



GAVILAN COLLEGE INSTRUCTIONAL PROGRAM TEMPLATE

PURPOSE OF PROGRAM REVIEW

The Institutional Effectiveness Committee (IEC) will review all Gavilan's programs and services according to the mandates of the Chancellor's Office and in accordance with the Accrediting Commission for Community and Junior Colleges (ACCJC) "Rubric for Evaluating Institutional Effectiveness in Program Review". The IEC will use a self-study report provided by each program or service followed by a review process to accomplish its purpose. The final goal of this process is the improvement of all programs and services at Gavilan College, and to achieve sustainable continuous quality improvement as per accreditation standards. The primary objective of the process is to assure the quality of the educational programs at Gavilan College so that they reflect student needs and encourage student success. Review of programs will be undertaken for the following specific purposes:

- A. To evaluate how well a program functions in relation to its outcomes, the mission of the college, the college's institutional goals and priorities, accreditation standards, and the needs of the community.
- B. To strengthen planning, decision making, and scheduling.
- C. To influence program development and improvement.
- D. To assess the collaboration between instructional programs.
- E. To improve the use of college/district resources.
- F. To establish the basis for changes to the strategic plan
- G. To establish the basis for resource allocation requests for incorporation into department unit plans and annual department budget requests
- H. To improve student learning and encourage instructional innovation.
- I. To address equity concerns as determined by state/local definitions.



GAVILAN COLLEGE
INSTRUCTIONAL PROGRAM SELF STUDY

NAME OF PROGRAM BEING REVIEWED: PHILOSOPHY _____
ACADEMIC YEAR _____ 2017/2018 _____

J. Organizational Details

Provide an organizational breakdown of your program. Do not include individual's names, only position titles and FTE.

| | Title | FTE |
|----------------------------|--------------------------|-----|
| Administrator | Dean | 1 |
| Faculty - FT | Not applicable | |
| Faculty - PT | Adjunct instructors | 1 |
| Professional Support Staff | Administrative Assistant | 1 |

II. Program Progress (What have you done since your last review)

A. Review Strategies and Goals on the Strategic Plan site.

(https://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdf)

Which specific strategies and goals from the list has your program supported in the last three years? Using examples from your past Program Plans or other sources, describe what measures and/or pedagogical modification your program has adopted to support the identified strategies and goals. The philosophy program has utilized various means to help advance the college's strategic plan (it should be noted that one of the college's adjunct philosophy faculty currently serves on the Strategic Planning Committee): the philosophy faculty have begun to incorporate additional technology in the classroom, most notably the use of various philosophy podcasts. The program now offers a Distant Education course (and would like to offer additional on-line courses in the future). Further, the program would like to begin discussion with other departments the possibility of offering "hybrid" or multi-discipline courses. We would like to increase the total number of philosophy majors and minors by offering cross-listed courses incorporating both philosophical/historical interests, philosophical/literature interests, philosophical/artistic, and philosophical/political interests.

B. What results have you seen because of these modifications? (Include data if available.) The incorporation of philosophy podcasts (especially in PHIL 1A, Introduction to Philosophy) has served to facilitate student comprehension and



retention of various course concepts, but as this technology has only recently been adopted, it is too early to offer any qualitative data to support these claims.

C. What methods does the program use to maintain the integrity of academic standards and achieve consistency within the discipline, particularly in regard to multiple section introductory classes? In the most recent program plan review the Fine Arts department noted that one of the main goals of the Philosophy program was to eventually offer a Philosophy major instead of a certificate of emphasis. The Philosophy major and AA-T degree are now a reality. By offering an AA-T in philosophy, the College -- in a sense -- has already endorsed a philosophy full-time hire. It is imperative that the college have a full-time instructor to facilitate the success of this new degree/major -- someone who is invested in the success of Gavilan's students and the educational, economic, and cultural well-being of the South Santa Clara and San Benito County regions. The Fine Arts Department review also noted a desire on behalf of faculty and students to increase the number of religious studies and ethics courses offered by the philosophy program. It will be difficult to see these goals through without the leadership of a permanent Philosophy faculty member. Currently, the success of the newly created Philosophy AA-T is entirely dependent upon part-time faculty. This model is unsustainable, as part-time and often-transient faculty are much less likely to have the investment in the community and the college that a dedicated full-time instructor could provide. Presently, it is difficult to participate in shared governance, to contribute to integrated planning, and to keep curriculum and student learning outcomes current. The lack of a full-time Philosophy instructor also complicates the College's attempts to comply with the minimum standards for transfer centers. We utilize teaching pedagogies as Paulo Freire's "Problem-Posing" approach as well as "Socratic Seminars" which emphasize interlocution amongst the students.

D. What are the program's methods for evaluating and modifying the contents of course offerings? Please provide examples of the result of this process. The program utilizes modified learning outcomes for courses (drafted in coordination with the college's Student Learning Outcomes coordinator), comparing course syllabi with that of other community colleges offering the same courses (and modifying existing Gavilan syllabi where deemed appropriate), and adopting open-source texts or low-cost or available-to-rent texts whenever possible. Unfortunately, the lack of a full-time instructor in philosophy impedes the program's ability to provide formal oversight over the process of evaluating and modifying course content. Presumably, the Fine Arts department chair oversees the evaluation of the contents and course offerings, although it should be noted that the two philosophy adjuncts regularly update the course Student Learning Outcomes.



- E. What staff development efforts has your program undertaken? One part-timer in the philosophy program recently attended both the full-time and part-time California Community College State Academic Senate leadership conferences in Sacramento (June 15-17th, 2017) and Anaheim (August 3-5th, 2017). In addition, the part-time instructor in question has served as both the college's academic senator for the Fine Arts department and the Vice-President of the senate (Fall semester 2016). Lastly, the aforementioned part-time instructor has recently joined the American Association of Philosophy Teachers. We both regularly attend philosophy colloquia at the various local (Bay Area) universities, we both subscribe to various journals including *Teaching Philosophy*, *The Journal of Philosophy*, and *Hume Studies*. We also have a philosophy reading circle with various other local philosophy instructors in which we read integral texts in the discipline.
- F. Is the program currently articulated with regional four-year colleges and universities and district high schools? Does your program currently have an AA-T or AS-T? If not, what are the plans to develop one? Gavilan does offer an AA-T in philosophy; the AA-T was established in AY 2016/2017. The philosophy faculty are very interested in establishing articulation with local four-year colleges and universities in order to further our majors' degree/career aspirations; unfortunately, time constraints on behalf of the philosophy adjuncts make this a rather difficult goal to achieve.
- G. If applicable, how does the program meet all local, state, and federal requirements, including professional, or trades and industry organizations? Not applicable.
- H. How has your program collected information and responded to the needs of the community/field (e.g. advisory council, needs assessment)? One of the college's goals is to increase the number of AA-Ts. As noted, philosophy is now one of those programs offering this degree. The philosophy program aligns with Gavilan's ILOs (just as much or more than the other programs vying for FT hires). For instance, Phil 2: Introduction to Logic and Phil 4: Critical Thinking and Writing map impeccably to ILO 2.1 (that "students will think logically and critically in solving problems"). Phil 3B: Contemporary Moral Issues and Phil 3A: Ethics align neatly with ILO 6.3, i.e., "Ethics and Values: Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions." Every Gavilan philosophy course promotes "communication," "information competency," and "social interaction," all which are general ILOs. With respect to student demand, ARGOS data from 2009/10 through 2014/15 has the philosophy program offering an average of 16 sections per



academic year.¹ At census, these sections had an average of 26.8 students. Over those six academic years, philosophy has generated an average of 40.03 FTES. This strongly suggests a popular interest in philosophy on behalf of Gavilan students, and further indicates that the creation of a philosophy major was a prudent decision. It further suggests that the Gavilan student body would be interested in additional philosophy course offerings, which would all but require the presence of a full-time instructor to facilitate and develop. The philosophy adjuncts have expressed the desire to expand the philosophy course offerings (and the philosophy majors and minors have echoed this sentiment) to include seminars on specific topics (e.g. “Philosophical Perspectives on Love”). The presence of a full-time philosophy instructor would help the college maintain compliance with requirements A through H of Section 51027 of California’s Title V law governing community colleges, as well. We have not had to turn students away from capacity classes, but a philosophy course’s being cancelled for low enrollment is a rare occurrence. There are currently four philosophy majors attending Gavilan College. We have no information on the current number of philosophy minors.

K. Review the Gavilan College Equity Report Executive Summary

(http://www.gavilan.edu/staff/equity/docs/2015-16_StudentEquityPlan.pdf).

a. What efforts has your program undertaken to mitigate identified inequities, and what was the outcome? Perhaps the greatest identified inequity affecting the philosophy program is the perception that philosophy as a discipline is the exclusive purview of white men. To mitigate this inequity, the philosophy instructors have incorporated works by feminist philosophers and non-Western (Indian, Chinese, Muslim, and African) philosophers whenever possible.

b. What gaps remain in your program’s efforts to serve the identified populations? Use GavDATA to identify these gaps. (<http://www.gavilan.edu/about/research/index.php>) Obtaining translations of non-Western philosophy (let alone obtaining affordable editions of said works) remains a major impediment to addressing the inequities identified in K.a. above. The instructors continue to seek out both open-source and/or affordable editions of the works of non-Western, feminist, and Queer philosophers. Both philosophy adjuncts would like to see certain courses be made required courses for certain majors (e.g. “Introduction to Ethics” as a requirement for nursing students).

¹ Except for independent study sections (which haven’t been offered in at least 3 years) every philosophy section is worth 3 units.



III. Program Data

Provide appropriate analysis for the following sections based on data acquired from the Office of Institutional Research. (<http://www.gavilan.edu/about/research/index.php>)

A. Basic description of program.

1. Enrollment and FTES

- i. Enrollment by top code and course over time (4 years)
- ii. FTES by top code over time (4 years)
- iii. Current enrollment by term last available census

2. Student Outcomes

- i. Success rate by top code and course and year (4 years).
- ii. Retention rate by top code and course and year (4 years).
- iii. Number of majors by year (4 years).
- iv. Number of degrees and certificates by top code and year (4 years).
- v. If your program has courses that are required to be completed in sequence, (i.e. English, Math, ESL, etc) what is the success rate for that sequence? (<http://www.gavilan.edu/about/research/index.php>)

3. Staffing Data

- i. Faculty Headcount (by contract and hourly) (past 4 years)
- ii. Faculty productivity (Weekly Student Contact Hours [WSCH] divided by Full Time Equivalent Faculty [FTEF]) (past 4 years)
- iii. Current ethnic and gender distribution of faculty
- iv. Contract overload by year (past 4 years) **Not applicable.**
- v. Program Release Time (past 4 years) **Not applicable.**



vi. Classified Staff who contribute to the instructional program, e.g., Instructional Assistant, lab supervisor (past 4 years) **Not applicable.**

vii. Student Assistants (tutors, Cal/WORKs, Work Study, etc.) (past 4 years) **Not applicable.**

B. Provide comments on any salient data above.

C. Budgetary allocations over the past 3 years (4-5-6's and 1-2-3's if applicable). See sample below.

| Operational Costs | 10/11 | 11/12 | 12/13 |
|---------------------------------|-------|-------|-------|
| Enter your data: e.g. Travel | N/A | N/A | N/A |
| e.g. Instructional Supplies | N/A | N/A | N/A |
| | | | |

D. Provide an overview of how budget allocations have changed over the past three to five years. **The philosophy program has no budget; we have no allocations and we never make funding requests.**

E. What were the results of any significant additional budget or resource allocations/reductions over the past three to five years? The Philosophy program has no significant budget/resource allocations or reductions to report.

IV. Trends Affecting your Program (Data-Driven)

A. Briefly describe your program's strengths and challenges (utilize data to support your contentions). **A full-time hire in philosophy meets Goal 1 and 2 of Strategy 4 of the current Strategic Plan by filling "a staffing gap" and helping to ensure that "60% to 62% of credit courses are taught by full-time faculty."**² It cannot be overemphasized that currently 0% of philosophy courses are taught by full-time faculty. The philosophy program is unique in that it generates similar or more FTES than many other programs that have full-time instructors, yet philosophy has no full-time instructor. For instance, Anthropology, Humanities, Theater, Economics, and Digital Media on average generate similar or fewer FTES than Philosophy per year (48.02, 42.89, 41.55, 38.93,

² http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdf.



and 20.64 FTES, respectively) compared to Philosophy's 40.03 FTES. These data come from ARGOS and can be confirmed by the institutional researcher. Philosophy did have a full-time instructor until an '09/'10 retirement. For the last six academic years, we have sought to fill this vacancy. With respect to instructional improvement, updating PLOs and SLOs has fallen to adjuncts. In accordance with current data, learning outcomes have been revised to bring course offerings in line with what comparative colleges statewide are offering their students and to support our newly established major. Given the size of our program, much of this work should go to a full-timer; thus, the biggest obstacle our department has encountered has been the lack of a permanent faculty member. That said, the two philosophy adjunct faculty have wide-ranging and diverse interests that contribute to the strength of the program.

B. Provide a brief review of the past three Program Plans and any emerging themes identified in them. **There was no self-study for Philosophy because at the time of the IEC review (AY 2012-13),³ Philosophy did not have an actual major/degree. However, an AA-T in philosophy went into effect for '15/'16 under the strong contribution and leadership of adjunct faculty in the discipline. A Program Plan exists for the Philosophy Program, but it updating and additional institutional support:**
https://mail1.gavilan.edu/program_plans/view.php.

B. If not mentioned above, what are some of the needs or challenges facing your program? (include support and documentation for your contentions)
Budget cuts do not permit the addition of sections in the program. Further, because of the budget constraint, the philosophy department must simplify and streamline due to limited staff.

V. Program/Student Learning Outcomes

A. Complete the program/student learning outcome matrix for your program(s). Complete separate matrices for each Chancellor's approved Degree or Certificate. If assessments have not been completed, provide an update of your program's work to assess your program-level student learning outcomes.

| Program/Student Learning Outcomes | Assessment / Measurement | Result | Use of Results |
|-----------------------------------|--------------------------|--------|----------------|
|-----------------------------------|--------------------------|--------|----------------|

³ The Dean's feedback for the AY 2012-13 Philosophy Program IEC review notes, "There is no full-time instructor to develop Program Plans." See: https://mail1.gavilan.edu/program_plans/view.php.



| | | | |
|----------------------------|--|--|--|
| Please see attached files. | | | |
|----------------------------|--|--|--|

B. What percentage of course-level student outcomes has your program assessed?

VI. Program Plan/Budget Requests

A. List goals and objectives for the next three to five years that will address the needs and trends identified above and in your course and program level SLO assessment results.

The Philosophy program's primary goal for the next three to five years will be to increase the number of philosophy majors and minors at the College; our secondary goals are to expand the course offerings available to majors and to increase articulation with the various four-year institutions in the immediate area offering philosophy B.A. degrees.

C. Provide your current Program Plan (required) which should include these goals and objectives:

https://mail1.gavilan.edu/program_plans/edit.php?pp_id=212&obj_id=801&mode=objEdit

VII. Self Study Summary

Use data provided in this report as well as previous program plans to complete the Self Study Summary. Please provide a narrative summary, which should include an overall description of the program, a summary of the program's progress, a summary of and trends facing the program, and the program's plans for the future (2 page limit):

The Philosophy Program at Gavilan College strives to create and maintain courses that are in alignment with the College Mission of cultivating creativity, curiosity and student learning. To that end, the Program offers a wide range of courses, each of which look to foster an awareness of the individual learner as a member of the global community. The Philosophy Program offers an AA-T which can create a foundation for further study in Philosophy at the university level as well enhance other majors, as the AA-T is one that rests upon the core content of Philosophy, as a vehicle for critical thinking and inquiry into the deeper questions that motivate academics, and career, and one's life.

The Philosophy Program aspires to instill the value of critical thinking as the essence of philosophical inquiry, at the forefront of all of its offerings. The Philosophy Program has a three-fold vision. First, the program seeks to expand its offerings such that all philosophy courses can be offered on the Main Campus, Hollister, and the Morgan Hill sites. Second, the Philosophy Program is committed to the further enhancement of the Humanities as an integral part of the educational experience for all learners – in a re-vitalized, global, and creative manner. Third, the Philosophy Program seeks to further expand its offerings in religious studies and ethics (and



other sub-disciplines in the field) and to significantly increase the number of Philosophy Majors and Minors.

The program summary will include the following elements:

- A description of the program and the services;
- Significant accomplishments since the last review period;
- Your program's impact on supporting and improving student achievement and student learning outcomes;
- Resource and staffing changes since the last review and their effect on the program;
- Trends affecting the program;
- A list of goals and objectives (typically detailed in program plans) for the short and long term. These should be supported by data provided in the sections above. This should also include a discussion of the Institutional Effectiveness Partnership Initiative indicators and equity goals.
- (<http://www.gavilan.edu/administration/iepi.php>)

The goals to which the program aspires (as described in the program's current Program Plan) include the following:

| | |
|---|---------|
| Offer a full range of classes, in rotation, with the off-sites. | No Cost |
| Coordinate with GECA. | No Cost |
| Create a partnership with GAVtv and develop a summer program. | No Cost |
| Have a under-graduate Philosophy Journal if outside funding can be found in the next 5 years. | No Cost |
| Invite a Philosophy Conference to Gavilan on Religious Diversity and Society -- by 2020. | No Cost |
| Create a partnership with the Humanities Department at Gavilan. | No Cost |