the perspectives shared in class. Modern and contemporary philosophers have been included, who address modern issues of living in a diverse society.
 - b. They are asked to create persuasive brochures about ethical or social issues of concern to them and share this information with their classroom and campus community. This allows students to explore issues of interest to them and provides them with a platform to share their experiences and perspectives with others, encouraging engagement with each other and the community and validating their own diverse viewpoints.
 - Innovating teaching methods have increased student engagement and student success.
 - a. The increased use of technology has led to greater student engagement in the classroom and with assigned work. Kahoot! Is used to give in-class game-style quizzes using students' cell phones. Online discussions on Canvas ensure student engagement in a socia-media type platform, opening up discussion more easily while in the physical classroom.

- b. Many instructors use movies and other forms of popular media in class or online through Canvas as a means of making philosophical topics for accessible and interesting. The Matrix is used to discuss Plato's Allegory of the Cave. "Lord of the Flies" leads to a comparison between Hobbes and Locke's political philosophies. In Phil60 (Logic and Critical Thinking), students view videos of advertisements or political debates exemplifying the most common logical fallacies.
- c. Some instructors use PowerPoint or Prezi to present material, organizing the information in a way that is easy for students to understand and progress through. These presentations are made available to students to review later or for students who were not present in class.

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

- In the short term (three years):
 - a. Develop an AA-T degree. The four courses offered in the Philosophy Department, along with related courses in other departments, are sufficient to fulfill AA-T degree requirements as compared to what is required by other local community colleges.
 - b. Create a more robust 'marketing' effort for the Philosophy program, by making it clear which professions require the skills taught in Philosophy, and suggest relevant Philosophy courses for various majors and careers.
 - c. Create more learning communities with departments that have courses that are also relevant to the field of philosophy:
 - i. English
 - ii. Environmental Science
 - iii. Political Science
 - iv. Legal Studies
 - v. Ethnic Studies
 - vi. Business
 - vii. Communication
 - viii. Humanities
 - ix. Sociology
 - d. Offer at least one hybrid or online class section for Philosophy 10 and Philosophy 60.
 - e. Resume offering Philosophy 70 regularly. This could be an online course.
 - f. Offer one more Philosophy courses. Some possibilities include:
 - i. Introduction to World Philosophy
 - ii. Business ethics
 - iii. Justice (see [similar course](#) at Harvard)
- In the long term (six years):
 - a. Introduce new Philosophy courses. Some possibilities include:
 - i. (Courses mentioned in short term plan above)
 - ii. Introduction to Social and Political Philosophy
 - iii. Introduction to Asian Philosophy
 - iv. Philosophy of Law
 - v. Philosophy of Science

vi. Environmental Ethics

5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)

All Philosophy courses are transfer-level baccalaureate courses that have been articulated for CSU GS. Philosophy 60 meets the Critical Thinking requirement for admission to CSU. Philosophy 10, Philosophy 60, Philosophy 65 and Philosophy 70 are transferable to CSU/UC.

6. If external accreditation or certification is required, please state the certifying agency and status of the program.

There is no external accreditation for the program.

PART C: Student Learning Outcomes and Assessment

1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>). Please also indicate how the course SLOs have been mapped to the PLOs.

If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

N/A

2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...).

The SLO assessments for Philosophy 10 and Philosophy 60 were completed in February 2018. All Philosophy faculty were provided a copy of the assessment. In the absence of a full-time faculty member, it is up to a part-time faculty member to volunteer to coordinate department work among faculty members to ensure follow-up and regular assessment of SLOs. As of now, there is no clear plan for such coordination.

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

Philosophy 10 and Philosophy 60 SLOs are next due in the Spring or 2024, though the plan is to complete them sooner in the Spring of 2020.

There is no record of SLO work for Philosophy 65 and 70, and the courses are not approved in CurricuNet. Once both courses are revised and approved in Curricunet and offered on a regular basis, SLO assessments can be completed.

A good plan would for Philosophy 65 and 70 to be approved in Curricunet by Spring 2019. The courses could be offered in the Fall of 2019, and Spring and Fall of 2020. They can be ready to be assessed for SLOs by Spring 2021.

Future SLO work done with the cooperation of all Philosophy faculty, would require coordination by a part-time faculty member.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.

Jason Chang

Education

Ph.D. in Philosophy - University of California, Riverside, March 2012

M.A. in Philosophy - University of California, Riverside, March 2006

B.A. in Philosophy - Santa Clara University, June 2004

Area of expertise

Ethics, political philosophy

Professor Chang's philosophical interests lie in ethics and political philosophy. More specific, he is interested in questions having to do with the ethical norms of public discourse in a pluralist society. His PhD dissertation aimed to offer a more honest, multifaceted public discourse than found in the current literature.

How his position contributes to program success

Professor Chang brings to the Philosophy department at Evergreen Valley College over 10 years of teaching experience as an adjunct instructor, online instructor, and teaching assistant. Over these years, he has developed and tried to polish an enthusiastic, personable, and unpretentious (though certainly not unprofessional) teaching style that uses the power of shared experiences, down-to-earth conversation, and Socratic dialogue as primary teaching tools. Besides his teaching experience and pedagogy, he brings to the Philosophy department a contagious enthusiasm for philosophy and a heartfelt commitment to help students achieve their educational, professional, and personal goals as well the learning outcomes of the college. He aims in his classes to cultivate critical thinking skills, respect for different viewpoints, and lifelong learning. Finally, Professor Chang brings a dedication to the craft of teaching. He continues to reflect on ways he can grow into an even more dynamic and effective educator, believing that teaching is an ongoing process of growth and learning.

Sterling Harwood

Education

Ph.D. in Philosophy, Cornell University 1992

M.A. in Philosophy, Cornell University 1986

J.D., Cornell Law School 1983

B.A. in Philosophy, General Honors and High Honors in Philosophy, University of Maryland 1980

Phi Beta Kappa 1979

Areas of Expertise

Legal, Moral & Political Philosophy

How his position contributes to program success

Professor Harwood comes to the Philosophy Department with extensive teaching experience since 1982. He has taught in the San Jose/Evergreen Community College District since 1995. He started teaching at EVC in 2001 and achieved SRP status as an adjunct faculty member a few years later. He is also a law professor at Lincoln Law School in San Jose. He has also taught at Cornell University, Cornell Law School, San Jose State University (Assistant Professor, Philosophy Dept. 1989-1996; Adjunct Lecturer, Communication Studies Dept. 2008), Chabot College, Gavilan College, West Valley Community College, Illinois State University and University of Phoenix (1998-2004). Professor Harwood has edited or co-edited three textbooks: 1) co-edited with Michael J. Gorr of Illinois State University, *Crime and Punishment: Philosophic Explorations* (Wadsworth Publishing Co., 2000); 2) co-edited with Michael J. Gorr of Illinois State University, *Controversies in Criminal Law* (Westview Press, 1992); and 3) *Business as Ethical and Business as Usual* (Wadsworth Publishing Co., 1996). Professor Harwood regularly assigns textbook 3) above as a required textbook for his courses, all of which have major components on ethics. Professor Harwood brings to his teaching more than 18 years of practical experience in the practice of law in the State of California, allowing him to give real, practical examples to illustrate, more specifically, philosophical abstractions, general principles and theories. He has since retired from his law practice and is focused on teaching Philosophy and writing. His practical experience also includes serving as the campaign manager for a Congressional candidate, Dick Lane, Ph.D., successfully managing two campaigns (1996 and 1998) which won the Democratic nomination for U.S. Congress in the 15th Congressional District of California.

Bhawana Kamil

Education

M.A. in Philosophy, San Jose State University

B.S. in Chemistry, University of California, Berkeley

Area of Expertise

Ethics, Logic, Philosophical History of Race/Ethnicity

Professor Kami's philosophical interests are centered around the intersection of philosophy and social justice. This includes study of ethics, philosophical history of ideas of race and class, philosophy of law, political and social philosophy. Her master's thesis was entitled "Towards a Single-Consciousness: Challenging Un-American-ness of People of Color."

How her position contributes to program success

Professor Kamil has incredible passion for teaching and affecting the outlook of students. She has taught at San Jose State University and Menlo College in addition to Evergreen, reaching diverse groups of students. In all instances, she is most interested in making Philosophy practical and applicable to students' lives. She has a strong belief that all students can understand philosophy and encouraged to think critically and deeply if presented the material in a relevant and interesting way. Her classroom assignments often include practical assignments - such as creating persuasive brochures, writing an op-ed article, or volunteering for a cause - that bring the studied material to life. Her goal is to ensure that students finish the class having gained knowledge about the field of philosophy, but more importantly the critical thinking skills required to ask the right questions and find the appropriate answers, and to reflect more deeply about the way in which they lead their own lives.

Kelley J. Wells

Education

PhD philosophy, St. Louis University
M.A. (R) philosophy, St. Louis University
M.Div. from Starr King School for the Ministry
B.A. in English Literature from Drury University

Area of Expertise

Dr. Wells teaches philosophy with an emphasis on the relationship between epistemological, ethical and metaphysical issues. He has adopted a thematic approach, giving immediacy and relevance to philosophy. Students appreciate how the thinking of the great minds of the past can inform their own thinking. Some of the themes or "philosophical problems" include 'what is real,' 'free will,' 'artificial intelligence' and 'the problem of evil.' Dr. Wells uses current movies on DVD to dramatize the themes. Dr. Wells' academic Area of Specialization is American Pragmatism with an Area of Concentration in the History of Philosophy.

How his position contributes to program success

Dr. Wells has taught philosophy part-time for the last five years, and full time for the 17 years before that, 2 years at Horry Georgetown Technical College, Myrtle Beach, SC, and 15 at Evergreen Valley College. Professor Wells believes that philosophy can be learned by anyone and is important to everyone. Today's students learn socially. He has incorporated this fact into his pedagogical approach. Group learning is emphasized at every point of the learning process. Students do group exercises, exams and he uses student groups to critique each other's papers. He uses Moodle extensively, making his notes and topic summaries available. He also regularly emails his students, informing them available material and upcoming events. He has taught classes in Introduction to Philosophy, Ethics, Critical Thinking and Religion. Before becoming a teacher he served as a Unitarian-Universalist parish minister, V.P. of marketing and sales and owner of a small pizza oven manufacturer. He also developed and patented a gas fired, infrared conveyerized pizza oven.

2. List major professional development activities completed by faculty and staff over the last six years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

- a. Jason Chang’s professional development activities over the last six years include completing a Canvas Certification Training at Foothill College (April 2017) and an @One Course Introduction to Online Teaching and Learning (April 2013). In addition, he has participated in various Flex Day activities at Cañada College and Foothill College (where he also teaches), including activities having to do with student retention and diversity. He also was a contributor to the philosophy program review in 2016 and philosophy SLO course assessment (using TracDat) at Cañada College. Finally, in Fall 2016, Professor Chang facilitated a workshop during Career Week at Cañada College for potential philosophy majors and worked with Social Science full-time faculty to assess program learning objectives.
- b. Sterling Harwood has published four peer-reviewed articles since 2015 and is currently working on three books, forthcoming. He attended the first annual Ancient Aliens Conference in 2017 as part of his current work to apply Critical Thinking methods to analyze and scrutinize the validity of phenomena and conspiracy theories common in popular culture. He brings these examples to both his Philosophy 60 (Logic and Critical Thinking) and Philosophy 10 (Introduction to Philosophy) courses.
- c. Bhawana Kamil attends the Professional Development Days at EVC. She took the EVC course EDIT 022 to learn the new online platform Canvas, and was one of the first faculty members to pilot the use of Canvas on campus to teach her courses. She continues to stay up to date with new technologies and pedagogies aimed at teaching the specific community college student population through membership in the American Philosophical Association and their newsletter “Philosophy in Two Year Colleges,” as well as membership in the American Association of Philosophy Teachers. In the Fall of 2017, she completed the Program Review for the Philosophy Department for which she solicited participation from all other Philosophy faculty members. In January 2018, she attended the Active Learning Conference at Merced College and plans to provide a professional development workshop on what she learned in the Spring of 2018. Most recently, She completed the SLO assessments for both Philosophy 10 and Philosophy 60.
- d. Kelley J. Wells regularly attends the Professional Development Days at EVC. He has also served as a mentor for new faculty, helping in syllabus development, teaching strategies and the selection of textbooks.

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program’s needs.

\$0 budget

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

\$0 budget

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and access program adequacy. List any changes to technology of equipment since the last program review.

Given the nature of the department, faculty members do not require much equipment or technology beyond the standard set up in most lecture rooms: computer, projector and screen. Since the last program review, a new building has been built (MS³) with updated technology in the classrooms, including two screens that can be controlled separately. This has been particularly useful for simultaneously projecting information on one screen, and still being able to access the whiteboard to write notes in real-time.

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

N/A

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests	<p>Ongoing Budget Needs:</p> <p>After three years, a full-time Philosophy position will be required in order to meet the instructional needs of any new courses offered, in addition to the need for a person within the department to coordinate and monitor SLO and Program Review activities, and to help coordinate and train the various Philosophy instructors in the newest technology and programs that increase student engagement and success. Right now, the instructors work independently, do not share successful teaching strategies, and vary in their participation in on campus student success programs. There have been very little SLO activity until Spring 2018, particularly since the full-time Philosophy instructor retired.</p> <p>In the short-term, it will be vital to have a part-time paid position that could facilitate the administrative activities</p>	<p>Request linked to:</p> <p><i>SLO/PLO #:</i> Consistent SLO assessment will ensure that all SLOs are being met on a continuous basis. The development of an AA-T degree will result in new PLOs.</p> <p><i>Strategic Initiatives (student centered, organizational transformation, community engagement):</i> A revitalization of the Philosophy department, offering new courses, working with other departments, and offering current courses in new ways ensures that the department is meeting the real needs of college's</p>
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	<p>required to reinvigorate the Philosophy department, including course revision in Curricunet, SLO assessment activities and Program Review work. The person would also help implement the various short-term, 3-year goals set forth in this Program Review, including developing the AA-T degree, developing new courses, developing learning communities with other departments, and developing online versions of current courses. This could be an additional duty of a current part-time Philosophy instructor.</p> <p>\$6,000/annum (\$75/hour for 80 hours of work annually) for additional duties required of a part-time faculty member until a full-time faculty member is hired.</p>	<p>student population of preparation to transfer to four-year colleges and to be successful in the workforce.</p> <p><i>Improving student success rates/ Achievement of program set standard for student success:</i></p> <p>Ensuring that regular assessment of the program takes place will have a positive impact on both student success rates and achieving the program set standard for student success.</p>
Facilities	<p>Ongoing Budget Needs: N/A</p> <p>One-time Expenditure: N/A</p>	
Technology	<p>Ongoing Budget Needs: N/A</p> <p>One-time Expenditure: N/A</p>	
Equipment/ Supplies	<p>Ongoing Budget Needs: N/A</p> <p>One-time Expenditure: N/A</p>	

Appendix: Chart of Philosophy Department Course Offerings since Spring 2006

Please note that accurate records before Interession 2013 could not be found. Data starting from Interession 2013 was found in the Class Schedule archives on the EVC website.

Previous Program Review	2006					2006				
		Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall
	PHil 10	?	4	?	4	Total	?	10	?	9
	Phil 60		4		4					
	Phil 65		1		1					
	Phil 70		1							
	Evening				1					
	2007					2007				
		Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall
	PHil 10	?	4	?	4	Total	?	10	?	9
Phil 60	4		4							
Phil 65	1		1							
Phil 70	1									
Evening	1		1							
2008					2008					
	Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall	
PHil 10	?	4	?	4	Total	?	10	?	9	
Phil 60		4		4						
Phil 65		1		1						
Phil 70		1								
Evening		1		1						
2009					2009					
	Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall	
PHil 10	?	4	?	4	Total	?	10	?	9	
Phil 60		4		4						

	Phil 65		1		1											
	Phil 70		1													
	Evening		1			2										
	2010					2010										
		Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall						
	PHil 10	?	4	?	4	Total	?	10	?	9						
	Phil 60		4		4											
	Phil 65		1		1											
	Phil 70		1													
	Evening		2													
	2011					2011										
		Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall						
	PHil 10	?	4	1	4	Total	?	9	2	9						
	Phil 60		4	1	4											
	Phil 65				1											
	Phil 70		1													
	Evening															
	2012					2012										
		Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall						
	PHil 10	?	4	?	4	Total	?	9	?	9						
Phil 60	4		4													
Phil 65					1											
Phil 70	1															
Evening																
2013					2013											
	Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall	Total						
PHil 10		4	3	5	Total	1	9	4	12	26						
Phil 60	1	4	1	6												
Phil 65		1		1												
Current Program Review																

Phil 70											
Evening		2	1	2							
2014					2014						
	Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall	Total	
PHil 10		4	3	4	Total	1	9	4	11	25	
Phil 60	1	4	1	6							
Phil 65		1		1							
Phil 70											
Evening		2	1	1							
2015					2015						
	Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall	Total	
PHil 10		3	2	4	Total	3	6	2	11	22	
Phil 60	2	3		6							
Phil 65	1			1							
Phil 70											
Evening				1							
2016					2016						
	Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall	Total	
PHil 10		2	1	4	Total	2	6	2	9	19	
Phil 60	2	4	1	4							
Phil 65				1							
Phil 70											
Evening		1									
2017					2017						
	Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall	Total	
PHil 10	1	3		4	Total	2	7	0	9	18	
Phil 60	1	4		4							
Phil 65				1							
Phil 70											
Evening		1									

2018					2018				
	Inter.	Spring	Summer	Fall		Inter.	Spring	Summer	Fall
PHil 10		3			Total	2	9		
Phil 60	2	5							
Phil 65		1							
Phil 70									
Evening		2							

Last revised: 3/11/2018, Bhawana Kamil