

Instructional Comprehensive Program Review: Philosophy PR 23/24

Cover

Overview

Program Review Year 2024

Title Philosophy PR 23/24

Year of Last Comprehensive Review Fall 2018

Year of Last Mini Update, if applicable 03/07/2022

Originator Mishra, Bhawana

Area Dean Colleen Calderon

Division

SocSci, Humnt, Arts, & PE

Department

Philosophy

Subject

- PHIL - Philosophy

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- PHIL 010 - Introduction to Philosophy - Active
- PHIL 030 - History of Ancient and Medieval Philosophy - Active
- PHIL 040 - History of Modern Philosophy - Active
- PHIL 060 - Logic and Critical Thinking - Active
- PHIL 065 - Introduction to Ethics - Active
- PHIL 070 - Comparative Religions - Active
- PHIL 090 - Introduction to Logic - Active

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Calderon, Colleen
- Chang, Jason
- Harwood, Sterling

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

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

- **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**

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

From 1995 to 2012, the department had one full-time instructor, Kelley Wells, and several part-time instructors. During that time, and until the Fall of 2023, four philosophy courses were offered regularly:

- Philosophy 010 - Introduction to Philosophy
- Philosophy 060 - Logic and Critical Thinking
- Philosophy 065 - Introduction to Ethics
- Philosophy 070 - Religion: The Living Hypothesis

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 steadily decreased. Philosophy 70 stopped being offered in Fall 2012. All courses were in-person

The COVID-19 pandemic forced all courses online in the middle of Spring 2020. Fortunately, most courses were already in the process of being modified to include online supplements. In the Fall of 2021, Bhawana Mishra was hired as a full-time instructor. This department capacity increase allowed for more curriculum work to get accomplished. In the Fall of 2022, Philosophy 70 started being offered again. By the Fall of 2023, the department had successfully created three new courses and an AA-T degree in Philosophy.

As of Fall 2023, the department offers the following courses, all of which have online supplements:

- Philosophy 010 - Introduction to Philosophy
- Philosophy 030 - Ancient and Medieval Philosophy

- Philosophy 040 - Modern Philosophy
- Philosophy 060 - Logic and Critical Thinking
- Philosophy 065 - Introduction to Ethics
- Philosophy 070 - Religion: The Living Hypothesis
- Philosophy 090 - Introduction to Logic

All courses are being offered regularly to facilitate degrees for Philosophy majors, and enrollment remains strong.

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

This chart includes the goals identified in the last comprehensive program review and an update:

Goal	Update
AA degree	This was accomplished in the Spring of 2023.
Clear articulation in course catalog of Philosophy courses' relevance to various academic and professional fields	This has not been done yet.
Increased Learning Communities	This has not been done.
Increased involvement with Service Learning	Many Philosophy courses offered a Service Learning option. According to the SL office, approximately 15 to 20 students participated in Service Learning each semester.
At least one evening course offering	There are no evening courses offered in the department.
At least one hybrid or online section offering for each of the two courses, Phil 10 and Phil 60.	All of the current course offerings have online sections: Phil 10, Phil 30, Phil 60, Phil 65, Phil 70, Phil 90. None of the Philosophy courses are offered in hybrid or synchronous formats.
Development of standard "Honors" option in each course	While Honors contracts have been awarded for Phil 10, Phil 60, and Phil 65, a standard option for each course has not been developed.
One or two additional Philosophy courses	There are three additional Philosophy courses.
Full-time faculty member	A full-time faculty member was hired in Fall 2021.

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

The biggest recent accomplishment for the Philosophy program was the development of three new courses which paved the path for the new AA-T degree. Giving more course and degree options to students facilitates timely graduation and transfer to four year institutions. Knowing that Philosophy is also a viable degree choice broadens the perspectives of our students of what academic and

professional options await them. The Philosophy program is strongly focused on training students to think critically about themselves and the world around them, preparing them to be active participants and leaders in their communities.

Also, all Philosophy courses have robust online sections and zero textbook cost (ZTC) options. This not only facilitates access to courses for students in a wide variety of situations, but also allows for a completely online and ZTC AA degree. This directly contributes to EVC's student-centered focus.

The hiring of a full-time faculty member in the Fall of 2021 has allowed for the growth of the program and increased collaborations with other programs on campus, including student support services, special academic programs, and other academic departments.

In the last year, the Philosophy program has also contributed to campus-wide initiatives. The Philosophy 70 course offered opportunities to students to visit local places of worship and listen to panels of EVC staff and faculty about their faith traditions. The Philosophy program also facilitated a campus-wide field trip to the Kehindy Wiley exhibit at the De Young Museum in San Francisco, and actively promotes campus events to its students.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

We did not receive any resource allocation in the last program review cycle.

- **5. 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.**

Three years from now, I would like the Philosophy Department to have a stronger presence on campus and in the community. I would like the Philosophy Department to do more outreach to recruit students to the classes, which will be taught in innovative and interesting ways that are humanized, student-centered, and anti-racist. The Philosophy Department should organize at least one campus-wide event that serves all students. This could be a field trip, seminar, workshop, movie screening, debate, or something similar.

I would like the Philosophy Department to develop relationships with various other programs on campus, whether they be other academic departments or special academic or student support programs. There is also an opportunity for the Department to have greater engagement with the surrounding community; there is a possibility of teaching Philosophy in Elmwood Correctional Facility.

Specific goals for the next three years are:

- Develop a brochure or other marketing material for EVC's Philosophy Department, independently or through the college catalog.
- Organize at least one campus-wide event per year, which may include:
 - Philosophy student symposium.
 - "Movie with a Philosopher" event.
 - Field trip to a Philosophically interesting place/event.
- Create a new course in cooperation with another department. A likely candidate is a Biomedical Ethics course in cooperation with the Biology and Nursing Departments.
- Include one course as part of a special academic program, like Umoja.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'16-F'22 average		72.31%		

Courses with no Degree or Certification

PHIL 090 - Introduction to Logic

Created: 08/22/2022

Create / Modify DE Course

Originator: Bhawana Mishra

PHIL 070 - Comparative Religions

Created: 08/22/2022

Modify Course

Originator: Bhawana Mishra

PHIL 065 - Introduction to Ethics

Created: 08/22/2022

Modify Course

Originator: Bhawana Mishra

PHIL 060 - Logic and Critical Thinking

Created: 08/22/2022

Modify Course

Originator: Bhawana Mishra

PHIL 040 - History of Modern Philosophy

Created: 12/10/2020

New Course

Originator: Bhawana Mishra

PHIL 030 - History of Ancient and Medieval Philosophy

Created: 05/06/2021

New Course

Originator: Bhawana Mishra

PHIL 010 - Introduction to Philosophy

Created: 08/22/2022

Create / Modify DE Course

Originator: Bhawana Mishra

Program Success Rate 73.11

Program Set Standard : It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 66%

Recommendation: 90% of the 6 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.

Program Success Goal 75%

- **Is your program success rate higher or lower than the campus?**

Our program success rate is higher than the campus.

- **If 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 department has increased the use of Early Alert and other student support programs. We have also increased our efforts to follow up with students who may be falling behind and work with them to catch up. We have steered away from large, stressful summative assessments towards smaller and more regular formative assessments. This has improved student engagement and success.

- **Is the current program success rate higher than the program set standard?**

Yes, the current program success rate (73.11%) is higher than the program set standard (66%).

- **How close is the program to meeting the program success goal?**

Our success goal is 75%, which is very close to our current success rate of 73.11%. Reaching our success goal is feasible with some extra efforts.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Yes, these measures are current and accurate.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 91 - 75.500%**
Program Average Total Enrolled
 1.830
Program Success Rate
 61.670
- **Asian: 9182 - 79.970%**
Program Average Total Enrolled
 151.800
Program Success Rate
 79.660
- **Black or African American: 455 - 61.770%**
Program Average Total Enrolled
 9.150
Program Success Rate
 60.760
- **Hawaiian/Pacific Islander: 85 - 62.970%**
Program Average Total Enrolled
 2.540
Program Success Rate
 61.790
- **Latinx: 8952 - 64.890%**
Program Average Total Enrolled
 155.000
Program Success Rate
 67.200

- **Two or More Races: 609 - 70.560%**
Program Average Total Enrolled
14.770
Program Success Rate
69.580
- **Unknown: 1397 - 72.850%**
Program Average Total Enrolled
23.850
Program Success Rate
72.100
- **White: 1207 - 73.590%**
Program Average Total Enrolled
24.770
Program Success Rate
71.970

Success Rates: Measures by Gender

- **Female: 12034 - 74.070%**
Program Average Total Enrolled
185.000
Program Success Rate
74.710
- **Male: 9868 - 70.160%**
Program Average Total Enrolled
195.770
Program Success Rate
71.370
- **No Value Entered: 76 - 72.420%**
Program Average Total Enrolled
2.080
Program Success Rate
61.670

Success Rates: Measures by Age

- **17 & Below: 791 - 87.140%**
Program Average Total Enrolled
18.000
Program Success Rate
86.330

- **18-24: 14936 - 69.850%**

- **Program Average Total Enrolled**

- 300.230

- **Program Success Rate**

- 71.860

- **25-39: 4313 - 75.310%**

- **Program Average Total Enrolled**

- 54.770

- **Program Success Rate**

- 75.110

- **40 & Over: 1929 - 78.380%**

- **Program Average Total Enrolled**

- 9.620

- **Program Success Rate**

- 68.710

- **Unknown: 11 - 65.690%**

- **Program Average Total Enrolled**

- 1.000

- **Program Success Rate**

- 100.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

For almost all of the disaggregated success rates, the Philosophy program success rates were very close or higher than the college success rates. The only notable difference was for students age 40 and over, where our Program success rate was 68.71% versus 78.38% for the college. This could be due to discomfort with asynchronous, online coursework in that age group. However, since the average enrollment was less than 10 students per semester, it is also hard to get good data from such a small sample size.

Compared to the overall Program Success rate (73.11%), groups that had notably lower success rates were:

- American Indian: 61.67%, 1.83 average enrollment
- Black/African-American: 60.76%, 9.15 average enrollment
- Hawaiian/Pacific Islander: 61.79%, 2.54 average enrollment
- Latinx: 67.20%, 155 average enrollment
- Ages 40 & over: 68.71%, 9.61 average enrollment

Based on past experience, the best way to address these equity gaps would be to increase regular follow up with students who are falling behind, offering campus and course support services. We will work to ensure that all Philosophy faculty are using the Early Alert service by Spring 2024. Faculty will

also work on providing flexible deadlines for work to allow for students with difficult life circumstances to turn in their work. This strategy should be implemented by Fall 2024.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Our Program Set Standard is 66% and the Program Success Goal is 75%.

The following groups already meet the Program Set Standard:

- Asian
- Latinx
- Two or More Races
- Unknown
- White
- Female
- Male
- 17 & Below
- 18-24
- 25-39
- 40 & Over
- Unknown age

For the groups that do not meet the Program Set Standard, we will strive for these targets using the same strategies used to address equity gaps (follow ups, support services, flexible deadlines.)

The following group meet, or very nearly meet, the Program Success Goal:

- Asian
- Female
- 17 & Below
- 25-39

For the groups that do not meet the Program Success Goal, innovative strategies may be used to meet this goal. These innovative strategies include an increase in formative assessments leading up to summative assessments, opportunities to improve and re-submit work, and creating culturally relevant course materials. Increasing a sense of community among the students has also shown to improve engagement and success in the class.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

The overall success rate for online sections from Fall 2020 to Fall 2022 was 76.60%. The overall success rate for face to face sections from Fall 2016 to Fall 2022 was 66.31%. For all disaggregated groups, except "White" and "Ages 40 and over," the success rate was higher for online courses than face to face courses.

These results are quite significant. It shows that our students are more successful when taking courses online than in-person. This could mean that there could be barriers to success when attending in-person, including transportation, illness, work and family responsibilities, and social anxiety. It is difficult to know the exact reason without asking these specific questions of the students.

It is not very surprising that students aged 40 and over do better in face to face courses. Presumably, if they are taking courses at this age, it is because they have deliberately set aside time for it from work and family obligations. They likely don't have the same barriers as other students in coming in-person, and perhaps they prefer the modality to online, asynchronous learning.

What is not entirely obvious is why White students are more successful face to face than online. It simply could be that, as a group, they don't face similar barriers for in-person courses and so online courses may be less engaging and not much more convenient, leading to lower success rates.

Also notable is that the success rate for online courses meets the program success goal of 75%.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

**http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)**

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

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

Degree Type

- **AA-T**

Number of Awards (Examine 2018-19, 2019-20 data, 2020-21 data and 2021-22 data)

0

Discussion

The AA-T in Philosophy just began being offered in Fall 2023. Therefore, no degrees have been awarded yet.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4505 - 50.500%**

Program Average Headcount

223.000

Program Percentage of Total

49.300

- **Day & Evening: 2656 - 29.800%**

Program Average Headcount

106.000

Program Percentage of Total

23.500

- **Evening: 951 - 10.700%**

Program Average Headcount

18.000

Program Percentage of Total

4.000

- **Unknown: 807 - 9.000%**

Program Average Headcount

105.000

Program Percentage of Total

23.200

Student Enrollment Type: Academic Load

- **Full Time: 2919 - 32.700%**

Program Average Headcount

198.000

Program Percentage of Total

49.700

- **Half Time or less than half time: 5843 - 65.500%**

Program Average Headcount

159.000

Program Percentage of Total

39.900

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The following chart summarizes and compares our program enrollments and EVC's:

	Philosophy	Evergreen
Day/Evening		
Day	49.3%	50.5%
Day & Evening	23.5%	29.8%
Evening	4.0%	10.7%
Unknown	23.2%	9%
Total:	100.0%	

Load		
Full Time	49.70%	32.7%
Half Time	39.90%	65.5%
Less than Half Time	5.50%	
No Credit Assigned	3.80%	
Overload	1.00%	
Total:	100.00%	

The only real significant difference is in the percentages of students enrolled according to load. Our program has many more full time students and significantly less half time students. This would make sense since our program tends to attract those wanting to fulfill their GE requirements for transfer.

- **c. Based on the data, would you recommend any changes?**

I would not recommend any changes based on the data.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4914 - 55.170%**
Program Headcount
187.000
Program Percentage of Total
48.580
- **Male: 3965 - 44.400%**
Program Headcount
196.000
Program Percentage of Total
50.930
- **No Value Entered: 38 - 0.430%**
Program Headcount
2.000
Program Percentage of Total
0.540

Student Demographic: Age

- **17 & Below: 517 - 5.810%**
Program Headcount
18.000
Program Percentage of Total
4.700
- **18-24: 5364 - 60.090%**

Program Headcount

302.000

Program Percentage of Total

78.250

- **25-39: 2101 - 23.600%**

Program Headcount

55.000

Program Percentage of Total

14.530

- **40 & Over: 931 - 10.440%**

Program Headcount

9.000

Program Percentage of Total

2.510

- **Unknown: 6 - 0.060%**

Program Headcount

1.000

Program Percentage of Total

0.220

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 35 - 0.390%**

Program Headcount

2.000

Program Percentage of Total

0.560

- **Asian: 3634 - 40.800%**

Program Headcount

151.000

Program Percentage of Total

39.310

- **Black or African American: 205 - 2.310%**

Program Headcount

9.000

Program Percentage of Total

2.380

- **Hawaiian/Pacific Islander: 33 - 0.360%**

Program Headcount

3.000

Program Percentage of Total

0.650

- **Latinx: 3608 - 40.490%**

Program Headcount

157.000

Program Percentage of Total

40.740

- **Two or More Races: 248 - 2.800%**

Program Headcount

15.000

Program Percentage of Total

3.910

- **Unknown: 598 - 6.590%**

Program Headcount

24.000

Program Percentage of Total

6.220

- **White: 556 - 6.260%**

Program Headcount

25.000

Program Percentage of Total

6.530

- **a. Based on the program total headcount and percent change year to year, discuss if your 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?**

While semester to semester enrollment has both gone up and down, the program as a whole seems to be staying steady. What could have been a great decline in enrollment during the beginning of the pandemic was prevented by a robust online offering of all of our courses.

The data from Fall 2022 also shows that one addition course was offered after many years (Phil 70), and more courses have been added since them. This will both increase the number of sections offered and the number of students enrolled. The changes that have been implemented in the last year (addition of three new courses and re-offering a course that was not offered for many years) will hopefully affect enrollment changes in the near future.

The other anticipated change is that one of our most popular courses (Phil 60) will no longer fulfill its current GE area (Critical Thinking) in the new IGETC pattern. In preparation for this anticipated decrease in enrollment, we hope to get more of the EVC Philosophy courses on the California Community College CVC Exchange to attract students from around the state.

- b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

The following chart compares our program enrollment numbers and EVC's:

	Philosophy		EVC		Philosophy vs EVC
	Ave headcount	Percent of total	Ave headcount	Percent of total	
American Indian	2	0.56%	35	0.39%	0.17%
Asian	151	39.31%	3436	40.80%	-1.49%
Black/African American	9	2.38%	205	2.31%	0.07%
Hawaiian/Pacific Islander	3	0.65%	33	0.36%	0.29%
Latinx	157	40.74%	3608	40.49%	0.25%
Two or More Races	15	3.91%	248	2.80%	1.11%
Unknown	24	6.22%	598	6.59%	-0.37%
White	25	6.53%	556	6.26%	0.27%
Female	187	48.58%	4914	55.17%	-6.59%
Male	196	50.93%	3965	44.40%	6.53%
No Value Entered	2	0.54%	38	0.43%	0.11%
17 & Below	18	4.70%	517	5.81%	-1.11%
18-24	302	78.25%	5364	60.09%	18.16%
25-39	55	14.53%	2101	23.60%	-9.07%
40 & Over	9	2.51%	931	10.44%	-7.93%
Unknown	1	0.22%	6	0.06%	0.16%

In terms of ethnic demographics, there are no significant differences between our program's and EVC's enrollment. We have slightly fewer Asians in our courses compared to EVC's overall population, but the difference is not significant.

In terms of gender demographics, we have less females and more males in our courses than EVC's general population. This may be attributed to the long-standing gender-stereotypes in the field of Philosophy and the over-representation of male philosophers in most Philosophy courses.

In terms of age, we have more students between the ages of 18 and 24 in our courses, and consequently less of the other age groups. This may simply be because the Philosophy courses fulfill the standard GE/transfer requirements for students going from high school to community college to a four-year institution. Our "standard" courses fit well with this traditional transfer path for students coming straight from high school.

- c. Discuss what interventions the program can implement to address any gaps in enrollment.**

The only gap of concern is that our program has a lower percentage of female students compared to EVC's general enrollment. To address this, the department's outreach campaign can emphasize the presence of female philosophers in our courses. We also hope to collaborate with the Nursing Department to offer a Bio-Medical Ethics course, which will increase the enrollment of nursing

students, a majority of which are women. Also, be emphasizing the issues raised in our Philosophy courses and the career paths open to Philosophy majors, we hope that more female students will become interested in our courses.

Institutional Effectiveness (6.5 year average)

EVC Capacity: 61.69% EVC Productivity: 14.27

Program Capacity

83.57

Program Productivity

21.62

Is your capacity rate higher or lower then 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

Both our capacity and productivity are higher than the campus'.

Curriculum

Related Assessments

Phil 030 - Ancient & Medieval Philosophy- Created: 02/28/2024 New Section Level SLO Assessment Report Originator: Bhawana Mishra (/Form/Module/Index/5314)

Phil 090 - Introduction to Logic- Created: 09/03/2023 New Section Level SLO Assessment Report Originator: Bhawana Mishra (/Form/Module/Index/3719)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

The following updates have been made to the curriculum since the last Program Review:

- All existing courses were updated with revised SLOs, updated textbooks, and DE addenda.
- Three new courses were added: Phil 30, Phil 40, and Phil 90.
- A new AA-T was developed and approved, and has been offered effective Fall 2023.

The following chart summarizes the course outline revision schedule:

CourseDate of Last ReviewNext Review

Phil 10 4/22/21 Fall 2024

Phil 30 2/22/2022 Spring 2025

Phil 40 3/8/2022 Spring 2025

Phil 60 10/27/2022 Fall 2025

Phil 65 10/27/2022 Fall 2025

Phil 70 10/27/2022 Spring 2026

Phil 90 10/27/2022 Spring 2026

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

All of our courses have been offered within the past two years and will continue to be offered at least once a year.

Phil 10 - Introduction to Philosophy

This course is the foundation for the discipline, offering a thematic overview of the most important questions and themes in the field of Philosophy. The course covers the ideas of many major 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. The course offers a survey of the other specific Philosophical disciplines within the field, including metaphysics, epistemology, ethics, and logic.

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 their other courses, careers, and in life in general.

- C-ID PHIL 100
- Transfer Status: CSU/UC
- Degree Applicable: AA/AS
- CSU GE: C2
- IGETC: 3B
- District GE: C2

Phil 30 - Ancient and Medieval Philosophy

This course addresses ancient philosophy with emphasis on the historical development of ancient Chinese, Greek, and Indian traditions, and medieval philosophy with a focus on the Islamic world and philosophers from diverse religious backgrounds.

Through this course, students understand how the historical context of various civilizations gave rise to some of the most important philosophical ideas that shaped those cultures, political systems, and social systems. This unique course also challenges and broadens the definition of Philosophy beyond Eurocentric standards. This can help students feel that their own cultural backgrounds have valuable intellectual contributions.

- C-ID PHIL 130
- Transfer Status: CSU/UC
- Degree Applicable: AA/AS
- CSU GE: C2
- IGETC: 3B
- District GE: C2

Phil 40 - Modern Philosophy

This course examines the major philosophers and philosophical movements from the 16th to 18th centuries in several regions of the world, including Africa, South Asia, East Asia, and Europe. It is a continuation of Phil 30 and part of the "History of Philosophy" series required of Philosophy majors.

Like Phil 30, this course provides historical context to the circumstances that gave rise to the different philosophical ideas of diverse societies in the last several centuries. And, like Phil 30, the diverse nature of the philosophies covered in the course expand the definition of Philosophy for students and reinforce the intellectual value of all cultural backgrounds.

- C-ID PHIL 140
- Transfer Status: CSU/UC
- Degree Applicable: AA/AS
- CSU GE: C2
- IGETC: 3B
- District GE: C2

Phil 60 - Logic and Critical Thinking

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 accepting something without good reason. These skills are foundational certainly for any student of Philosophy, but also for any person.

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. The course has also been updated to include more recently relevant skills like determining whether something is fake news and understanding how social media can manipulate one's view of the world. These are necessary skills 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.

- Transfer Status: CSU/UC
- Degree Applicable: AA/AS
- CSU GE: A3
- IGETC: None
- District GE: A3

Phil 65 - Introduction to Ethics

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 not what to think, but how to think.

While all philosophy courses endeavor 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 they have good reasons to believe what they do. They are also to more

effectively engage in debates about moral issues.

- C-ID PHIL 120
- Transfer Status: CSU/UC
- Degree Applicable: AA/AS
- CSU GE: C2
- IGETC: 3B
- District GE: C2

Phil 70 - Comparative Religions

Religion and Philosophy often ask the same kinds of questions. Religion has played a large part in shaping many civilizations' 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.

- Transfer Status: CSU/UC
- Degree Applicable: AA/AS
- CSU GE: C2
- IGETC: 3B
- District GE: C2

Phil 90 - Introduction to Logic

While Phil 60 focuses on critical thinking, generally, and informal logic, specifically, this course introduces principles and methods of formal logic for analyzing and evaluating arguments. While this course may not be of interest to the general student, it remains a foundational skill for anyone majoring in Philosophy or wanting a better understanding of the logical underpinnings of argumentation.

This course is a requirement for the AA-T in Philosophy.

- C-ID PHIL 110
 - Transfer Status: CSU/UC
 - Degree Applicable: AA/AS
 - CSU GE: None
 - IGETC: None
 - District GE: None
- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

Please see attached for sample program map.

Term 1	Units	CSU GE	IGETC FOR CSU	NOTES
PHIL 010	3	C2	3B	CORE - or PHIL 065
ENGL 001A	3	A2	1A	
GE	3	C1	3A	

GE	3	E	Transferable Elective	
Transferable Electives	3			
Total Units	15			

Term 2	Units	CSU GE	IGETC for CSU	NOTES
PHIL 090	3			
HIST 010A	3	D	4	Or other LIST B course. Two courses from LIST B must be completed.
ENGL 001C	3	A3	1B	LIST C
GE	3	B4	2A	
Transferable Electives	3			
Total Units	15 - 16			

Term 3	Units	CSU GE	IGETC for CSU	NOTES
PHIL 060	3	A3	Transferable Elective	Or other LIST A course
GE	3	A1	1C	
GE	3	B2	5B	
GE	3	D	4	Recommended: US-1, US-2, US-3*
Transferable Electives	3			
Total Units	15			

Term 4	Units	CSU GE	IGETC for CSU	NOTES
PHIL 070	3	C2	3B	Or other LIST B course. Two courses from LIST B must be completed.
GE	3 - 4	B1/B3	5A/5C	
GE	3	D	4	US-1, US-2, US-3 *
GE	3	F	Transferable Elective	
Transferable Electives	2 - 3			As needed to reach a minimum of 60 transferable units
Total Units	15			

- **4. 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.

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.

In the Ethics course, students are offered the opportunity to participate in EVC's Service Learning program and 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.

The Comparative Religions course offers students an opportunity to visit local places of worship that are new to them, or listen to panels consisting of EVC staff and faculty talking about their faiths. This builds community within EVC and with the the local area.

Philosophy courses have been designed to be more student-centered and anti-racist.

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. Students also have an opportunity to research and share the work of a philosopher of their choice from a non-European tradition. 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.

Students also have opportunities to present their research about a contemporary ethical issue of interest to them. This centers the students' experiences and voices in the classroom.

Innovating teaching methods have increased student engagement and student success.

Technology is used strategically in face-to-face classes to increase engagement. Mentimeter is used to give in-class game-style quizzes using students' cell phones or to allow for student input and participation during discussions. Online discussions on Canvas ensure student engagement in a social-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 more 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 Logic and Critical Thinking, students view videos of advertisements or political debates exemplifying the most common logical fallacies.

In online courses, PlayPosit is used to make asynchronous, online lecture videos more interactive. Students have reported that they feel more engaged and feel like they are interacting with the instructor and other students while using PlayPosit.

Professor Mishra has started experimenting with upgrading as a way to "decolonize" her classroom environment. She has also developed liquid syllabi for all of her courses to ease access to information about the course and humanize the class experience.

Student success has been greatly increased by continued follow up with students and connection to support services. Flexible grading policies and opportunities to improve work has also contributed to greater success rates.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

Currently, all Philosophy courses are able to be offered fully asynchronous online and in-person. In the near future, I would like to see some of the sections being offered in different modalities, namely online blend and asynchronous hybrid.

Over the next several years, I would like to see the department partner with EVC's special academic programs. There are already plans to have some seats in Phil 60 be reserved for UMOJA students. Eventually, we would like to see a whole section for UMOJA. We would also like to see something similar for other special academic programs - such as ENLACE and/or ASPIRE.

As for new courses, there is some interest to develop a Bio-Medical Ethics course in cooperation with the Nursing and Biology Departments. Similar partnerships could be used to develop other courses, such as:

- Philosophy of Law
- Business Ethics
- Philosophy of Science
- African-American Philosophy.

- **6. 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 transferable to the CSU/UC. The following chart summarizes the courses' C-ID designation and GE statuses.

	C-ID	CSU GE	IGETC	District GE
Phil 10	PHIL 100	C2	3B	C2

Phil 30	PHIL 130	C2	3B	C2
Phil 40	PHIL 140	C2	3B	C2
Phil 60		A3		A3
Phil 65	PHIL 120	C2	3B	C2
Phil 70		C2	3B	C2
Phil 90	PHIL 110			

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

There is no external accreditation or certification required for the program.

Student Learning Outcome and Assessment

Related Assessments

Phil 030 - Ancient & Medieval Philosophy- Created: 02/28/2024 New Section Level SLO Assessment Report Originator: Bhawana Mishra (/Form/Module/Index/5314)

Phil 090 - Introduction to Logic- Created: 09/03/2023 New Section Level SLO Assessment Report Originator: Bhawana Mishra (/Form/Module/Index/3719)

Student Learning Outcomes

PHIL 010 - Introduction to Philosophy - Explain philosophical methods from diverse philosophical traditions. (Active)

PHIL 010 - Introduction to Philosophy - Articulate ideas about philosophical issues as presented in primary texts. (Active)

PHIL 010 - Introduction to Philosophy - Analyze diverse philosophical ideas and positions from primary texts using philosophical methods, assumptions and principles. (Active)

PHIL 010 - Introduction to Philosophy - Evaluate philosophical arguments, methods, assumptions, and principles for consistency, relevance, and truth. (Active)

PHIL 030 - History of Ancient and Medieval Philosophy - Demonstrate mastery of philosophical skills to represent and analyze the ideas of ancient and medieval philosophers based on readings of primary texts. (Active)

PHIL 030 - History of Ancient and Medieval Philosophy - Analyze and evaluate major intellectual movements, theories, and philosophic schools of ancient and medieval philosophy in various traditions. (Active)

PHIL 030 - History of Ancient and Medieval Philosophy - Articulate and defend one's own stance on at least one ancient or medieval philosophical problem, figure or theory. (Active)

PHIL 030 - History of Ancient and Medieval Philosophy - Apply the concepts learned in this class to one's own existence in the world. (Active)

PHIL 060 - Logic and Critical Thinking - Demonstrate the basic skills in critical thinking through written and oral expression. (Active)

PHIL 060 - Logic and Critical Thinking - Assess the basic forms of arguments. (Active)

PHIL 060 - Logic and Critical Thinking - Articulate the basic types of formal and informal fallacies. (Active)

PHIL 060 - Logic and Critical Thinking - Articulate the basic forms of scientific, causal and statistical fallacies. (Active)

PHIL 060 - Logic and Critical Thinking - Craft and articulate a complete argument on complex subject matter. (Active)

PHIL 065 - Introduction to Ethics - Assess basic meta-ethical principles and ethical reasoning through critical analysis of contemporary debates and arguments in academia and popular media. (Active)

PHIL 065 - Introduction to Ethics - Appraise and compare basic moral theories according to their foundational principles. (Active)

PHIL 065 - Introduction to Ethics - Apply ethical principles and theories to a variety of contemporary moral issues. (Active)

PHIL 065 - Introduction to Ethics - Justify one's own stance on a moral issue and defend it against opposing views. (Active)

PHIL 090 - Introduction to Logic - Analyze an argument's components, including its premises, conclusion, and type of inference. (Active)

PHIL 090 - Introduction to Logic - Identify and utilize specific types of logical inferences and reasoning patterns commonly found in rhetoric. (Active)

PHIL 090 - Introduction to Logic - Evaluate the validity of arguments using Venn diagrams, truth tables, and natural deductions. (Active)

Program Learning Outcomes

- 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. 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.**

The following chart show the PLOs and their corresponding ILOs and SLOs.

PLO	ILO	SLOs
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<p>Critically engage, and thoughtfully respond to, ideas and theories common in the field of philosophy.</p>	<ul style="list-style-type: none"> - Communication - Inquiry and Reasoning - Information Competency 	<p>PHIL 010: Articulate ideas about philosophical issues as presented in primary texts.</p> <p>PHIL 010: Analyze diverse philosophical ideas and positions from primary texts using philosophical methods, assumptions and principles.</p> <p>PHIL 030: Analyze and evaluate major intellectual movements, theories, and philosophic schools of ancient and medieval philosophy in various traditions.</p> <p>PHIL 030: Articulate and defend one's own stance on at least one ancient or medieval philosophical problem, figure or theory.</p> <p>PHIL 030: Apply the concepts learned in this class to one's own existence in the world.</p> <p>PHIL 040: Analyze and evaluate major intellectual movements, theories and philosophical schools of the 16th century to 18th centuries.</p> <p>PHIL 060: Craft and articulate a complete argument on complex subject matter.</p> <p>PHIL 065: Apply ethical principles and theories to a variety of contemporary moral issues.</p> <p>PHIL 065: Justify one's own stance on a moral issue and defend it against opposing views.</p>
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<p>Apply major philosophical concepts from diverse intellectual traditions to complex issues of the 21st century.</p>	<p>Communication Inquiry and Reasoning Information Competency</p>	<p>PHIL 010: Articulate ideas about philosophical issues as presented in primary texts. PHIL 010: Analyze diverse philosophical ideas and positions from primary texts using philosophical methods, assumptions and principles. PHIL 030: Analyze and evaluate major intellectual movements, theories, and philosophic schools of ancient and medieval philosophy in various traditions. PHIL 030: Articulate and defend one's own stance on at least one ancient or medieval philosophical problem, figure or theory. PHIL 030: Apply the concepts learned in this class to one's own existence in the world. PHIL 040: Analyze and evaluate major intellectual movements, theories and philosophical schools of the 16th century to 18th centuries. PHIL 060: Craft and articulate a complete argument on complex subject matter. PHIL 065: Apply ethical principles and theories to a variety of contemporary moral issues. PHIL 065: Justify one's own stance on a moral issue and defend it against opposing views.</p>
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<p>Articulate original analytical and critical ideas relevant to philosophical discourse.</p>	<p>Communication Inquiry and Reasoning Information Competency Personal Development</p>	<p>PHIL 010: Articulate ideas about philosophical issues as presented in primary texts. PHIL 010: Analyze diverse philosophical ideas and positions from primary texts using philosophical methods, assumptions and principles. PHIL 030: Analyze and evaluate major intellectual movements, theories, and philosophic schools of ancient and medieval philosophy in various traditions. PHIL 030: Articulate and defend one's own stance on at least one ancient or medieval philosophical problem, figure or theory. PHIL 030: Apply the concepts learned in this class to one's own existence in the world. PHIL 040: Analyze and evaluate major intellectual movements, theories and philosophical schools of the 16th century to 18th centuries. PHIL 060: Craft and articulate a complete argument on complex subject matter. PHIL 065: Apply ethical principles and theories to a variety of contemporary moral issues. PHIL 065: Justify one's own stance on a moral issue and defend it against opposing views.</p>
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- 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, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

At the PLO level, assessments have not been completed since the degree just began to be offered in Fall of 2023. All courses, old and new, will have been offered by Spring 2024. Therefore, Fall 2025 will be the first time we can complete the PLO assessments.

The following chart summarizes when SLO assessments were last reported for each course and when we plan to complete the next ones. Please note that Phil 30 and Phil 40 are being offered for the first time and so those assessments have not yet been completed.

	Last Assessment	Next Assessment
Phil 10	10/6/22	Fall 2023
Phil 30	N/A	Fall 2023
Phil 40	N/A	Spring 2024
Phil 60	10/26/21	Fall 2023
Phil 65	9/3/23	Fall 2024
Phil 70	9/29/22	Spring 2024

Phil 909/3/23	Spring 2024
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- **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.**

As a result of the SLO assessments, we noticed that students did not generally perform at a low level. The students who were not successful at an assignment either did not turn it in or stopped being engaged with the course. Therefore, Faculty and Staff (https://evc.curricunet.com/Form/Module/_Form/3682/43679)ore, while we worked to make sure students were able to learn the content - through increased formative assessments and practice exams, for example - our focus was to ensure that students remained engaged or withdrew from the class if they were not going to complete the course.

Therefore, we decided to focus more in flexible deadlines, following up with students using Early Alert and individually through email, and offering opportunities for make-up work. Implementing these strategies greatly increased the success rate.

Faculty and Staff

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 specifically, 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 over 15 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, University of Maryland 1980

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 and at EVC since 2001. 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. 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 Mishra

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 Mishra'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 Mishra 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 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 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.

In recent years, Professor Mishra has become increasingly interested in learning about innovative pedagogies that can make her courses more student-centered, equitable, and anti-racist. This has led to new types of projects in her course, one of which was the subject of a white paper published by the USC Race and Equity Center. She has also developed liquid syllabi, ungrading practices, and decolonized curricula. She continues to focus her professional development with an equity lens.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Jason Chang and Bhawana Mishra are certified to teach online at EVC. Sterling Harwood has yet to complete these requirements, which he intends to do.

According to EVC's DE policy, Dr. Chang and Professor Mishra will need to continue their DE certification through four hours of professional development every two years. Additionally, the Philosophy faculty plan to use PDD funds to attend relevant teaching/educational and Philosophy conferences.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

The Philosophy Department currently has \$0 Fund 10 budget.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

The Philosophy Department currently receives \$0 Fund 17 funds.

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The department does not require further technology and equipment beyond what is provided standard in the classrooms.

Additional Information

Part G: Additional Information

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

The department will be requesting funds for the first time to support ongoing classroom/campus initiatives and to start some new ones:

Initiative	Cost
Philosophy 70 Field Trips (~6/year)	Transportation: \$100 Food: \$500
Student Symposium for Ethics Projects/Advocacy	Poster boards: \$200 Facility: \$500 Food: \$500
Classroom supplies	Daily Journals: \$120 Posters: \$60 Index Cards: \$15
Campus event: Movie with a Philosopher	Facility: \$500 Food: \$500

Future Needs and Resource Allocation Request

1. Facilities

Ongoing Budget Needs

One-Time Expenditure

\$1000

Request linked to SLO/PLO

PLO#1, PLO#3

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

2. **Equipment/Supplies**

Ongoing Budget Needs

One-Time Expenditure

\$1995

Request linked to SLO/PLO #

PLO#1, PLO#2, PLO#3

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

Total Cost

Facilities

One-Time Expenditure: \$1000

Equipment/Supplies

One-Time Expenditure: \$1995

Attach Files

Attached File

Philosophy 24 Additional Information for PR.pdf (/Form/Module/_DownloadFile/3682/43692?fileId=455)

IEC Reviewers

IEC Mentor

Robert Brown

IEC Second Reader

Fahmida Fakhruddin