

Bakersfield College

Comprehensive Program Review

I. Program Information:

Program Name: Michael McNellis

Program Type: Instructional Non-Instructional

Program Mission Statement:

The mission of BC's Philosophy Department is to promote student learning and success by providing quality instruction and services to majors and general education, transfer and vocational students, emphasizing critical thinking, reading, and writing in the areas of philosophy and religion.

Program Description: Describe how the program supports the [Bakersfield College Mission](#).

Philosophy has always been and continues to be one of the strongest traditional liberal arts majors in higher education. Some students major in Philosophy as a precursor to graduate work and academic careers, teaching and doing research in Philosophy, Education, and other fields. Philosophy's emphasis on critical thinking, theories of knowledge, value and reality, truth, rational argument and proof make it an excellent pre-professional undergraduate major (e.g., for law, theology, medicine, business, computer science) or minor (e.g., for the natural, physical and social science and humanities majors). Philosophy is consistently among the top three pre-law majors, as indicated by philosophy majors' average performance on the LSAT, which largely determines their placement into Law Schools.

BC's Philosophy Department—its description and mission—are very in line with the mission of our institution as stated: "Bakersfield College is committed to providing excellent learning opportunities in basic skills, career and technical education, and transfer courses for our community so that our students can thrive in a rapidly changing world." With a deliberately diverse and integrated curriculum, the philosophy department is in a unique position to provide opportunities to each prong of the three-pronged institutional mission of basic skills, CTE, and transfer/general education.

While the Philosophy program is primarily focused on building critical thinking, reading, and writing skills that supports general education and promotes transfer to four-year institutions, we also offer opportunities for students to obtain an A.A. in Philosophy. We are currently working on creating an A.A.T philosophy degree, which will align with SB1440 and the more recent SB440 bill to facilitate the rates of student transfers. Not a single course is taught in our department that is not transferable to both CSUs and UCs. We are committed to upholding the transferability of our course to increase transfer rates from our institution to four-year institutions.

With regard to career and technical education, we have created and supported relationships with and course curriculum for the nursing department. Our Phil B12 is consistently promoted by the nursing department and has become a prerequisite course for nursing students entering into the nursing program. With a view toward student success and student workforce preparedness, we are in the process of establishing dialogues with STEM related disciplines to identify synergistic courses such as a building a writing for engineers course or build said course into one of our existing critical thinking courses. Thus, we believe that creating strategic partnerships between philosophy and other departments is one of the strengths of our department. In particular, the relationships between philosophy and other disciplines would not only create economies of scale but would in effect provide more opportunities for other majors to develop academic writing and critical

skills specific to their field of interest.

Finally, with regard to basic skills, none of our courses have prerequisites, save for Phil B9, and, we serve basic students directly in our courses. BC's philosophy department provides explicit, focused, and targeted instruction on the basic skills of reading, writing, and critical thinking. Our advantage is that we provide content that is both accessible but highly critical and, based on student and faculty testimonies, inspires students to discover reasons to write, read and think better. All of our courses are writing and reading intensive courses and many students find the value and motivation in addition to developing the requisite skills needed for collegiate level courses to persist in their academic journey.

Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)—please list:

- 1 . Explicate and evaluate arguments
- 2 . Explain major philosophical or religious ideas
- 3 . Defend personal positions on important philosophical issues.
- 4 . Demonstrate clear writing and speaking about philosophical or religious ideas

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers.

Associate of Arts in Philosophy (A.A. Philosophy)

Associate Transfer Degree in Philosophy (in process – will be completed by the end of the academic year)

- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both.

Not applicable.

- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Not applicable.

II. Program Assessment:

- A. How did your outcomes assessment results during the past three years inform your program planning?

We are focusing on *formal* program assessment this year. We plan to *formally* assess two of our four program outcomes, namely a) explicate and evaluate arguments and b) explain major philosophical or religious ideas.

- B. How did your outcomes assessment results during the past three years inform your resource requests this year?

We are *formally* assessing our PLOs for the first time this 2014-15 academic year.

- C. Describe how the program monitors and evaluates its effectiveness.

We currently monitor and evaluate our effectiveness through the following activities: a) analyzing student success and retention data, b) informal conversations with our majors, c) quality of essay submissions to our end-of-year Student Colloquium; d) number of students attending and/or participating in the following academic programs: Gadfly Café, Student Essay Content, and Student Colloquium, and d) improvement in grades on assignments throughout the semester.

- D. Describe how the program engages all unit members in the self-evaluation dialogue and process.

We meet formally and regularly each month as a department to engage all unit members in the self-evaluation dialogue and process.

- E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

We are *formally* assessing our PLOs for the first time this 2014-15 academic year.

- F. What have the program's PLOs/ AUOs revealed or confirmed in the last three years?

We are *formally* assessing our PLOs for the first time this 2014-15 academic year.

- G. *If applicable*, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements). Not applicable.

- H. Discuss the strengths of your program.

We are still very strong in productivity, student success, especially regarding student transfer and course/program completion, faculty involvement on campus, and diversity. That being said, what was not mentioned is our strong relationship with some of the career and technical education departments. I see this getting stronger in the years ahead.

- I. Discuss areas for improvement in your program.

There are two areas of weaknesses identified in last year's review that are still weakness this year, namely the number of A.A. degrees awarded and assessment, but there is one weakness that has improved, namely the total number of students served—not to be confused with productivity (numbers of students per section). One weakness that can be added this year is the lack of qualified and available adjuncts in our area.

Explanations: Our program still does not offer a high number of A.A. degrees, but we expect this will modestly change once we implement the new A.D.T. Philosophy degree. Fortunately, we are making headway on assessment and with a renewed spirit and energy, we are confident we can start completing most assessments of both program level and course level outcomes (SLOs) within a couple of years. As for the adjunct issue, this is a tricky one, because with no four-year institutions offering a master degree in our surrounding area, adjuncts are few far between, which is why we typically have to hire full-time instructors in order to attract talent.

- J. *If applicable*, describe any unplanned events that impacted your program.

Over the last year and a half, we had several unplanned events that negatively impacted our program. The former chair stepped down due to medical reasons, we have a faculty member who has been on administrative leave since January of 2014, and a full-time faculty member leave our institution for a new one at Moorpark College. Essentially we have lost what is equivalent to two full-time faculty members and are currently in a desperate need of at least one full-time faculty member hire, but a case could be made for two more.

III. Resource Analysis:

- A. Human Resources

1. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. ([Faculty Request form](#); [Classified Request form](#))

- 1) We have lost one full-time faculty member to another institution and another to what appears to be an extended administrative leave (currently at 3 semesters with no indication of when or if faculty member will return).
 - a. Since both faculty members taught overload, we lost what is equivalent to 14 courses/semester, or 28 courses/year, or approximately 120 FTES. This is a significant loss of FTES.
 - b. To accommodate this loss, each of the 5 remaining full-time faculty members have agreed to teach double or triple overloads. This is not sustainable over the long-run, which when faculty members become unable to continue this high overload, FTES numbers will drop significantly.
 - i. Despite this loss of faculty and with the vibrant and collective spirit of philosophy faculty members, the department actually increased its unduplicated headcount from 3039 to 3221 (up by 6% from 2012-2013). Our department helps the institution reach its FTES's goals but needs a replacement to keep this increase sustainable! With 5 full-time faculty members, our department's FTEF is 18.8!!
 - ii. Adding this one faculty request will put us at 6 full-time faculty members, making us closer to the 7 we had last year.
- 2) Adjunct faculty members are not readily available in Kern County. There are no local institutions that support a M.A. in philosophy, making it difficult to attract adjuncts.
- 3) Drawing on the budget decision criteria of whether this request is worth the cost, note that philosophy instructors are typically known for their high-level of productivity. We are among the best bang for your buck in the district. We can run 381.2 FTES on essentially faculty salaries alone. While the collegewide average for students/section for traditional courses is 32 and online courses 46, ours are 44 and 59 respectively.
- 4) In order to maintain our support for Allied Health and our core Critical Thinking function on campus, we need this replacement. This meets both the student success and Transfer mission of our institution.
 - a. More specifically, a replacement will help us meet the new high demand for our Phil B9: Advanced Critical Thinking and Composition courses. Currently is the only consistently taught course that meets the UC critical thinking requirement! Without such a position, the Transfer mission of our institution will be negatively impacted on a significant level.
 - b. Also, we need to maintain our Phil B12 offerings to help provide a smooth pathway for nursing students.
- 5) Every one of our 80+ courses offered are waitlisted within a month or two into registration. Not a single traditional course is canceled for low enrollment. This suggests high demand for our course offerings.
- 6) Philosophy professors initiate services (student pantry) and programs (Gadfly Cafe) that contribute to the overall growth, learning and citizenship in ways that far surpass our mere contribution to GE.
- 7) Anticipating at least one, possible two retirements, in our department of 5 full-time faculty members, we need to be proactive in helping the new faculty transition into his/her new role and ensure the integrity of our program.

2. Professional Development ([Professional Development form](#))

- Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.

Our program has a high-level of professional development effectiveness. Some of the professional development that our program or faculty members have either lead or participated in include all of the following: Helped kickstart the first-ever BC Data Conference, Lead the DataTeam for the first semester, Starred in the College Research Survival Skills Video (<http://www.youtube.com/watch?v=BNHPUge6Obc>), Delivered a talk at the Equity Conference, Delivered a talk on leadership entitled "Leadership and Management: Not the Same Thing" for business students, Facilitate at least 6 Gadfly Cafe' Discussions per year, Teamed up with Communication department to deliver a talk entitled "When Words Wound: Language and the Oppression of Women." for

Women's History month, Co-leads the BC DREAMers group, Attend program review workshops with Kate Pluta, opening day activities, TED talk presenters, etc.

- a. Provide rationale for future professional development opportunities and contributions that your program can make.

Our department is invested in making our campus great and our participation, either as leaders or participants, embodies our commitment. Our goal is to continue to be leaders on the data front, Gadfly Café discussions, BCDREAMERS group, and TED talks in addition to providing programs that directly involve students, like the Student Essay Competition and the Student Colloquium.

B. Facilities (M&O requests can be submitted by completing the [M&O Request form.](#))

1. Assess the effectiveness of the facilities used by your program in meeting [college strategic goals](#).

Our rooms in the Humanities building, namely 104 and 105, still have crumbling walls and falling ceiling tiles. The Humanities building still has an ineffective and unreliable elevator. These points negatively impact student's success in two ways: it shows the students that the campus does not care about the student environment, which may be correlated with an increase in student motivation to be successful—leading to lower retention rates. Also, by not having a functional elevator, the second floor classes have had change rooms mid-semester because a student with a disability couldn't access their classroom. Without a functional and reliable elevator, this negatively impacts a small, but nevertheless significant, student population who need such an accommodation. In the end, the lack of care taken to our classrooms negatively impacts student success! Finally, we need blinds put up in instructor's office, FA70, as the sun enters directly into the room and heats it up, making it unbearable and untenable for instructor to help students during afternoon office hours.

2. Justify your facilities and M & O request.

Please remodel and/or update our rooms by painting and fixing walls in Humanities 104 and 105 (see rationale in B1). Please replace or permanently fix the elevator in the humanities building (see rationale in B1). Please put up blinds in FA70 (see rationale in B1).

C. Technology (Technology requests can be made by filling out the [ISIT Request form.](#))

1. Has your program received new or repurposed technology in this 3-year cycle?

No, we have not received new or repurposed technology in this 3-year cycle.

If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the effectiveness of this technology?

- i. *New office and classroom computers for faculty and 16x9 aspect ratio screens for the classrooms:* Our faculty members have outdated, sluggish, and, in two cases, broken office computers. Some of our faculty has computers that shut down spontaneously, making it a very unreliable. Our classroom computers have not been updated for over 4 or 5 years now. Evaluating the effectiveness of this technology should be self-evident.
- ii. *Installing a smartboard or brightlink in one of our classrooms* would provide the department with an opportunity to create lectures that could be saved and uploaded to Moodle for student review, to produce compelling visuals in our religion courses, and, most importantly, to generate interactive lectures for our logic and critical thinking courses. More importantly than that, however, might be that our

students are coming to us with an experience of digital technology that is not replicated by our current technology options in our department's classrooms. We are not meeting our students' needs or expectations, which in effect could certainly correlate with student success. We would evaluate such technology based on both qualitative data obtained from student interviews and quantitative data pulled from our department scorecard of retention and success rates.

- iii. *Installing a "short throw, wall mounted" projector* in room H105. At present, the current television system is limited in its usefulness. The projector images are larger and easier to see, and do not require the teacher to strain his/her neck to use when standing in front of the computer. Estimated cost reflects cost of hardware, installation and additional wiring. This is a cheaper route than asking for two brightlink boards. We thought since some of our faculty members prefer projectors and others a smartboard, we would ask for a short throw in one room and a brightlink in the other. We would evaluate such technology based on both qualitative data obtained from student interviews and quantitative data pulled from our department scorecard of retention and success rates.
- iv. *Providing the chair with a laptop* is of critical importance to increase efficiency and communication on campus. As it works now, personal laptops are used. This argument can be applied to the Deans as well, who work very hard and have to use their own laptops in order to complete everyday job-related tasks. Meetings between chairs and Deans could become work meetings, where both are using laptops to complete important paperwork. The laptop would transfer from the outgoing to the incoming chairs and, possibly, only to those who need to work closely with the chairs. This would improve the outcomes and efficiency of our program, which also would positively impact the effectiveness of our institution. *This is an essential technology for chairs in order that they can be as productive, helpful, and constructive as they possibly can.* Evaluating this technology could come from both qualitative and quantitative sources. Qualitative data can be obtained from interviews of chairs and administrators. Quantitative data can be obtained from an objective survey distributed to chairs and administrators after a semester's time. If laptops do in fact increase communication, efficiency, and productivity, then this option should be strongly adopted campus-wide. In short, this requests helps fulfill strategic goals of student success, communication, oversight & accountability, and integration.

2. Discuss the effectiveness of technology used in your area to meet [college strategic goals](#).

Currently, we have priority classrooms without effective technology. Thus, we use white board and Expo markers. While for some of our faculty and courses this is sufficient, it is not sufficient for other faculty and courses that demand more of a media centered approach to the learning process. Student success would be positively impacted in these media-centered courses.

3. Does your program need new or repurposed technology to support student success? Justify your ISIT Technology Request and your vision for meeting student, program, or administrative unit outcomes for this next 3-year cycle.

Yes. See response to question number one where a delineation of the three new technologies needed to

support student success in our program.

- D. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](#)). If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

We will be asking for an increase to our currently deficient departmental budget allocation. Last year, the dean, currently our former dean, rejected our original proposal of \$2500 and counter proposal of \$1000, which was an increase to the \$150 budget request that was suggested by him and formerly given to our department in the previous year. Supplies alone cost significantly more than \$150 and last year some of our faculty members had to teach without new Expo markers for the last month of instruction when a supply request was denied by our former dean. This makes for an impossible teaching environment when we are not allocated enough money to supply our faculty members with the simplest and most basic tools for instruction – namely markers to write on a white board. Moreover, we run three really big programs that impact students directly, which, in the past, have been funded solely from the wallets of the department’s faculty members. These programs are the student colloquium, student essay contest, and the monthly Gadfly Café’ discussions facilitated by Rene’ Trujillo. There are marketing and production costs to these events, not saying anything of the cost of refreshments and food. Notwithstanding the marketing costs, the supplies alone for markers can be estimates as follows: 1 dozen of black expo markers cost \$16.50. Assume a faculty member uses ½ a box for every month he teaches, which is the lower end of the use scale, and with 8 faculty members, including adjuncts, in the department, an estimate of 40 boxes should be ordered (5 boxes for each faculty member for the year). This alone totals \$742.05 before tax (\$803.27 with tax). We also need powerpoint clickers for each of our rooms. When we include marketing and food expenses for our events, we are looking at about \$100 and \$200 respectively, for a minimum of \$300. This year we are asking the low end of our budget, which will be \$1250.00-\$1300, and as we better define each of our costs, we make appropriate additions or subtractions to our budget in the future.

Relating our increase to the impact it will have on student success: first, markers are mission critical for instruction purposes and students need academic opportunities outside the classroom to help them develop academically and see the value of applying academic knowledge to real world issues. Our programs offer these types of academic opportunities and minimal funds are required in order to continue to provide these opportunities.

IV. Trend Data Analysis:

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

- A. Changes in student demographics (gender, age and ethnicity).

With regard to gender and age, there have been no significant changes (f/m: 60/40; 20-29 still our highest age served at 57%). That being said, there has been a significant switch over the four years between Hispanic/Latino and White ethnicities. In 2008-09, the ratio was 44%/35%, whereas last year, the ratio of Hispanic to White was 61%/25%. We now serve the prominent ethnicity of Hispanics. We have seen a steady African American group (5% in 2009-10 to 5% in 2013-14).

- B. Changes in enrollment (headcount, sections, course enrollment, and productivity).

In comparing 2009-10 headcount, sections, and student/section to 2013-14 years, one recognizes that the total number of sections has remained the same at 80, but in 2013-14, we added 4 more traditional sections and decreased our online offerings. While we lost two faculty members last year, we actually increased the total unduplicated headcount from 3039 to 3221 (+6%). Also we saw an increase of 2 from 42 student/section to 44 students/section. Our department remains committed to ensuring that students find our courses accessible. That being said, our productivity has always remained significantly higher than the collegewide productivity numbers with a ratio of 20.3 (up from

20.1 last year) for philosophy and 17.5 for the campus (notice this decreased from 17.9).

Success and retention for face-to-face as well as online/distance courses.

Given the degree of critical thinking, reading, and writing involved in our courses, we would expect that we would be slightly below collegewide retention and success rates. As it turns out, we are very close when comparing F-t-F numbers. In our subject area, we have 86% retention rates compared to the collegewide 87% rates for F-t-F courses. Our 67% success rates are comparable to the 69.1% success rates for F-t-F collegewide. What is surprising is that our online student success percentages are higher than the campus-wide numbers (our 59% to a collegewide at 52%).

C. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

The number of A.A. degrees in philosophy awarded (N=6) remains consistent with the last three years of degrees awarded. This is up by 3 from 2009-10 years.

D. Other program-specific data (please specify or attach).

E. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

Degree or Certificate	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A.A. Philosophy	5	4	6	(6)	(6)	(6)

V. Progress on Previously Established Program Goals, Future Goals and Action Plans:

A. List the program’s goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal <i>(state goal)</i>	Which institutional goals from the <u>Bakersfield College Strategic Plan</u> will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (Choose one)	Comments (if applicable)
1. To finish updating its courses outlines in CurricUNET	<input checked="" type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input checked="" type="checkbox"/> 4: Oversight & Accountability <input checked="" type="checkbox"/> 5: Integration <input checked="" type="checkbox"/> 6: Professional Development	<input checked="" type="checkbox"/> Completed: Submitted last 2 courses in F2014 <input type="checkbox"/> Revised: _____ (Date) (state revised goal)	
2. Refine and establish all Program level SLOs that are measurable and informative	<input checked="" type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input checked="" type="checkbox"/> 4: Oversight & Accountability <input checked="" type="checkbox"/> 5: Integration <input checked="" type="checkbox"/> 6: Professional Development	<input checked="" type="checkbox"/> Completed: S2014 <input type="checkbox"/> Revised: _____ (Date) (state revised goal)	

3. To initiate and build into the norms of the department an on-going process of assessment with a view to be comprehensive in our assessment activities.	<input checked="" type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input checked="" type="checkbox"/> 4: Oversight & Accountability <input checked="" type="checkbox"/> 5: Integration <input checked="" type="checkbox"/> 6: Professional Development	<input checked="" type="checkbox"/> Completed: F2014 <input type="checkbox"/> Revised: _____ (Date) (state revised goal)	Created documents that were disseminated throughout the department to assist in the on-going assessment process.
4. To adopt an on-going process of program development to help identify any gaps in our program offerings, services, and professional activities.	<input checked="" type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input checked="" type="checkbox"/> 4: Oversight & Accountability <input checked="" type="checkbox"/> 5: Integration <input checked="" type="checkbox"/> 6: Professional Development	<input checked="" type="checkbox"/> Completed: _S2014 <input type="checkbox"/> Revised: _____ (Date) (state revised goal)	Online instruction certainly applies to this revised goal. Moreover, we view this goal as encompassing our outreach efforts to create partnerships with other departments, such as with our continued relationship with the nursing program and suggested interested in generating discussions with STEM related disciplines.
5. To develop a Transfer degree in philosophy.	<input checked="" type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input checked="" type="checkbox"/> 4: Oversight & Accountability <input checked="" type="checkbox"/> 5: Integration <input checked="" type="checkbox"/> 6: Professional Development	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: _F2014	We have initiated the first steps toward filing all the paperwork for this new degree.

B. List the program's goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College's strategic goals. Each program goal must include an action plan.

Future Goal	Action Plan	Lead person for this goal	Timeline for Completion:
1. Complete Transfer degree in philosophy	Meet with curriculum co-chairs to ensure all paperwork is filed appropriately and timely.	Michael McNellis, chairperson	By end of the year!
Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)			
<input checked="" type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input checked="" type="checkbox"/> 4: Oversight & Accountability <input checked="" type="checkbox"/> 5: Integration <input checked="" type="checkbox"/> 6: Professional Development			
Future Goal	Action Plan	Lead person for this goal	Timeline for Completion:
2. Assess two program PLOs	Meet with department and create a plan	Michael McNellis, chairperson	By end of the year!

Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)			
<input checked="" type="checkbox"/> 1: Student Success	<input checked="" type="checkbox"/> 2: Communication	<input type="checkbox"/> 3: Facilities & Infrastructure	
<input checked="" type="checkbox"/> 4: Oversight & Accountability	<input checked="" type="checkbox"/> 5: Integration	<input checked="" type="checkbox"/> 6: Professional Development	
Future Goal	Action Plan	Lead person for this goal	Timeline for Completion:
3. Assess at least one course level SLOs for every course offered this year.	Meet with department and create a plan	Michael McNellis, chairperson	By end of the year!
Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)			
<input checked="" type="checkbox"/> 1: Student Success	<input checked="" type="checkbox"/> 2: Communication	<input type="checkbox"/> 3: Facilities & Infrastructure	
<input checked="" type="checkbox"/> 4: Oversight & Accountability	<input checked="" type="checkbox"/> 5: Integration	<input checked="" type="checkbox"/> 6: Professional Development	

VI. Curricular Revisions (Instructional Programs only):

A. Review of Course Information:

- Column A list all of the courses associated with the degree.
- Column B list the Fall term the review process will be started for ongoing compliance.
- Column C list the compliance due date.
- Column D list any changes to courses with regard to distance education.
- Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

****Dates listed should reflect a five year cycle allowing for one year of review to maintain ongoing compliance.****

A. Course	B. Fall Term Review will be Submitted	C. Compliance Due Date	D. Distance Education Changes	E. C-ID Descriptors Available
Phil B6a	Yes	2020-21	Yes	Yes
Phil B7	Yes	2020-21	Yes	Yes
Phil B37	Yes	2019-20	Yes	No
Phil B32	Yes	2019-20	Yes	No
Phil B33	Yes	2019-20	Yes	No

A. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

Yes, CurricuNet was updated with all the correct descriptions in spring of 2014.

Is the program and course listing information in the current catalog accurate? If not, list the requested changes below. Catalog information should reflect what is in CurricUNET.

Yes, the catalogue was updated with all the correct descriptions in spring of 2014.

B. Student Education Plan (SEP) Pathway(s) uploaded to "Attached Files" in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? **Yes**

If applicable, SEP Pathway with IGETC indicated? **Yes**

If applicable, SEP Pathway with BC General Education indicated? **Yes**

****Please ensure that the information housed in CurricUNET and the current catalog match. ****

C. If applicable, provide a description of the program's future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

We work with the curriculum committee chairs to maintain alignment with C-ID descriptors and ADT degrees.

VII. Faculty and Staff Engagement:

A. Discuss how program members have engaged in institutional efforts such as committees, presentations, and departmental activities.

Activities:

- Starred in the College Research Survival Skills Video (<http://www.youtube.com/watch?v=BNHPUge6Obc>)
- Organize Student Essay Contest (w/ \$500 award going to winner)
- Organize Student Colloquium (where students present their papers and respond to questions from the audience)
- Helped kickstart the first-ever BC Data Conference
- Facilitate at least 6 Gadfly Cafe' Discussions per year: some examples include Sexism & Racism: Problems of the Past or Current Realities?, Art & Pornography: What's the Difference?, Religion: Vehicle for Liberation or Enslavement of the Individual?, Should We Be Able to Rent or Sell Our Bodies?--A Case for Prostitution and the Selling of Human Organs, Animal Rights: Is it Moral for Humans to Use Animals for the Purposes of Experimentation?, separation of Church & State: Is there a Role for Prayer in Public Places? (over 400 participants: students, faculty, staff, and community members)
- Delivered Levan Talk in Santa Fe, NM

- Teamed up with Communication department to deliver a talk entitled "When Words Wound: Language and the Oppression of Women." for Women's History month
- Delivered a talk at the Equity Conference
- Delivered a talk on leadership entitled "Leadership and Management: Not the Same Thing" for business students

Committees:

- Levan Center for the Humanities
- Levan Program Committee
- Co-leader of the BC DREAMers group
- Editorial board for the Roughneck Review
- FCDC
- Curriculum Committee
- Academic Senate
- CCA/BC Grievance Officer
- CCA/BC College Chair

Miscellany:

One of our faculty members has won the Samuel McCall Professor of the Year award twice within the last five years

Two of our professors were current nominees for the Sam McCall Professor of the Year award in 2013

Two of our professors are currently *en route* to completing doctorate degrees in higher education and plan on using this knowledge to assist our institution achieve its goals

One of our faculty members has some articles being reviewed for publication

- B. *Instruction Only:* Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

We treat our adjuncts as full-fledged faculty members and invite them to our departmental meetings, provide each with a faculty mentor, freely share our classroom materials and pedagogical ideas, and invite them to departmental events.

VIII. Program Funding Sources:

Identify any non-KCCD general fund sources

	Title of Account/Grant/Categorical Funding	Start Date	End Date	Percentage of Program Budget Covered	Positions funded wholly or in part
Foundation Accounts	n/a				
Grants	n/a				
Categorical Funding	n/a				

IX. Conclusions and Findings:

Present any conclusions and findings about the program.

To date, the philosophy department continues to meet the needs of the institution and our students. We are among the most productive departments on campus (productivity score of 20.3 to campuswide score of 17.5) notwithstanding our small size of 5 full-time and 2 part-time faculty members. We are a department of faculty

members who are among the most participatory faculty members on campus and among the most who are committed to student success.

VII. Attachments (place a checkmark beside the forms listed below that are attached):

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Faculty Request Form | <input type="checkbox"/> Classified Request Form | <input checked="" type="checkbox"/> Budget Change Request Form |
| <input type="checkbox"/> Professional Development | <input checked="" type="checkbox"/> ISIT Form | <input checked="" type="checkbox"/> M & O Form |
| <input checked="" type="checkbox"/> Best Practices Form (Required) | | <input type="checkbox"/> Other: _____ |