

COASTLINE
COLLEGE



2020-21
Comprehensive Program Review
Philosophy

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Executive Summary

Philosophy remains a critical and economically valuable discipline for students. 2017 research (Daily Nous) shows that return on investment for a philosophy degree is comparable to return on investment for engineering and health majors. This research likely underestimates the economic value of a philosophy degree because it lumps philosophy in with religious studies. While all majors are worthwhile and valuable, religious studies does not stress critical thinking in quite the same way that philosophy does, and so the extraordinary value of a philosophy degree is almost certainly higher than this research indicates. The following provides highlight from philosophy majors:

- The average mid-career pay for a philosophy major (BA) is 87.9k a year.
- It ranks higher than technical management, science and tech studies, marketing and communications, business and marketing management, financial management, applied computer science, and computing and information systems just to name a few.
- Students who major in philosophy do better on the GRE than any other major. They also do incredibly well on the LSAT (2nd best) and GMAT (4th). Again, these numbers would likely be higher if philosophy were not combined with religious studies programs for this research.
- More importantly, philosophy provides students with more than economic benefits. It provides additional value to students in terms of broadening their minds, exposing them to new ideas, sharpening their critical thinking in daily life, and in becoming a generally well-rounded and thoughtful citizen.

The forward strategy of the philosophy department is to develop an Associate Degree for Transfer (ADT) in Philosophy:

- Summer 2020: Rewrite philosophy 115 from the ground up to include a formal logic component and use an OER text. Put in to receive a C-ID # for this course in the fall.
- Summer 2021: Rewrite philosophy 120 to use an OER
- Summer 2022: Create a History of Ancient Philosophy course, which will, hopefully, allow us to offer an ADT.
- Summer 2023: Create content for a new business ethics course.
- 2024: Create content for environmental ethics or another course.

Section 1: Program Planning:

Purpose Statement:

The philosophy program is currently in a pre-ADT state. We are working on meeting all the requirements to offer an ADT. As we only have one full-time philosophy faculty member in the philosophy department, and as we lost a couple part-timers recently, producing all the content for these courses may take a while.

Description of the Program:

Currently we do not offer an ADT or any certificates. To offer an ADT we need at least the following:

- To update philosophy 115 (Logic and critical thinking) to include enough formal logic.
- Create content for and offer a History of Ancient Philosophy course.

After Philosophy 115 has been modified (the plan is to do this Summer of 2020), I hope to create a "Critical thinking and writing" certificate by combining the revamped 115 course with English 102 and perhaps with a separate formal logic course. This formal logic course is mostly complete but has been delayed due to ADA requirements (videos need to be close-captioned or alternative videos found). The formal logic course, though it went through curriculum, may not be offered because re-working 115 now seems like the preferable option.

Internal Analysis and Program Effectiveness

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	2,357	2,376	2,098	1,967	2,020
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	212.74	214.66	188.46	179.91	184.78
Sections	30	30	36	35	32
Fill Rate	76.4%	76.6%	67.7%	71.2%	77.2%
WSCH/FTEF 595 Efficiency	1,031	1,056	889	857	933
FTEF/30	3.4	3.4	3.5	3.5	3.3
Extended Learning Enrollment	465	499	402	341	226

The percentage change in the number of Philosophy **enrollments** in 2018-19 showed a slight increase from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Philosophy credit courses showed a slight increase from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Philosophy courses in 2018-19 showed a moderate decrease from 2017-18 and a moderate increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Philosophy courses showed a moderate increase from 2017-18 and a slight increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Philosophy courses in 2018-19 showed a moderate increase from 2017-18 and a moderate decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Philosophy courses in 2018-19 showed a slight decrease from 2017-18 and a slight decrease in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Philosophy **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	2,357	2,376	2,098	1,967	2,020

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	0.6%	0.3%	2.3%	2.2%	0.9%
Online	44.5%	37.6%	35.3%	33.8%	30.9%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.1%
Correspondence (Cable, Telecourse, Other DL)	54.9%	62.1%	62.4%	64.0%	68.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	31.0%	25.9%	26.8%	24.6%	22.1%
Male	67.9%	72.9%	72.1%	74.1%	76.7%
Unknown	1.1%	1.2%	1.1%	1.3%	1.2%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	18.5%	18.9%	16.8%	13.6%	16.3%
American Indian/AK Native	1.0%	0.9%	1.2%	1.2%	0.7%
Asian	16.0%	14.1%	10.5%	12.4%	12.1%
Hispanic	18.6%	22.0%	23.1%	23.1%	23.6%
Pacific Islander/HI Native	0.6%	0.3%	0.2%	0.8%	0.9%
White	32.7%	29.4%	33.7%	34.3%	32.2%
Multi-Ethnicity	10.8%	13.0%	12.5%	13.3%	13.2%
Other/Unknown	1.9%	1.5%	2.0%	1.4%	0.9%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	7.1%	7.0%	8.6%	9.4%	8.0%
20 to 24	22.8%	20.5%	17.4%	17.3%	14.3%
25 to 29	17.3%	18.1%	17.5%	16.3%	15.1%
30 to 34	16.5%	15.7%	14.9%	14.2%	13.4%
35 to 39	11.2%	12.3%	13.6%	13.5%	16.4%
40 to 49	16.2%	17.6%	19.1%	17.6%	21.1%
50 and Older	8.8%	8.7%	8.9%	11.7%	12.1%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Philosophy courses made up 3.4% of all state-funded enrollment for 2018-19. The percentage difference in Philosophy course **enrollment** in 2018-19 showed a slight increase from 2017-18 and a substantial decrease from 2014-15. Enrollment in Philosophy during 2018-19 showed 0.9% of courses were taught **traditional (face-to-face)**, 30.9% were taught **online**, 0.1% were taught in the **hybrid** modality, and 68.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Philosophy enrollment consisted of 22.1% **female**, 76.7% **male**, and 1.2% students of **unknown** gender. In 2018-19, Philosophy enrollment consisted of 16.3% **African American** students, 0.7% **American Indian/AK Native** students, 12.1% **Asian** students, 23.6% **Hispanic** students, 0.9% **Pacific Islander/HI Native** students, 32.2% **White** students, 13.2% **multi-ethnic** students, and 0.9% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Philosophy revealed 8.0% aged **19 or less**, 14.3% aged **20 to 24**, 15.1% aged **25 to 29**, 13.4% aged **30 to 34**, 16.4% aged **35 to 39**, 21.1% aged **40 to 49**, 12.1% aged **50 and older**, and 0.0% **unknown**.

Success and Retention

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	64.4%	67.5%	68.3%	74.7%	73.8%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	93.3%	85.7%	95.8%	63.6%	89.5%
Online	60.3%	74.3%	73.4%	74.3%	72.9%
Hybrid	-	-	-	-	100.0%
Correspondence (Cable, Telecourse, Other DL)	67.4%	63.3%	64.4%	75.4%	74.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	62.7%	74.4%	71.3%	76.0%	71.5%
Male	65.4%	65.2%	67.3%	74.4%	74.5%
Unknown	53.8%	62.1%	62.5%	68.0%	76.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	56.8%	55.6%	57.5%	67.8%	66.7%
American Indian/AK Native	43.5%	59.1%	57.7%	70.8%	66.7%
Asian	74.5%	80.6%	75.0%	79.4%	79.9%
Hispanic	62.1%	65.7%	63.8%	68.9%	71.6%
Pacific Islander/HI Native	50.0%	66.7%	50.0%	56.3%	57.9%
White	67.7%	72.9%	76.5%	81.2%	80.2%
Multi-Ethnicity	59.4%	63.8%	66.5%	73.2%	66.9%
Other/Unknown	64.4%	52.8%	58.5%	66.7%	77.8%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	64.9%	77.0%	79.0%	75.5%	77.8%
20 to 24	64.1%	69.2%	68.8%	69.5%	67.6%
25 to 29	59.7%	64.2%	69.8%	73.2%	69.9%
30 to 34	67.9%	61.5%	67.0%	78.1%	74.0%
35 to 39	67.0%	70.5%	66.3%	76.2%	75.8%
40 to 49	68.1%	70.6%	67.7%	76.6%	75.8%
50 and Older	57.7%	63.3%	61.0%	75.3%	77.0%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Philosophy courses in 2018-19 showed a slight decrease from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Philosophy 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Philosophy **course success rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Philosophy success rate for 2018-19, the success rate was substantially higher for **traditional (face-to-**

face) Philosophy courses, of minimal difference for **online** courses, substantially higher for **hybrid courses**, and of minimal difference for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Philosophy success rate for 2018-19, the success rate was slightly lower for **female** students in Philosophy courses, of minimal difference for **male** students, and slightly higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Philosophy success rate for 2018-19, the success rate was moderately lower for **African American** students in Philosophy courses, moderately lower for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, moderately lower for **multi-ethnic** students, and slightly higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Philosophy success rate for 2018-19, the success rate was slightly higher for students aged **19 or less** in Philosophy courses, moderately lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, of minimal difference for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, slightly higher for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	78.8%	84.5%	85.1%	86.6%	89.8%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	93.3%	100.0%	100.0%	84.1%	100.0%
Online	74.5%	86.3%	86.8%	86.0%	84.1%
Hybrid	-	-	-	-	100.0%
Correspondence (Cable, Telecourse, Other DL)	82.1%	83.3%	83.6%	87.0%	92.2%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	77.2%	87.6%	86.6%	88.0%	84.1%
Male	79.6%	83.4%	84.5%	86.2%	91.5%
Unknown	73.1%	82.8%	87.5%	80.0%	88.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	76.8%	83.3%	84.1%	83.5%	90.0%
American Indian/AK Native	78.3%	86.4%	80.8%	83.3%	73.3%
Asian	81.4%	89.9%	86.8%	88.9%	88.9%
Hispanic	78.1%	83.1%	84.3%	83.9%	89.7%
Pacific Islander/HI Native	85.7%	66.7%	100.0%	81.3%	89.5%
White	79.5%	86.1%	86.7%	88.9%	91.1%
Multi-Ethnicity	76.4%	81.1%	82.1%	86.6%	89.1%
Other/Unknown	82.2%	66.7%	87.8%	88.9%	77.8%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	80.4%	92.1%	92.3%	90.8%	88.9%
20 to 24	78.2%	86.0%	84.4%	82.4%	82.9%
25 to 29	74.7%	81.6%	85.9%	87.5%	89.2%
30 to 34	81.2%	81.6%	85.3%	88.9%	91.4%
35 to 39	81.1%	84.9%	83.5%	86.8%	92.4%
40 to 49	79.4%	85.9%	84.7%	87.0%	90.4%
50 and Older	78.4%	82.1%	81.3%	84.4%	92.6%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Philosophy courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Philosophy 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Philosophy **course retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Philosophy retention rate for 2018-19, the retention rate was substantially higher for **traditional (face-to-face)** Philosophy courses, moderately lower for **online** courses, substantially higher for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Philosophy retention rate for 2018-19, the retention rate was moderately lower for **female** students in Philosophy courses, slightly higher for **male** students, and slightly lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Philosophy retention rate for 2018-19, the retention rate was of minimal difference for **African American** students in Philosophy courses, substantially lower for **American Indian/AK Native** students, of minimal difference for **Asian** students, of minimal difference for **Hispanic** students, of minimal difference for **Pacific Islander/HI Native** students, slightly higher for **White** students, of minimal difference for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Philosophy retention rate for 2018-19, the retention rate was of minimal difference for students aged **19 or less** in Philosophy courses, moderately lower for students aged **20 to 24**, of minimal difference for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly higher for students aged **35 to 39**, of minimal difference for students aged **40 to 49**, slightly higher for students aged **50 and older**, and no comparative data for students of **unknown** age.

Equity

While not every demographic succeeds equally, it is not clear that there are equity gaps within the program itself that is the cause.

In addition, philosophy is a small department. As such, the sample size of each demographic is smaller and *much more subject to random variation between semesters*. For example, in 2017-2018 female students succeeded more than male students, but in 2018-2019 male students succeeded slightly more than female students. Since we have not changed anything as a department to specifically target males specifically for increased success (and, because the course content has not significantly changed) I attribute this to the stochastic nature of small sample sizes.

According to our survey 47% of our students are 30 or younger. This is a younger demographic than expected. 62.8% of our students are female.

Only 25% of our students are not working outside of their homes. Obviously, students who must hold down a job as well as attend classes are at a disadvantage over those who have the money and resources to focus on school full time. From an equity perspective moving to more OER (free) textbooks may help some. But, while we are striving for more OERs, it is unlikely that their presence will allow more students to focus solely on school. Because all students need to be graded based on the same standards (even if they work full time), there isn't much that a school or department can individually do about these larger and more societal issues of economic and distributive justice.

Achievement

As noted in the data above, the philosophy course success rate is substantially higher than the institutional set standard. We have had a decrease in active enrollments. Enrollment has been down college wide. This also contributes to the small-sampling variation mentioned above.

According to our student survey 48% says that the philosophy course they took is better than expected, while only 14.12% say that they are not as good as expected. 32% say they are exactly as expected. In addition, quality of instruction is rated more highly than any other factor (61.25%).

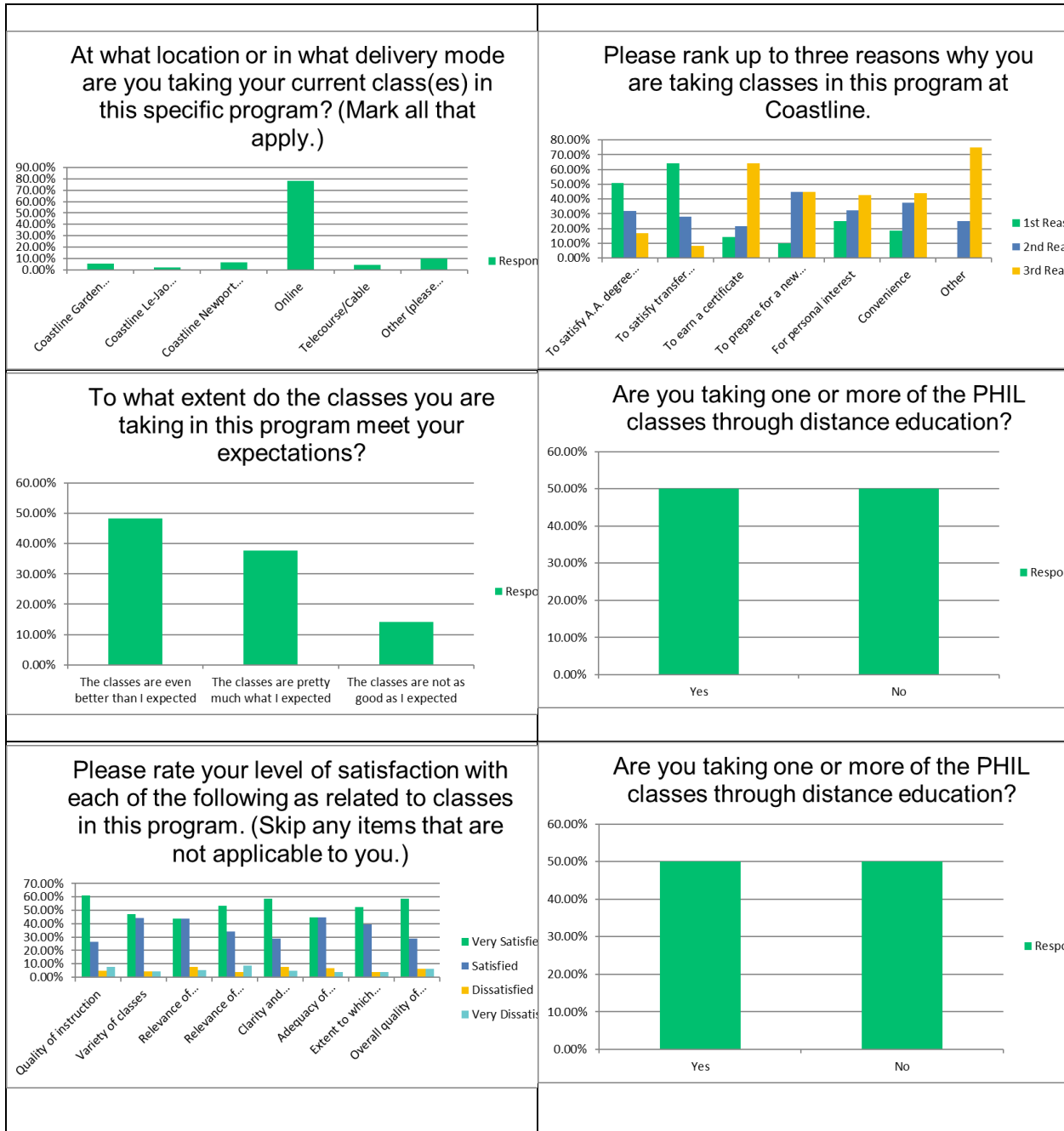
Program Efficiency

Our retention rate is higher than the college average and institutional standards. This is especially important given diminishing enrollments. Enrollment tends to be cyclic and will pick up again eventually. Given that enrollment tends to vary inversely with how well the economy is doing, and given that the economy is, unfortunately, likely to suffer from the Covid-19 Pandemic, I expect that we will see an uptick in enrollment in a year or two.

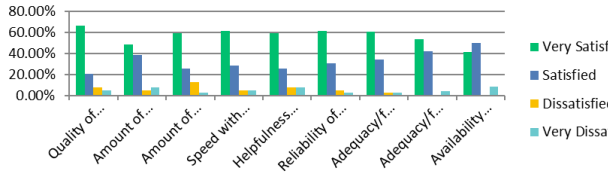
A surprising percentage of students (25% according to our survey) take philosophy courses primarily out of personal interests. This is compared to 39% whose primary reason is to satisfy a transfer requirement. While 25% is less than 39%, nearly $\frac{1}{4}$ students take philosophy courses out of personal interests. Once enrollment rates tick up this might justify offering a wider variety of courses.

43% of our students are not enrolled on another campus. This might make offering an AA more viable than previously thought. To do this, a couple new courses must be constructed. This will take some time since moving to OER texts is also important and we only have one full time philosophy instructor.

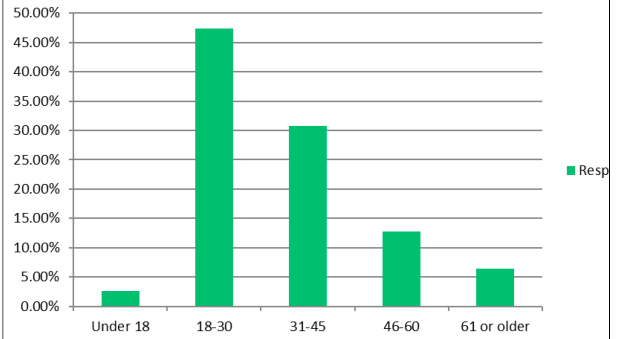
Student Survey Results



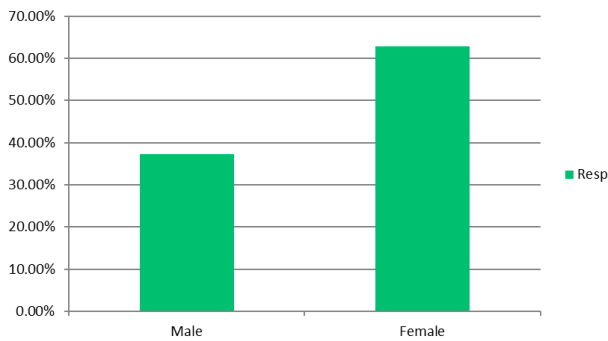
If you are taking a class in this program in a distance learning or hybrid format, please indicate the extent of your satisfaction with each of the following elements. (Skip any items that are not applicable to you.)



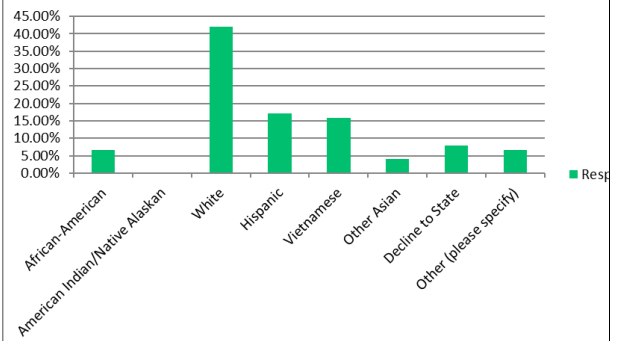
Age



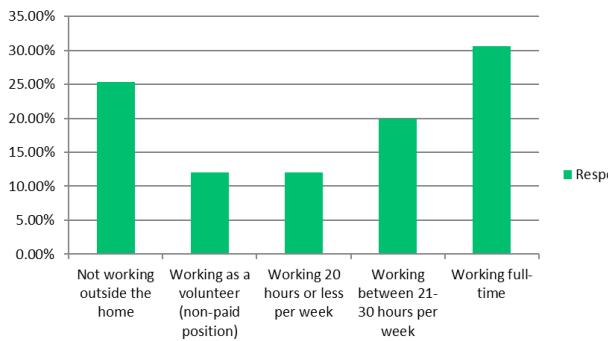
Gender



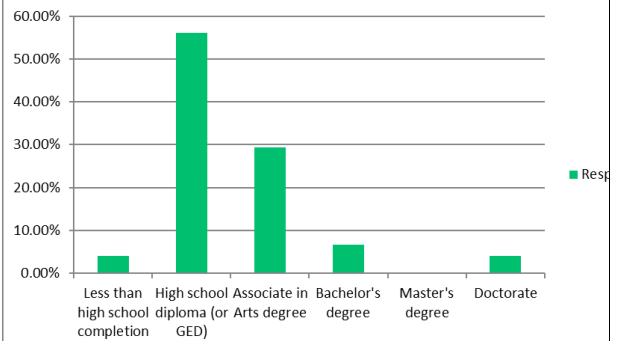
Ethnicity



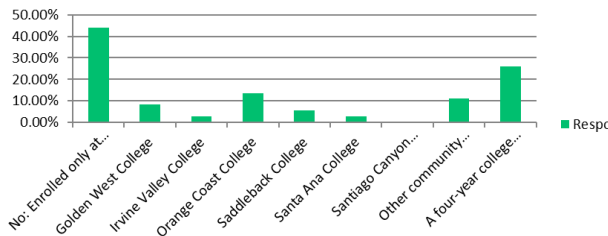
What is your current employment status?



What is your highest level of education?

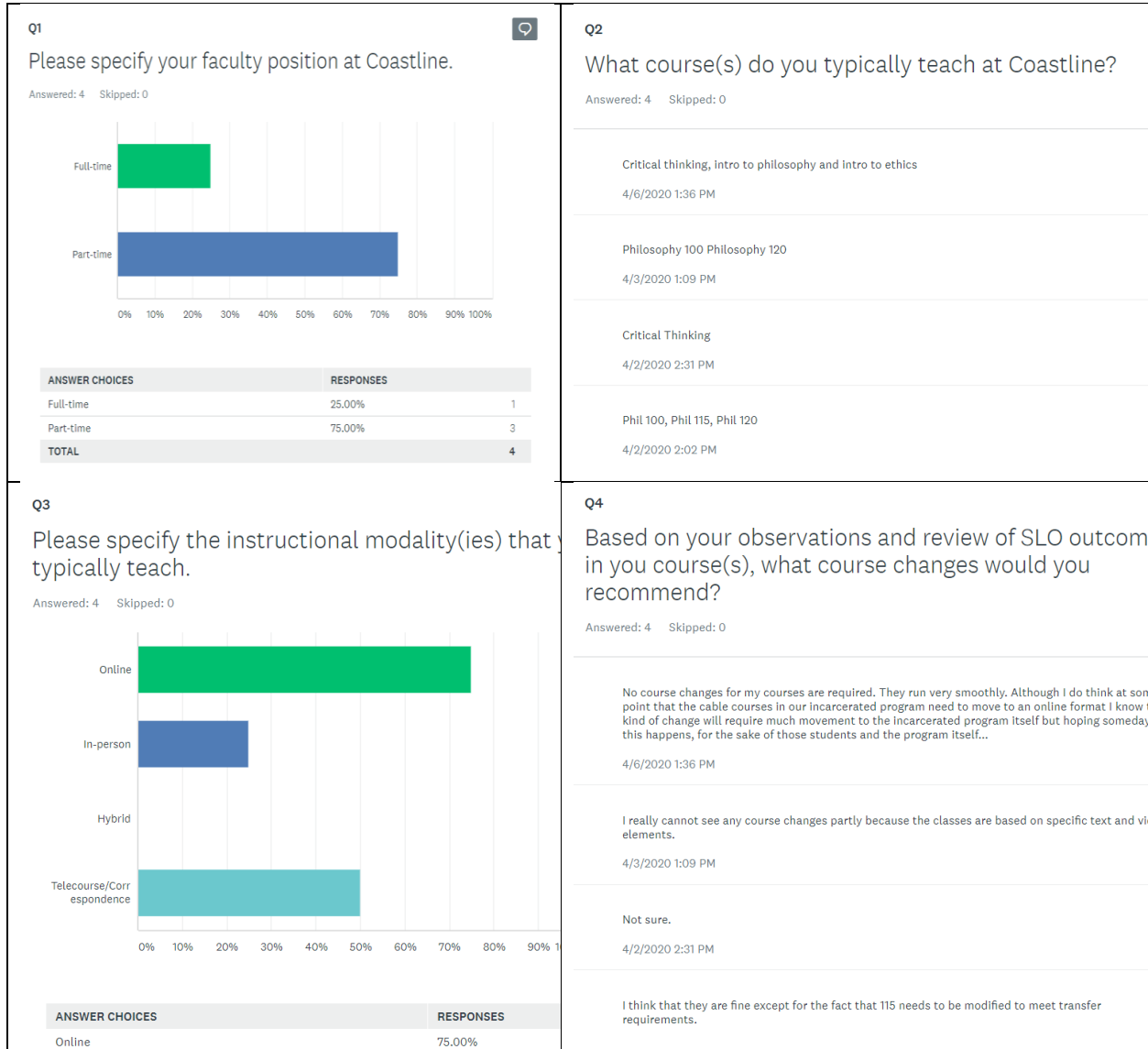



Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)



Summary: According to our survey, most philosophy students are very satisfied with their courses (nearly 50% saying that the courses were better than they expected). Most of our students are between the ages of 18 and 30 and taking courses online. Most are taking the courses to transfer, but a surprisingly large minority are taking the courses out of personal interest and enrichment. Most are white, but a significant portion are Hispanic, Vietnamese, and African American. Most of our students are female. Only 25% of our students are not working in addition to going to school. A significant portion of our student population (more than 50%) are taking courses at other schools.

Faculty Survey Results



Q5 

Do you know of any open educational resources (OERs) available for your course(s)? Would you be interested in using OERs?

Answered: 4 Skipped: 0

I use them as far as I can but am always open to having a look at new materials..

4/6/2020 1:36 PM

no

4/3/2020 1:09 PM

I would be interested.

4/2/2020 2:31 PM

Yes, I am slowly moving towards using all OER. Currently OER is only used for phil 100, but this summer I am hoping to change 115 to use an OER.

4/2/2020 2:02 PM

What professional development or training have you attended in the last two years?

Answered: 4 Skipped: 0

Summer institutes, Flex days each semester, canvas trainings, RSI trainings...

4/6/2020 1:38 PM

Coastline biannual flex meetings

4/3/2020 1:12 PM

Classes on OER materials, increasing engagement.

4/2/2020 2:32 PM

I went to an APA conference which included sessions on online learning. Also I read and discuss teaching with others.

4/2/2020 2:05 PM

What new courses should we develop?

Answered: 4 Skipped: 0

We should keep our critical thinking Philosophy 115 course as is and develop a second logic course to add to it. Something that includes elements of informal logic but also quite a bit more formal logic than is present in the current Philosophy 115 course I teach at Coastline.

4/6/2020 1:36 PM

if the current phil 115 course is to become specifically about Logic maybe we should consider a separate course on Critical Thinking.

4/3/2020 1:09 PM

History classes.

4/2/2020 2:31 PM

We need to add History of Ancient for an ADT.

4/2/2020 2:02 PM

Q8

What professional development would recommend that would enhance the teaching and learning experiences in your course(s)?

Answered: 4 Skipped: 0

I would like to run a forum on online learning myself actually. Something on 1-the narrative of the discussion forum and 2-the weekly to-do-lists that are used in an online course.

4/6/2020 1:38 PM

Finding ways to better insure that the incarceration facilities make the video episodes fully available to all registered students of Phil 100 and Phil 120.

4/3/2020 1:12 PM

Unsure

4/2/2020 2:32 PM

I might go to another APA conference in the near future as that provided me with some ideas. Also the school provides presentations that are of value and it would be worth viewing more of these.

4/2/2020 2:05 PM

Q9	Q10
<p>What technology or equipment do you use in you course(s)?</p> <p>Answered: 4 Skipped: 0</p>	<p>What technology or equipment would you need to enhance the teaching and learning experience in your course(s)?</p> <p>Answered: 4 Skipped: 0</p>
<p>Canvas, youtube, turn in in, my own videos on my materials...</p> <p>4/6/2020 1:39 PM</p>	<p>none really...</p> <p>4/6/2020 1:39 PM</p>
<p>Basic Computer for use of Canvas. USPS for contact both ways with students since they at pr no access to the internet.</p> <p>4/3/2020 1:14 PM</p>	<p>What I have is sufficient.</p> <p>4/3/2020 1:14 PM</p>
<p>Canvas, microphone, powerpoint</p> <p>4/2/2020 2:33 PM</p>	<p>Webcam maybe.</p> <p>4/2/2020 2:33 PM</p>
<p>Primarily Canvas. I also use several pieces of software in order to construct content from my (Word, Power Point, Photoshop etc).</p> <p>4/2/2020 2:07 PM</p>	<p>I would like to see curtains added to the Newport Beach Center so that it is easier for students to view material on the projectors. Currently the light makes the projector more difficult to see than it should be. If we are going to teach more online now due to Covid-19 the school might want to provide instructors with some kind of stipend to make their home offices more ergonomic, upgrade computers, etc.</p>

Summary: We have only one full time faculty member. At the time of the survey we had 3 active PT faculty, though with course reductions due to low enrollment only two are currently receiving courses. Half of our faculty say that no additional equipment is needed. One would like a webcam and one would like curtains added to the NBC. These are all small adjustments. We use Canvas for online courses and make use of PowerPoint, microphones, and various pieces of editing software such as Word, Photoshop, etc. Three of four of us are interested in OER materials. Currently we have three active classes delivered in various formats: Phil 100, 115, 120. Most of our teaching is online, but there is a significant minority of telecourses/cable courses delivered primarily to incarcerated students. Most of the faculty pursues professional development that they feel is most pertinent to their roles at Coastline.

Student (SLOs) and Program Student Learning Outcome (PSLOs)

Since the program does not yet offer a degree, there are no have program outcomes (PSLOs).

In terms of course SLOs, they have recently changed as have the methods of collection and comparison schedule. We therefore have not had many chances for comparison of like-data to like-data. In addition, since we only have one full time instructor, SLO discussions between faculty members are more difficult to coordinate. The last two FLEX days did not include a mandatory discipline meeting component, and this was an ideal time to have such discussions in the past.

We have had e-mail discussions about how to formulate the SLOs.
We have also standardized quizzes to gauge SLOs.

It should be noted that the SLOs for philosophy 115 are expected to change again after Summer of 2020 because we will be altering the course to include a substantial amount of formal logic.

Figure SLO Results: PHIL C100

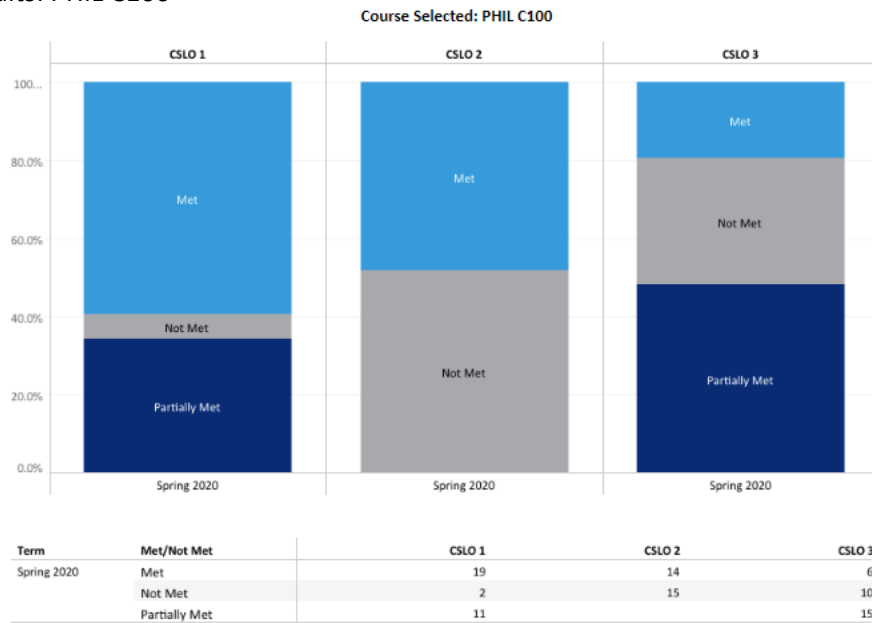


Figure SLO Results: PHIL C115

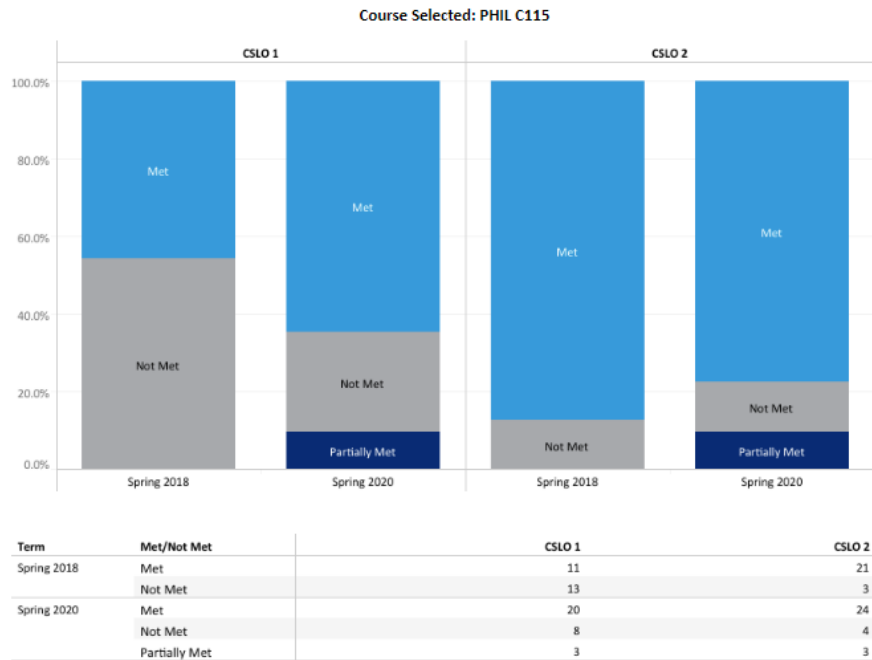


Figure SLO Results: PHIL C120

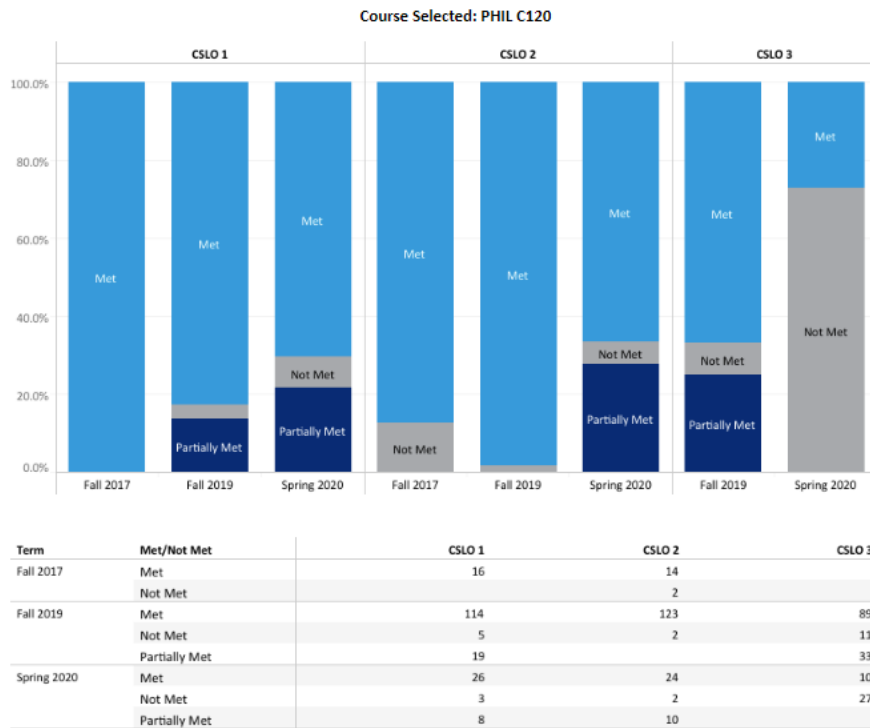


Table SLO Assessment Plan

SLO Assessed	Participant(s) in the Planning Discussion	Recommended Changes
All SLOs from PHIL C100, PHIL C115, PHIL C120	Curry, Sliff, Kelsey, and Cross	The last changes we made were to standardize SLO collection quizzes.

Curriculum Review

Courses lost:

Unfortunately we have lost the content for Environmental Ethics and Business Ethics when faculty member Doug Borcoman retired. I hope to add business ethics back into circulation eventually (and environmental ethics later). This will require the re-creation of these courses from the ground up, and currently philosophy 115 is a higher priority.

New course (not yet implemented):

I have created a Formal Logic course, but it has not yet been offered. It was held up due to the need to subtitle videos to meet ADA requirements. Also, since we are planning to modify Philosophy 115 to include formal logic, we might decide not to offer the formal logic course at all (but, instead, incorporate

elements of it into Philosophy 115). If we do decide to offer it in the future, it might be wise to wait until enrollment picks up before doing so. Because formal logic is much more like a rigorous math course than a traditional philosophy course, I would expect enrollment for it to be lower than average.

Future new courses:

Since we only have one full time philosophy instructor, and since it is difficult to produce quality content for more than one course per summer recess, we are restricted in how quickly we can offer new courses or substantially re-write old ones.

The forward strategy is to:

- Summer 2020: Rewrite philosophy 115 from the ground up to include a formal logic component
- Summer 2021: Rewrite philosophy 120 to use an OER
- Summer 2022: Create a History of Ancient Philosophy course, which will, hopefully, allow us to offer an ADT
- Summer 2023: Create content for a new business ethics course
- 2024: Create content for environmental ethics or another course

Table Curriculum Review

Course	Title	Term Reviewed	Status
PHIL C100	Introduction to Philosophy	Fall 2018	Offers an OER.
PHIL C102	History of Ancient Philosophy	Spring 2020	Content not yet created.
PHIL C113	Environmental Ethics: Philosophical Approaches to Sustainability	Fall 2015	We lost the content for this course since Borcoman left.
PHIL C115	Logic and Critical Thinking	Summer 2020	Ground-up rewrite planned for Summer of 2020.
PHIL C120	Ethics	Spring 2018	Rewrite to use OER (at least for my version of the course) planned for Summer 2021.
PHIL C140	Business and Organizational Ethics	Fall 2015	We lost the content for this course since Borcoman left.

Progress on Initiative(s)

Table Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Offering the PHIL ADT supports the College’s Mission, specifically Goal #3: Innovation & Improvement. Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and	In-Progress	2015-16 ADT: The course most recently added to the philosophy curriculum, History of Ancient Philosophy (C102), is required for the Phil ADT. This course has been approved and is listed as "active" in CurricUNET; however, the actual course	Given the increased number of telecourse students and the move to Canvas, designing the content for this C102 course was not given priority over improvements in those two areas. However, course content can be designed during an intersession.

<p>expectations of its learning community.</p>		<p>content has not yet been designed.</p> <p>2016-17: The status on the ADT remains this same. This is because it was deemed that my time would be better spent by spending this Summer constructing my own Canvas Philosophy 100 course rather than History of Ancient philosophy which, while required for the ADT, is less apt to fill.</p> <p>2018: The History of Ancient course, required for the ADT, has not yet been created. At the moment it is unclear that such a course would receive enough enrollment to prioritize its construction.</p> <p>Instead, this summer I taught two courses and also reworked a portion of the quiz and test material for Phil 120 (I write all of my own questions).</p> <p>In Summer 2019 I will have a choice between teaching a number of classes, creating History of Ancient, or modifying an existing course to use OER material.</p> <p>2018-19 update: The ADT has not been pushed forward for a couple of reasons.</p> <p>The first reason is that I was recently informed that philosophy 115 does not meet the requirements for the Phil 110 CID. This is because it is not formal logic class. When instructed to create the</p>	<p>2016-2017: As noted, the course could have been designed during the intersession, but consensus was that producing content for the philosophy 100 course was more pressing.</p> <p>Because I make PPT videos with full narration and closed captioning (a typical course requires me to produce hundreds of pages of my own scripted narration), it usually takes the full summer to construct all lessons for a quality course. Phil 102 could be produced in summer of 2018 unless it is again determined that another major project would better serve the students.</p> <p>2018-19 update: For my own future courses I will likely no longer make use of long videos as they prove to be difficult to update. Instead I will likely move to very short videos with more text instruction as well as professionally produced videos which are becoming more abundant, even for philosophy, on the net.</p>
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		<p>course, the book I was instructed to use was already picked out by a previous instructor. This was in informal logic text.</p> <p>In addition, History of ancient would have to be created. I have some concerns about whether this class would fill given current enrollments and the cancelation of instances of other courses such as 113 last semester. If we are not yet ready for an ADT because of the 110 CID, then offering this course now probably makes little sense.</p>	
Transition Philosophy 100 over to OEI		We decided not to prioritize this. We may still do this in the future.	
Add a formal logic course to fit the 110 CID		<p>The majority of content for this course has been created. The course has gone through curriculum.</p> <p>It has not yet been offered because of modifications necessary to comply with ADA requirements.</p> <p>Because of plans to modify 115 to include formal logic, it may never be offered. The work was not entirely wasted, however, since elements can be incorporated into the new version of philosophy 115.</p>	

Response to Program and Department Review Committee Recommendation(s)

Table Progress on Recommendations

Recommendation(s)	Status	Response Summary
Build more awareness around the discipline-specific majors.	<p>Addressed</p> <p>Because we do not yet offer an ADT we do not have many discipline specific majors.</p> <p>I suspect that, even when we do</p>	Humanities will build student awareness about majors via internal promotion (instructors communicating future class and major options with their current students) and external marketing.

	<p>offer the ADT, there will not be a large number of philosophy majors at a community college. Most philosophy majors are likely to decide that later on as they fall in love with philosophy courses. This is one reason why completing the requirements of the ADT has not been as high of a priority as modifying existing courses.</p>	
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External Compliance

Provide a summary of any compliance regulations (accreditation), actions taken, and gaps identified.

The philosophy department has an RSI plan that is revised periodically:
RSI Standards for Coastline's Philosophy Department
V 2.2

Note: The following are *minimum* standards. These are not *ideal* standards.

Note 2: The following are the RSI requirements. Not every assignment, however, needs to be an RSI assignment. As indicated below: A 16-week course must have at least one RSI activity for 14/16 weeks, and an 8-week course must provide at least one such assignment for 7/8 weeks.

General guide: Instructors/professors should spend at least as much time giving RSI in an online course as they would in a live course.

1. **Assurance of Regularity.** All courses will have at least one RSI activity a week.
 - **Two weeks** may be waved for 16-week courses. **One week** may be waved for an 8-week course.
 - This means 7/8 weeks for an 8-week course, and 14/16 weeks for a 16-week course.
2. **Core RSI activities.** Activities that provide an opportunity for RSI should be available for at least 7/8 weeks of an 8-week course and 14/16 weeks for a 16-week course.
 - **RSI activities may include:**
 - **Individualized feedback on student papers (when applicable).** This might take the form of any of the following...
 - Written/text comments on all student papers turned in on time.
 - Audio or video feedback for all students who turned in their paper on time.
 - **Note:** Some written assignments may only provide rubric-based (non-written/individualized) feedback. This by itself does not count as RSI for an online or live course. A rubric may, of course, be used in addition to written or audio/visual feedback.
 - **Note 2:** Stored comments that are individually selected for a student's paper, such as Turn-it-in's "quick comments" are acceptable for RSI, though instructors are encouraged to individualize feedback as much as possible.
 - **Feedback on quizzes/tests:** This might take the form of any of the following...
 - Individual written feedback in comment boxes for most students who have lost point on a written test/quiz answer.
 - Audio or video feedback given to individual students.
 - **Discussion forums** in which professors/instructors provide feedback to students. Discussion forum RSI can take the form of any of the following...
 - Written comments to students.
 - Written or audio/video feedback as describe in section 3.
 - Canvas rubric feedback, but this should not be the sole form of interaction with students in the forums.
 - Generalized feedback given to all students who participated in a forum based on patterns the instructor observed. These might be distributed inside or outside of the forum.
 - **Note: Discussion Forum Requirement:**
 - **Discussion forums** are especially useful for philosophy courses, and *any online philosophy courses must provide a discussion forum activity most (more than half) of the weeks of any semester. This*

means 9 or more for a 16-week course and 5 or more for an 8 week course.

- Some instructors may have discussion forum assignments that last multiple weeks, so this standard does not specify a minimum number of *assignments*. However, any active discussion assignment should expect a student to post during each week that it counts for RSI. Thus a two week forum assignment should require at least two posts by each student in order to count as an RSI activity for two weeks of the course. The instructor should actively provide feedback to students during each week that the assignment counts as RSI.

3. **Volume of RSI Contact:** *At least one of the following RSI conditions should be met for 7/8 weeks of an 8-week course and 14/16 weeks for a 16-week course.*

- **Discussion Forums: To count as RSI for a week, a discussion forum must include...**
 - **Instructor interaction with 25% of students who post their assignments on time.**
 - This can be written or audio/video feedback or both.
 - “On time” is understood to mean the official deadline for the assignment, even if that assignment is accepted late for partial credit.
 - For courses which have fewer than 40 students, instructors should give feedback to either 10 students or 100% of students who have posted their assignments on time (whichever is higher).
- **Quizzes/tests: To count as RSI for a week, a quiz should include at least one of the following...**
 - Comments, such as those written in comment boxes, for most (more than half) of the students who take the quiz/test.
 - Audio or video feedback for most of the students who take the quiz.
 - Most written quiz and test questions that lose points should have some feedback explaining why.
- **Papers:**
 - Papers should provide *substantial* feedback to students. Though the nature of this feedback may vary according to the assignment, students should be provided with enough feedback for them to understand the most important areas in which they excelled or need improvement. This might be done by any of the following methods...
 - Individualized feedback, while not required for every assigned paper/essay, *is* required to count as RSI. This can take the form of:
 - Written comments.
 - And/or audio or visual commentary.
- **Note:** Sometimes instructors may have assigned more than one of the above activities during a single week of the course. In such cases, the instructor can meet the RSI requirements for that week by providing RSI as describe above for **any one** of these assignments. Of course, doing so for multiple assignments is encouraged.
 - **Example:** Instructor feedback to students for a weekly forum assignment might be reduced during a week during which that instructor is providing large amounts of written feedback on a paper for the same class.

To reiterate: These are minimum standard. Instructors are encouraged to go beyond these standards on a regular basis.

The philosophy department is working to make classes accessible, especially as courses are revised and refreshed. An ADA expert that would help reformat problematic items would streamline this.

We report the last day of attendance as required.

Program Planning and Communication Strategies

We only have one full time philosophy instructor. As such, face-to-face communication between the PT and FT members are very rare, especially since there have not been required department meeting times provided during recent flex days. Flex days were ideal for face-to-face meetings with part time faculty.

PT instructors have highly fragmented priorities because they teach at multiple schools in order to get enough units.

The communication that we have regarding SLOs takes place through e-mail. We have discussed the content of the SLOs which have been recently changed as well as quiz questions designed to test for these SLOs in various courses.

Coastline Pathways

Philosophy is not as highly affected by Pathways as disciplines such as English and Math or more trade-focused courses. I am hoping to generate a *certificate in critical thinking and writing* after Philosophy 115 has been modified. The first step is to change Philosophy 115 to include more formal logic. The next is to see if the chairs of other disciplines are interested in combining several courses related to critical thinking and writing into a certificate program.

The collective thought is that Philosophy 115 would pair with English 102 and perhaps a communications course. Another course that could be included is the new formal logic course if we decide to offer it.

Implications of Change

Enrollment is down across the board for the college. The philosophy department has been modifying courses and adding new courses with one such major change generally taken up each summer recess. Unfortunately, we have also lost courses due to retiring PT faculty.

To regain these courses will take several summers worth of work because the department only has a single full-time faculty member, and because summer is the only break long enough to produce quality content for a new course.

Pathways provides us with the opportunity to contribute to a critical thinking/writing certificate, but, before that can happen, philosophy 115 needs to be restructured. The plan is to do this summer of 2020.

Forward Strategy

The following is a current 5-year plan for philosophy. Because priorities can be volatile, especially with so much changing at the college, this should be taken as a very loose plan and that is highly subject to change:

The current plan is to:

- Summer 2020: Rewrite philosophy 115 from the ground up to include a formal logic component.
- Summer 2021: Rewrite philosophy 120 to use an OER.
- Summer 2022: Create a History of Ancient Philosophy course, which will, hopefully, allow us to offer an ADT.
- Summer 2023: Create content for a new business ethics course.
- 2024: Create content for environmental ethics or another course.

Altering 115 is a first step before we can consider contributing to a critical thinking and writing certificate. It is also a first step to be being able to offer a philosophy ADT. This is because, upon reflection, it seems as if altering 115 is preferable to offering a course only in formal logic which is likely to receive very sparse enrollment.

Section 2: Human Capital Planning

Staffing

Table Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	Dean	1	4	0	0
Current year	Dean	1	3	0	0
1 year	Dean	1	3	0	0
2 years	Dean	1	3	0	0
3 years	Dean	1	3	0	0

Because there is a hiring freeze and because of low enrollment, there are no current plans to add any full-time faculty members. However, if the department were to add a new FT faculty member, we could add courses (and replace courses we lost) more quickly.

We lost the PT faculty member who taught business and environmental ethics. We hope to add these courses back in eventually, which is why we have not removed them from the catalogue. As we only have a single FT faculty member, construction of new courses takes time. Currently revising 115 to use a free text has taken priority. The plan is to revise 120 to use a free text next year, and then think about re-adding older courses or creating content for new ones such as History of Ancient. Because enrollment is down, this seems like the wisest course of action.

It is difficult to know what we will need 3 years into the future. Currently we are having enrollment issues and so are having difficulties finding enough courses for our PT faculty. But that might change.

Professional Development

In 2018, Professor Curry attended the APA conferences in San Diego which included sessions dedicated to teaching philosophy online. In addition, he developed skills and knowledge through personal reading, discussion with other philosophy instructors, and other related activities.

Table Professional Development

Name (Title)	Professional Development	Outcome
Fred Curry	APA Conference	Gained insight related to teaching and enhancing PHIL online

Forward Strategy

To successfully complete forward strategy (Outlined in Section 1) the program will need the following human capital or training:

To strengthen professional learning and program development with part time faculty, it would be very helpful to the philosophy department if future FLEX days would include mandatory discipline meetings as they did in the past.

Adding non-instructional workhours related to course and program development to compensate the full-time and part-time faculty for working in the summer would lead to quicker and increased accountability.

Section 3: Facilities Planning

Facility Assessment

Philosophy is not in great need of new facilities or equipment. However, it would be nice if curtains were added to rooms in the Newport Beach center. It is difficult for students to see PowerPoint slides or video clips when it is very sunny outside.

Forward Strategy

There are currently no facilities or equipment needed to help implement the forward strategy (Outlined in Section 1)

Section 4: Technology Planning

Technology Assessment

There is not a major need to technology, but it would be great to update the telecourse videos to provide the incarcerated student with a more modern experience.

Forward Strategy

There is currently no technology needed to help implement the forward strategy (Outlined in Section 1).

Section 5: New/Ongoing Initiatives

Initiative: Create a philosophy ADT.

Describe how the initiative supports the college mission:

This program will provide access to students who may not be able to get this degree within their region.

What college goals does the initiative support?

X Reduce all student equity gaps regarding access and achievement (Equity)

X Increase student completion and achievement outcomes (Achievement)

Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)

X Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

On the way to offering the ADT philosophy 115 will be modified. This may allow us to join with other disciplines to create a critical thinking/writing certificate.

What evidence supports this initiative? Select all that apply

Learning Outcome (SLO/PSLO) assessment

Internal Research (Student achievement, program performance)

X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

External data shows the skills (e.g., creativity, information management, writing, program solving, analytical thinking) from a philosophy degree can support a variety of career (e.g., lawyer, research scientist, educator). <https://www.bestcolleges.com/careers/humanities-and-social-sciences/philosophy/>

Recommended resource(s) needed for initiative achievement:

Non-instructional assignments to develop the program

What is the anticipated outcome of completing the initiative?

A new ADT. While I do not anticipate a large number of philosophy majors, the path to offering an ADT will make Philosophy 115 more transferrable and may allow for the creation of a certificate program.

Provide a timeline and timeframe from initiative inception to completion.

1. Restructure 115 during Summer of 2020:
2. Put new 115 SLOs through curriculum during Fall of 2020.
3. Rework Ethics during Summer of 2021.
 - a. This does not contribute to the ADT, but is also a priority. My rewrite of this course will hopefully allow me to use an OER textbook which will save my students money. I can't require PT faculty to follow suit, but I am currently the only one who teaches an online version of this course as well as the only one who ever teaches is face-to-face. Ethics is also offered as a telecourse, but it is much more difficult to make changes to the telecourse due to resources that are unavailable to incarcerated students.
4. Create content for History of Ancient during Summer of 2022.
5. Put a philosophy ADT through curriculum during Fall of 2022.
 - a. Since offering a new ADT also depends on approval of other State institutions, additional delays are possible.

Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Create a philosophy ADT.	Non-Instructional Assignment	\$3,600	One-time	No	External	Equity, Innovation & Effectiveness	2022-23	1

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.