

2019-20 Philosophy Comprehensive Program Review

I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Narrative

The main purpose of the Philosophy Program is to provide a rigorous curriculum of introductory courses in the main areas of philosophy, including: surveys of philosophical traditions (primarily Western, but inclusive of Asian traditions), moral and political philosophy, comparative world religions and philosophy of religion, history of philosophy, formal logic, and critical thinking (including scientific methods). The Philosophy Program also supports other academic programs through its multi-disciplinary approach to the curriculum. For example, our courses make connections to cognitive psychology (philosophy of mind), social sciences (history, moral and political philosophy), physics and cosmology (cosmological arguments), mathematics (logic and probability theory), evolutionary biology (teleological arguments and ethics), and the arts (aesthetics).

The mission of Skyline College is "to empower and transform a global community of learners." The Philosophy Program contributes to this mission through a liberal and humanistic curriculum of study that helps students become more aware of themselves, their community (local and global), and the physical and cultural contexts in which these are situated. The College is "committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs that include new and emerging areas of study." Our program offers courses that prepare students to think abstractly and with logical rigor (Introduction to Philosophy, Logic, and Critical Thinking). In view of our current social polarization and the impact of new technologies of information and social exchange, it is crucial that students learn to evaluate claims on the basis of evidence and reason. We aim to equip students with the academic resources they need to become better critical thinkers on matters of great importance: the pursuit of truth, appreciation of diverse intellectual traditions, and development of shared knowledge and values. To this end the Philosophy curriculum explores core questions about reality (metaphysics), knowledge (epistemology), and values (moral, political, and aesthetic). The College is also "dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas." This includes life-long learning. Our program contributes to these goals. Philosophy students explore the ideas of great thinkers from a variety of philosophical movements and cultural perspectives. The study of philosophy also provides personal enrichment and a solid grounding for life-long learning. It helps to instill the intellectual virtues that are requisite for a fulfilled human life and for participation in a civilized and democratic society.

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Narrative

The three PSLOs below match and support our Program goals and purpose.

Upon completion of the program students will be able to:

- Demonstrate familiarity with the history of philosophical thought and contemporary currents in the discipline.
- Assess influential claims and theories in the philosophical tradition using rigorous methods of critical thinking and logic.
- Compose a reasoned essay that responds to a philosophical problem or that applies a philosophical theory to a contemporary issue.

I.C. Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative

The Philosophy Program has one full-time instructor (Dr. Carlos Colombetti) and one adjunct philosophy professor (Anton Zoughbie). We are able to achieve the purpose of the Program by staffing all of our core courses and specialized/elective courses with highly qualified faculty who are experts in the field. The core courses are: PHIL 100 (Introduction to Philosophy), PHIL 103 (Critical Thinking), PHIL 200 (Introduction to Logic), and PHIL 240 (Introduction to Ethics). To fulfill the minimum core requirements of our new Philosophy AA-T degree, students must take either PHIL 100 or 240, and either PHIL 103 or 200. Notice that PHIL 200 is a specialized course that is offered on rotation (Spring semester only). The other three core courses are offered every semester, including summer. One of our core courses (PHIL 103: Critical Thinking) is offered both face-to-face and online.

Our specialized/elective courses that are offered on rotation include: PHIL 160 (History of Western Philosophy: Ancient to Medieval), PHIL 200 (Introduction to Logic), PHIL 280 (Political Philosophy), PHIL 312 (Philosophy of Religion) and PHIL 300 (Introduction to World Religions).

Philosophy courses are currently being taught by:

PHIL 100	Colombetti	Zoughbie (adjunct)
PHIL 103	Colombetti	Zoughbie
PHIL 160	Colombetti	
PHIL 200	Colombetti	
PHIL 240	Colombetti	Zoughbie
PHIL 280		Diamond (adjunct)
PHIL 300		Zoughbie
PHIL 312	Colombetti	

Prof. Jeff Diamond is a Political Science adjunct faculty member who is an expert in the philosophical background of political theory. He teaches one course (on rotation) that is cross-listed as PHIL/PLSC 280: Political Philosophy.

We have recently reactivated the course in Asian Philosophy (PHIL 320) for which we will need to hire a specialist in the field of Asian Philosophy. We plan to wait another year or two for the College enrollments to increase before offering this course again.

I.D. Personnel FTE

- Provide the current FTE of each category of personnel.
- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Narrative

Spring FTE: 1.0 Admin; 1.0 FT Faculty; 0.5 Adjunct Faculty + Overload; 2.0
Classified Staff FTES: 21.28

Fall FTE: 1.0 Admin; 1.0 FT Faculty; 0.8 Adjunct Faculty + Overload; 2.0
Classified Staff FTES: 23.11

I.E. Program Review Team

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

Narrative

Since the Philosophy Program has only one full-time faculty member, the CPR narrative was written by Prof. Colombetti. It was shared with the adjunct faculty members Prof. Zoughbie and Prof. Diamond for their input. It was also shared with SSCA Dean Danni Redding Lapuz.

II.A. Progress on Prior Program Objectiveness (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative

Since the prior CPR/APP, we have:

1. Introduced the AA-T degree in Philosophy.
2. Implemented the use of Canvas, with CCTL faculty training, to deliver course material to students. One course (PHIL 103) is offered both face-to-face and online through Canvas.
3. Established an active Philosophy Club that meets once per week for informal discussions on topics proposed by student members. Some club members are also students at CSU-SF, which enables our students to have connections at a transfer institution.
4. Updated the curriculum, textbooks, syllabi, and course assignments in efforts to improve retention and success, as well as inclusion and equity.
5. Worked with the Learning Center to draw more students into tutorial services and to hire SI leaders for two of our core courses (PHIL 100 and 103).
6. Modified our PHIL 240 (Ethics) course to include a component on Sustainability and Social Justice. This was developed in collaboration with other faculty from various disciplines as part of the "GE Themes" project of our College Redesign efforts.
7. Attended meetings and workshops associated with the Guided Pathways and the College Redesign.

We have identified one area in which further effort is needed for the near future: we would like to try to increase enrollment in our Critical Thinking and Logic courses (PHIL 103 and PHIL 200). If we can achieve this, it will contribute to our Program goals as well as the College goal of academic excellence: the College is "committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs that include new and emerging areas of study." Critical Thinking (not to be confused with Critical Theory) is mainly about the justification of claims: methods and standards for the analysis, formulation, and assessment of arguments (sets of statements consisting of premises that are intended to support a conclusion). The course content might be perceived as "difficult" by some students; but Critical Thinking methodologies are crucial to any academic discipline that aims to justify its claims. This course is invaluable to interdisciplinary approaches in education. It is also highly relevant to GE courses where critical thinking skills are important. Most

significantly, Critical Thinking is one of our College ISLO's and a crucial knowledge area for students to develop. Philosophers are particularly well-trained in this area, as logic is a requirement of postgraduate Philosophy programs. While we do teach some basics of critical thinking in our well-enrolled PHIL 100 course (Introduction to Philosophy), it is disappointing that so few Skyline College students enroll in our Critical Thinking and Logic courses. We are currently in conversations with Carla Grandy (Director of Guided Pathways and Comprehensive Redesign) and with Counseling staff (Joyce Lee) to try to increase the visibility of our Critical Thinking and Logic courses and to recommend these courses as an element of "pathways" for degrees in natural sciences, social sciences, and STEM fields.

II.B Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative

Summary of Data: The following data is for “face to face” courses.

Success Rate for College, Philosophy, and comparable programs:

YEAR	COLLEGE	PHILOSOPHY	ECON	PSYC	SOCI	ANTH	HIST
2014-15	72.4	74.6	69.0	64.0	58.3	65.7	66.8
2015-16	74.2	75.1	70.5	62.9	66.4	74.2	70.1
2016-17	74.5	74.3	70.4	69.8	73.0	78.8	73.5
2017-18	75.5	74.1	73.0	70.7	81.0	71.9	72.7
2018-19	75.7	74.6	67.0	76.4	72.5	75.1	70.1
TOTAL	74.4	74.5	70.1	68.8	70.4	73.2	70.6

Retention Rate for College, Philosophy, and comparable programs:

YEAR	COLLEGE	PHILOSOPHY	ECON	PSYC	SOCI	ANTH	HIST
2014-15	86.0	85.9	84.3	88.7	74.6	85.2	82.0
2015-16	87.4	87.5	86.4	86.0	87.7	90.6	84.7
2016-17	87.4	83.4	85.8	91.1	87.0	90.7	87.1
2017-18	87.7	85.3	89.2	90.6	88.8	89.0	85.4
2018-19	88.4	83.6	84.6	90.7	88.9	89.8	85.8
TOTAL	87.3	85.3	86.2	89.5	85.7	89.1	84.9

Data for the Philosophy Program shows a stable success rate over 5 years that, year-to-year, holds close to the average of 74.5%. There is a very slight decrease in the retention rate. The differences overall seem statistically insignificant. The pattern of values from the College, the Philosophy Program, and comparable programs is negligibly different (mid to low 70's for success, and mid to high 80's for retention).

Unsurprisingly, our only online course (PHIL 103) has lower total rates for retention (69.5%) and success (56.5%); however, the numbers are trending upwards, with the values for last year (2017-18) showing retention of 74.1% and success at 63.0%. The S/R values for our online course are comparable to that of online courses in other programs. The observed increase in success rates might be attributed to three factors: (a) the recent introduction of Canvas, (b) faculty training on Canvas and pedagogy through the CTTL, and (3) students and faculty becoming gradually/increasingly adapted to the online format.

Three of our four core courses (PHIL 100, 103, 240) are also the highest enrolled (summed over 5 years) and show healthy average success rates:

	Head count	Load	Success
PHIL 100:	2102	668	76.6%
PHIL 103:	1303	475	66.6%
PHIL 240:	636	400	77.5%
PHIL 200:	96	360	56.7%

The lower success rates for PHIL 103 and PHIL 200 is due to its more technical content and the fact that we run both a face-to-face and fully online section of PHIL 103. In an effort to increase the success rate for PHIL 200, we have introduced a supplemental logic workshop after class. To try to improve the success rate for PHIL 103, we now have an embedded SI. Unfortunately, there is too little data from PRIE to be able to compare the classroom and online sections of PHIL 103 (but we aim to look into this in the near future).

Our overall conclusion from the above analysis of data is that the Program is effective in meeting its goals. The Philosophy Program performs at least as well on the metrics as the College and comparable programs. The data, however, reveals only the quantitative. What is more significant is *qualitative*: The Philosophy Program offers a challenging and humanistic curriculum that prepares students to think abstractly and with logical rigor on a wide range of important topics. We complement other programs through our interdisciplinary approach, we prepare students for transfer to four-year institutions, and we provide a basis for life-long learning.

II.C **Progress on Program Student Learning Outcomes**

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

The SLOs for all courses have been assessed according to the 3-year schedule. Exceptions are the banked course (PHIL 320) and a deleted course (PHIL 175).

Course-level results that align with PSLOs were met. Results indicate “criterion” met for all assessments. This is not surprising, since the overall success rate for the Program, as for the College, is strong at 74.5% and 74.4% respectively. For our specialized courses, such as Logic, Ancient Philosophy, and Philosophy of Religion, the sample sizes were too small to draw conclusions. Our largest sample was for the Introduction to Philosophy course, which has a strong success rate of 76.6% and indicates “criterion met” results above the benchmark of success for each of the SLO assessments.

The Philosophy Program has also participated in assessing ISLOs for Effective Communication (Fall 2015), Citizenship (Spring 2017) and Critical Thinking (2018). These also indicated “criterion met” for each of the measures of success.

II.D Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative

Our offering pattern is planned as follows:

PHILOSOPHY COURSES:	Frequency	CSU	IGETC	AA
PHIL 100: Intro to Philosophy (AA, AB)	F, S, Sum	(C2)	3B	C2
PHIL 103: Critical Thinking (AA, OL)	F, S, Sum	(A3)		A3
PHIL 160: Hist. of Phil. - Ancient	once/year	(C2)	3B	C2
PHIL 200: Introduction to Logic	once/year	(A3)		A3
PHIL 240: Introduction to Ethics	F, S, Sum	(C2)	3B	C2
PHIL 280: Political Phil (also PLSC 280)	once/year	(C2) (D3)	3B; 4	C2; D
PHIL 300: World Religions	once/year	(C2)	3B	C2
PHIL 312: Philosophy of Religion	once/year	(C2)	3B	C2
<i>PHIL 320: Asian Philosophy-Reactivated</i>	<i>once/year</i>	<i>(C2)</i>	<i>3B</i>	<i>C2</i>
PHIL 175: History of Modern Phil	DELETED	(C2)	3B	C2

Our courses are offered to allow majors to have access to core courses every semester and elective courses yearly. We have one fully online DE course (PHIL 103) that is also a core course and is offered every semester including summer. Currently, we have an SI that supports both the face-to-face and online students of PHIL 103. Core courses and some elective courses are also available to evening students.

We are currently running only 8 sections per semester due to low College enrollment patters. The following plan assumes 9 or 10 sections in Fall and 11 sections in the Spring—if our usual 3 evening courses are included. We are currently not offering PHIL 103 in the evening (we did in past years). We are considering the possibility of staffing PHIL 160 and the reactivated PHIL 320 as fully online courses. Or, if low enrollment persists, we may need to delete PHIL 320.

Plan for Future Course Rotations and Instructors: **Colombetti** - **Zoughbie** - **Diamond** - Staff

FALL (DAY)

100 (two: AA, AB)
 103 (two: AA, OL)
 240
 312
 160

SPRING (DAY)

100 (two: AA, AB)
 103 (two: AA, OL)
 240
 200
 320
280 / PSLC 280 (cross listed)

FALL (EVENING)

100
 103
 240

SPRING (EVENING)

100
 103
 300

SUMMER: 100, 103 (OL), 240; evening 100 and/or 240

II.E Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

1. College Redesign and Guided Pathways:

The Philosophy Program faculty participated in numerous workshops to develop the College Redesign and Guided Pathways initiatives. We have also introduced and structured our PHIL AA-T degree to match this initiative. Our core course and electives are offered on a pattern that leads majors through a guided completion of the degree requirements.

2. GE Thematic Clusters:

The Philosophy Program faculty participated in numerous workshops to develop this new college initiative as part of the broader College Redesign. In particular, we have modified the course outline of record (COR) for PHIL 240 (Introduction to Ethics) to include a component for the *Sustainability and Social Justice* thematic cluster. We are collaborating with faculty in other programs/disciplines to coordinate our development of this theme. Our aim is to develop “an institutional culture that is committed to environmental sustainability and justice.” The core tenet of sustainability is “to meet the needs of the present without compromising the ability of future generations to meet their own needs.”

3. Redesign of the Honors Transfer Program:

The Philosophy Program faculty participated in the creation and development of the HTP from its inception in 1999. We have since offered numerous honors courses, once per year, in Ethics, Introduction to Philosophy, and World Religions—always with special themes. However, the program has recently shifted from a model of dedicated courses to a model of student-faculty contracts. In recent semester we have supported students with contracts on special topics that are of special interest to the student or that relate to the student’s major. For example, some Honors Transfer Program students majoring in Psychology have completed honors projects in topics within Philosophy that overlap with their major. This semester, a student majoring in Computer Science is doing an honors contract within our Logic course.

4. Demand for Online Courses:

The Philosophy Program is helping to meet a demand for online instruction by offering a course in Critical Thinking (PHIL 103) Fall, Spring, and Summer. This course was taught as a Hybrid course for several semesters but is now fully online as of Spring 2019. We are considering the possibility of adding another online Philosophy course in the future, perhaps PHIL 160 (History of Western Philosophy: Ancient to Medieval) and/or PHIL 320 (Asian Philosophy). The Philosophy Program has also created a fully online course in Medical Ethics (PHIL 10B) that is offered within the Respiratory Therapy Program.

5. Socio-Political Environment:

Our College Values affirm that “education is the foundation of our democratic society.” Yet our democratic values and institutions are at risk from the spread of anti-liberal doctrines and authoritarian tendencies (of both the left and right). Colleges and Universities are not exempt from these polarizing influences. The Social Sciences and Humanities, in particular, have become increasingly politicized throughout the Academy. Institutions of higher learning are faced with a widespread surge in ideological movements that are often presented to students as orthodoxy. Most conspicuous among these are Critical Theory, Post-Modernism, Social Constructivism, and Cultural Relativism. These trends are opposed to the values and intellectual currents of Modernism and the Enlightenment: e.g., universal liberalism, individualism, shared humanity, progress, empirical science, standards of reasoning, and objective truth. In this environment, the challenge for the Philosophy Program is to foster viewpoint diversity and to guide students towards an open-minded but genuinely critical approach to these ideas.

II.F Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative

The College defines “equity” as “providing support based on the context and needs of each individual” (SESP website). More precisely, it can be understood to mean *differential provision, based upon need, to ensure fair equality of opportunity in attaining basic social goods (such as education)*. Equity does not guarantee equality of *outcome*; rather, it ensures fair equality of *opportunity*. The College, through its broad spectrum of student services and support, does an exemplary job of responding to differences in ability, preparation, and life experiences so as to ensure that all students have the opportunity to achieve their potential.

The Philosophy Program supports the College commitment to the availability of quality educational programs for “every member of our community regardless of level of preparedness, socioeconomic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status.” This starts with a statement on the first page of the course syllabus: “This class is a welcoming place for students of all ages, abilities, backgrounds, socioeconomic status, nationalities and ethnicities, gender identities and expressions, religious practices – and other visible and non-visible differences.” The syllabus also contains a statement on policies and procedures regarding sexual misconduct and harassment.

Of course, there are remaining challenges regarding equity gaps. The data for Success and Withdrawal rates—for both the College and the Philosophy Program—continues to indicate disparities for ethnic groups (as the chart below indicates). We noticed that the values for the Philosophy Program closely match those of the College and of comparable academic programs in the Social Sciences (data is for face-to-face courses; data is excluded where the sample size was too small). **S** = Success rate; **W** = Withdrawal rate

	College		PHILOSOPHY		Econ		Psych		Socio		Anthro		History	
	S	W	S	W	S	W	S	W	S	W	S	W	S	W
Asian	80	10	79	10	78	11	76	10	81	8	81	7	77	12
Black	64	16	64	14	53	24	53	14	55	21	56	17	62	19
Filip.	75	13	72	18	65	16	71	10	73	15	77	10	72	14
H/L	69	15	71	17	60	21	61	13	65	16	68	13	62	18

Pac.Is.	62 17	69 14	45 29	48 19	47 20	48 12	53 20
White	79 11	82 13	76 10	74 9	74 11	77 11	77 13
Multi	72 14	71 16	66 13	67 11	68 15	69 12	69 16
Unrep.	77 11	79 5	82 11	69 7	71 13	83 0	73 14
TOTAL	74 13	75 15	70 14	69 11	70 14	73 11	71 15

The data on Success and Retention for gender also shows a close match between the College and the Philosophy Program (face-to-face courses only):

	COLLEGE		PHILOSOPHY	
	Success	Retention	Success	Retention
Female	77.5	88.5	76.7	84.3
Male	3.9	88.3	74.0	83.9

We recognize that there is no easy solution to the gaps reflected in the data, but we have attempted to respond to it in the following ways:

1. In addition to the syllabus statements mentioned above, we have changed textbooks and assignments to be more accessible and inclusive. For example, we draw upon cross-cultural philosophical perspectives (e.g., Confucianism, Buddhism) in the Introductory PHIL 100 course as well as in the Ethics PHIL 240 course. We also include philosophical writings by and about feminists in these courses. And we offer a course in comparative world religions (PHIL 300) that explores this important topic from cross-cultural and cross-disciplinary perspectives.
2. We begin every semester with information and direction to student services, particularly Spark Point, DRC, Health Services, and Learning Center. We have also invited brief classroom presentations by representatives from Spark Point (Michele Haggar, Chad Thomson) and the Learning Center. We respond to student requests for accommodations in a timely and supportive manner.
3. We address issues of environmental racism and social justice as part of the new *Sustainability and Environmental Justice* element of the PHIL 240 course.
4. Working with Gavin Townsley at the Learning Center, we now have embedded Supplemental Instruction leaders for two courses (PHIL 100 and PHIL 103) to support student learning.



5. We have consulted with staff at the Promise Scholars Program (Sha'Kuana Ona, Retention Specialist) to support student success. We also reach out personally to struggling students.

III.A. Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative

1. We have deleted a course in History of Western Philosophy: Modern (PHIL 175). This course was deleted due to low student interest and prior cancellation. It had not been offered in several years. We have also reactivated a banked a course in Asian Philosophy (PHIL 320). These changes have been approved in Curriculum Committee.
2. All Philosophy course outlines (COR) have been updated on CurricUNET and all have been approved in Curriculum Committee. This includes the reactivated course (PHIL 320) as well as a course for the baccalaureate program in Respiratory Therapy (PHIL B10: Medical Ethics).
3. Students do have access to the courses they need to complete a PHIL AA-T degree in a timely manner. See chart under section II.D.
4. Our pattern of course offering enables students to complete their degree in a timely manner. There are two pairs of **Core Course** (students must take either 100 or 240; and either 103 or 200). Three of our Core Courses (100, 103, 240) are offered every semester. **Electives** are offered once/year:

Fall	Spring	Fall	Spring
100 or 240	103 or 200	100 or 240	103 or 200
312 or 160	280 or 300	312 or 160	280 or 300

Summer: 100, 103, 240

IV.A **Considering Key Findings**

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative

We looked at key findings in six areas:

Enrollment: Enrollment has been dropping for most of the past 5 years, except 2015/16. For the years 2014/15 to 2018/19 our Enrollments by Term totals were 855, 879, 778, 666, 645. This is partly due to overall College enrollment drops. It may also be due to the recent introduction of PHIL B10 (Medical Ethics for the BA Program in Respiratory Therapy), which started with very low enrollments. And it may also be partly due to the fact that we are offering one or two fewer sections in Fall and Spring compared to past years. The Enrollments/section, however, matches or exceeds that of the College.

Efficiency: The load and enrollment/section are healthy, although declining in the recent three years:

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Load	Enr/s								
PHILOSOPHY	577	35.6	565	36.6	499	32.4	432	27.8	434	28.0
COLLEGE	551	29.8	551	30.9	513	28.2	522	28.5	529	28.1

Course Offerings: Our Core Courses are offered every semester, including summer. Elective courses are rotated once per year or offered at least once/two years. We deleted an under-enrolled course (PHIL 175: History of Western Philosophy - Modern). We also temporarily banked an under-enrolled course (PHIL 320: Asian Philosophy) with the expectation of offering it again when the College-wide enrollment situation improves. The reason for banking rather than deleting the PHIL 320 course is that the College (as well as the Program) needs more curriculum that covers Asian studies given the demographics of our student population, the numbers of International students from Asian nations, and the importance of Asia as an economic trading partner, and the College mission that emphasizes a global community of learners.

Overall Success Rates: The success rates for the Philosophy Program (74.5) match those of the College (74.4) and of other comparable departments.

Success by Ethnicity: An ongoing challenge is to narrow the achievement gap between ethnic groups served by our College. We have taken steps in recent years to modify curriculum to make it more inclusive and culturally diverse, added language to the syllabi to provide more information to students about access to support services, and make more connection with the Learning Center to provide support and assistance.

New Initiatives: We have recently launched a new AA-T degree, developed a successful and active Philosophy Club, incorporated Supplemental Instruction (SI) Leaders for two Core courses (PHIL 100 and PHIL 103), and modified one of our Core courses (PHIL 240) to serve the Thematic GE Bundle in Sustainability and Environmental Justice. A

considerable amount of time and effort has been invested in developing supplemental materials for Canvas for all four of our core courses. Since the previous CPR, Overall, the data indicates that the Philosophy Program is doing as well as the College overall in measures of retention and success, and as well as comparable programs. The Program is healthy and strong. One of its strengths is that it effectively complements and supports other programs/majors by drawing out the interdisciplinary connections and by training students in the methods of logic and critical thinking. Continued improvements are best focused at the level of curriculum, course content, and delivery. To achieve our goals, we will continue to focus on discipline-specific professional development, maintaining faculty currency in the discipline through on-going research and professional activities (e.g., publication), and improving course content and delivery through lectures, assignments, and Canvas supplements.

IV.B Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

In addition to the statements of the last paragraph of section IV.A, we envision a future in which more students choose to enroll in our Critical Thinking course. We also hope that the Program can expand to eventually support a second full-time professor.

Even prior to launching our new AA-T degree, we are aware that several Skyline students have transferred successfully to U.C. Berkeley and SF State as Philosophy majors. One of those students started in our Middle College program, is currently at SF State, but has returned to take one more course from us, and remains an active member of our Philosophy Club. Two other members of the Phil Club are enrolled at SF State. We hope to continue to foster connections between Skyline and transfer institutions. We want to prepare our students for successful transfer and careers.

Above all, our mission for the Program is to educate in the humanistic, scientific, and Enlightenment tradition that aims at truth. We train and encourage our students to be open-minded but rigorous critical thinkers, to avoid dogmatism and narrowness, to think comparatively and assess ideas in an open and fair manner. All ideas are subject to examination and criticism in a spirit of academic freedom and civility.

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative

- 1. Thematic GE Bundle:** We plan continued modification to the syllabus and assignments of PHIL 240 to reflect the adoption of the Sustainability and Environmental Justice GE Theme into this course. We also plan to collaborate with other departments that also have courses adapted to this GE theme. The stated aims of the Sustainability Bundle is to help students:
 - Recognize the interdisciplinary nature of sustainability issues while engaging in the development of solutions for creating more sustainable societies.
 - Understand the impacts that humans have on the environment, as well as the disproportionate impact on ethnic, racial, and socioeconomic groups
 - Build skills for analyzing, interpreting, and communicating about complex environmental issues.
- 2. Course Content:** We plan continued modification to the content of our courses to respond to (a) changes in the discipline and (b) cultural/political trends that necessitate engagement by academic disciplines such as ours. The issue of global climate change is one example of both of these challenges: First, there is an emerging philosophical literature on Sustainability, so our faculty must try to keep current in the discipline and carry this forward to our classrooms and students. Second, there are cultural, scientific, social, and political trends that invite or require a response. Of course, our Program's participation in the Sustainability GE Bundle reflects our willingness to continue to improve course content. And this particular issue is just one example. The Philosophy Program also aims to be responsive to developments in culture generally, the sciences, religion, politics, and other areas. We aim to continuously improve academic content.
- 3. PHIL 103 Distance Education:** We plan to compare face-to-face, online, and hybrid versions of PHIL 103. Spring 2019 is the first semester that we offered a fully Online PHIL 103 course. We plan to compare this to the Hybrid version that was last offered in Fall 2018 to look at the differences in enrollment, retention, and success rates. We will also compare these DE formats to the face-to-face sections of PHIL 103 across several semesters. The purpose of the comparison is to see if it makes sense for us to return to the Hybrid format after having experimented with a fully online course for now three semesters.
- 4. Possible Additional Online Course:** Based in part on the results of the above comparison of face-to-face, hybrid, and online, we will consider the possibility of



introducing an online version of one of our other courses—e.g., PHIL 160 (History of Western Philosophy: Ancient and Medieval) or the reactivated PHIL 320 (Asian Philosophy).

V.B. Action Plan and Resources Requests

Develop one or more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

1. To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
2. IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

Please see the Planning Modules.

Associated Objectives

[1004-PHIL 103 comparison of face-to-face, hybrid, online](#)