

Section 1: The Program Overview for the Philosophy Department

1.A. The Mission of the Program and its Link to the College's Mission and Goals

The Mission Statement of the Philosophy Department:

The Philosophy Department promotes intellectual growth by applying a critical and analytic method to fundamentals of knowledge from a variety of cultural perspectives. Using traditional philosophical literature, students will be exposed to diverse views which provide underpinnings for all knowledge.

The Mission Statement of the Philosophy Department program links to the Saddleback College Mission Statement in its desire to promote student success, to foster intellectual growth, individual expression and character development by supporting a dynamic environment for learning and exposure to multifaceted ideas about knowledge. This is accomplished through discussion of the development of knowledge and applying that learning through the use of critical analysis. The study of the development knowledge from a multi cultural perspective and the ability to synthesize and analyze that knowledge provides cultural awareness, generating logical relationships between concepts and traditions.

The Philosophy program meets student and college goals by offering an Associate of Arts Degree in Philosophy. In addition, Philosophy coursework meets General Education requirements as part of the ICETC transfer pattern and the Cal State transfer pattern. Courses in Philosophy also encourage lifelong learning.

1.B. Historical background and unique characteristics of the program:

The Philosophy program serves a diverse student population on the Saddleback College campus, one composed of students seeking AA degrees or those planning to transfer to a four year institution. Courses in the program may also be studied for personal interest and growth. Full time, part time, and emeritus students all complete Philosophy coursework. These courses have been offered for several decades at Saddleback College.

1.C. Progress since last Program Review:

N/A

1.D. Current Strengths, Opportunities, and Challenges:

The Philosophy Program's strengths lie in its consistent delivery of quality curriculum and the quality of its faculty members. Enrollments in the four philosophy courses have been slowly climbing while retention remains at a very high 81.2% during the spring and fall semesters and 88.2% during summer sessions. Also, data shows a very diverse population enrolling in and completing Philosophy courses. During the last five years the number of courses being offered has decreased from 42 sections in the academic year 2001 to 37 for the academic year 2006. This reflects the department's attempts to improve enrollments and the decision to offer four classes each semester with larger enrollments of 60 students as opposed to the general practice of closing classes with an enrollment of 45. In addition, Philosophy does offer one large lecture course. This fall (2007) we will be offering a Distance Education option for Philosophy 1 for the first time. The two full time faculty members teach nine classes in the Philosophy program while the remaining eight classes each semester are taught by part time faculty. Having two full time faculty members in the program certainly enhances the quality of the curriculum.

One of the major challenges that the program faces will be the retirement of at least one of the full time faculty members in the near future. The other full time faculty member will be retiring within the next decade as well. Another problem that the department faces is growing the enrollments. While the enrollments over the five year period shown in the exhibit (2001-2006) shows good retention rates and success rates for students, enrollments are only growing marginally and the number of sections of Philosophy courses being offered has decreased because of changes in size of the Philosophy 1 classes.

The advent of offering Philosophy 1 as an online course provides an opportunity to explore new methods of delivery. The challenge lies in maintaining departmental standards in online courses. Clearly the Philosophy program offers a challenging and diverse curriculum taught by a cadre of excellent professors—both full time and part time faculty members.

Section II: Review Report

2.A. Faculty and Staff

1. Currently the Philosophy program shares a Chair with the Humanities department and is located within the Liberal Arts Division which provides shared clerical support. The program has two full time faculty members and six part time professors. The current staffing structure seems to work well and the program is able to fulfill its mission and work on its goals.
2. Full time faculty members teach 10 sections of Philosophy—generally Philosophy 1 (8 of 10 sections) and Philosophy 15 (2 of 2 sections). Part time faculty members generally teach two sections of Philosophy 10, World Religions; three sections of Philosophy 12, Introduction to Logic; and two sections of Philosophy 1. The percentage of full time to part time faculty is 59% of courses are taught by full time faculty and 41% of courses are taught by part time faculty. So far this ratio works, allowing the department to function and to meet its mission and goals.
3. For the program to grow, it could add one more full time faculty member plus have immediate replacement hiring for the retirements that are looming on the horizon.

2.B. Curriculum and Instruction

1. Philosophy courses meet students' requirements for completing general education patterns for transfer to four year institutions, acquiring AA degrees, earning vocational certificates, and pursuing personal interests. Philosophy 12 meets the Critical Thinking requirement for the California State University transfer pattern and Philosophy 1, 10, and 15 meet the Humanities requirement for both the California State system and the University of California system transfer patterns.
2. All of the courses offered in the Philosophy program contribute to the program's mission and goals and the college's mission and goals. The courses offered by the

Philosophy program challenge students to critically analyze their world and their culture and the cultures of others as well as teaching them the fundamental ideas of knowledge.

3. The methods used for evaluating the program's offerings include regular evaluation of the full time faculty by the Dean of Liberal Arts, discussion at department meetings, and evaluation of enrollment trends by the Dean and the Department Chair. In addition, we are developing departmental Student Learning Outcomes which will help us provide a more cohesive experience for the students who take Philosophy courses.
4. Student Learning Outcomes are being implemented and assessed to help with program development and improvement. As a program, we are using SLOs to help us quantify curriculum while maintaining the quality of the individual faculty member's instructional goals. After collecting data, we will look at various methods for measuring student progress. SLOs will be helpful in this process. Currently we are working with our capstone course which is Philosophy 1.
5. Currently, the Philosophy department is developing a Distance education version of Philosophy 1 which will be offered this fall (2007) for the first time. In addition, all classroom lecturers have incorporated technology into their classroom presentations—through use of the internet, power point presentations, audio presentations, etc. Some faculty members have begun to implement Blackboard into their curriculum as well.
6. Since the last review, four sections of Philosophy 1 have been offered with a class size limit of 60 students, surpassing the usual class limit of 45 students. This was done to accommodate the college's shrinking classroom space as a result of the health issues in the BGS building. We are also going to begin offering a Distance Ed version of Philosophy 1 to meet student requests for such a delivery mode during fall semester 2007.

7. Philosophy courses are articulated with the UC and CSU systems as well as with many private colleges and universities. The well conceived curriculum is taught by highly qualified faculty members.
8. The most important change regarding curriculum for Philosophy would be to monitor the Distance Education mode of delivery to assure a quality classroom experience for students electing to take such a course. We might also begin to look developing a course that focuses on non-Western philosophy.

2.C. Student Success

1. No significant trends appear in the demographics of the Philosophy courses. Students enrolled in Philosophy courses comprise populations in all campus ethnic groups at about the same levels for the last 5 years. There is an increase in the number of Hispanic students enrolling in Philosophy courses over the last five years, with the rise in the number of enrollees moving from 8.7% in 2001 to 12.8% in spring 2006. The program statistics reveal that more men (54.3% over the last five years on average) than women (45.5% on average over the last five years) traditionally study in a philosophy course. This number reverses in summer enrollments with the average being 55.3% for women enrolled and 44.6% men enrolled. Overall enrollments for all ethnicities and gender groups show a small increase from a total of 1533 students in Spring/Fall of 2001 to 1611 students in Spring/Fall 2005. Summer enrollments have fluctuated with 128 enrolling in 2001, 171 in Summer 2002, then a decline in 2003 to 112 (when we offered fewer summer options), then back up in 2004 to a high of 184, followed by dips in 2005 to 179 and 151 in Summer 2006. If summer enrollments continue to dip, the department will look at offering fewer course options. In the meantime, we will continue to monitor enrollment numbers.

In the area of student success, the Philosophy program shows consistent numbers. This is no doubt a reflection of the stability of the faculty—there is seldom change in the faculty. In 2005, though, some new part time faculty

members were hired to teach courses in Phil 12, Intro to Logic. This move might help in increasing the student success rate in this course as it is the low 50% range for Fall/Summer courses and at 66.5% for summer. Philosophy 1 classes show a success rate in the 58% range for Fall/Spring coursework and at 65.6% for summer courses. Philosophy 10, World Religions, reflects a 68.7%-71.5% success rate for Fall/Summer students and 76.7% for summer courses. Philosophy 15, Intro to Ethics, has 68.3% student success rate for spring semester classes, but is significantly lower in the fall semesters at 51.4%. Summer classes show a 70.5% success rate for this course. The high number of F grades offered in Philosophy might be reflective of the challenging curriculum and of students not dropping the course when they decide to not complete it. Overall, the retention rate for Philosophy courses has been in the low 80% range for the Fall/Spring semesters and at 88.2% for summer courses.

2. Since we have recently hired new part time instructors whose contribution to the department are not reflected in these numbers, no real change is planned other than to monitor success rates for students and retention rates which seem to be acceptable. Otherwise, the demographics reflect the various ethnicities on campus. The student success rates of 50% and higher will be monitored and addressed in Department meetings.
3. The departmental faculty consistently works with support services for students through interaction with DSPS, EOPS, the counseling department, Early Alert, and tutoring.
4. The program's strengths in terms of student success lie in the fact that 60% of its students are planning to transfer to a four year institution and are using Philosophy to help meet their transfer requirements. The other 40% are taking a Philosophy course for personal interest, to complete vocational certificates, or indicate that they are undecided. Also, the high retention rate indicates that students are completing the courses. The weakness lies in the low percentage of students who are successful in completing the courses.

5. The Philosophy program is moving to offer Distance Education/online coursework in the fall semester of 2007. In addition, it will continue to work with and mentor part time faculty members to assure consistency of instruction. Philosophy classes represent one option for students trying to complete a transfer pattern as Philosophy 12 meets the Critical Thinking requirement for the California State University system and Philosophy 1, 10, and 15 meet the Humanities requirement for both Cal State systems and the University of California system transfer pattern.

2.D. Facilities, Technical Infrastructure, and Resources

1. At this time, all Philosophy courses are taught in general education classrooms. The course does require technological support in the form of computers, overhead projectors, and projectors in the classroom for dissemination of information. At least four of the Philosophy 1 courses have enrollments of 60 students so they require an adequately sized classroom to accommodate such a population. One section of Philosophy 10 is a large lecture class and requires a classroom that can accommodate 90 students.
2. The current amount, type, and/or quality of information technology available to the program support its mission and its ability to serve students.
3. The library holdings appear to meet the students' needs and allow the program to fulfill its mission and meet its goals.
4. At the current time, campus resources seem to meet the needs of the program and allow it to fulfill its educational mission.
5. The major changes that the program faces have to do with classes being offered in science classrooms or other rooms not necessarily designed as general classroom space. The refurbishing of the BGS building will place the Philosophy Program classes back in a central location.

2.E. Service, community Outreach, and Economic Development (optional)

This area is not a part of the Philosophy Program's mission.

Section 3: Needs Assessment

3.A. The needs of the Philosophy Program in terms of Human Resources would include immediate replacement for full time faculty who will be retiring in the near future. The stability of the program has resided in the fact that it has two strong full time faculty members who teach the bulk of the coursework providing a consistent experience for Philosophy students. It is also necessary to continue to work with our new part time faculty members to assure their smooth integration into the program.

3.B. The needs of the Philosophy Program in terms of Instructional Service Needs would lie in the work begun with the SLO process and to look at student success rates in the program. We will also need college support in developing our online coursework.

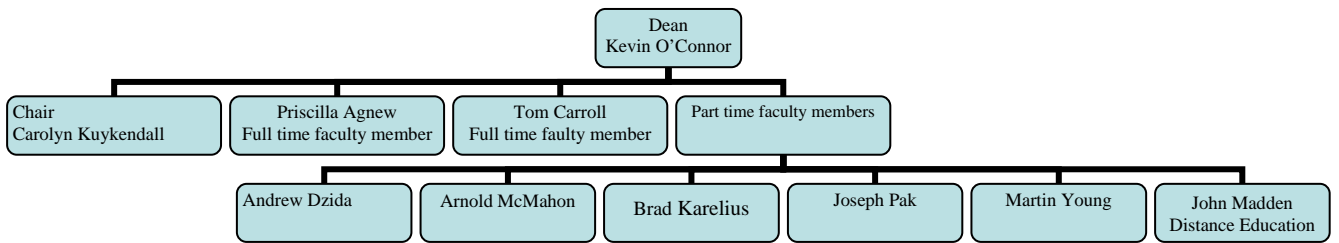
3.C. The needs of the Philosophy Program in terms of Research lie in our continued work with SLOs. We will need to look at the data generated by the Research department in order to continue to monitor our program in its efforts to meet its mission.

3.D. Our needs for technical support, equipment, and other resource needs are basic: we need to offer Philosophy classes in classrooms with computers attached to projectors, overhead projectors, and support for our online offerings.

3.E. Our facilities needs include adequately sized, safe classrooms with sufficient space for our larger class sizes.

3.F. We do not have specific needs for Marketing and Outreach at this time.

Program Organizational Chart



Five Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2001	2002	2003	2004	2005	
Administration	1	1	1	1	1	0
Bargaining Classified Staff FT	1 (Shared with Lib Arts Dept)	1 (Shared with Lib Arts Dept)	1 (Shared with Lib Arts Dept)	1 (Shared with Lib Arts Dept)	1 (Shared with Lib Arts Dept)	0
Bargaining Classified Staff PT	0	0	0	0	0	0
Non-bargaining Classified Staff FT	0	0	0	0	0	0
Non-bargaining Classified Staff PT	0	0	0	0	0	0
Student workers	0	0	0	0	0	0
Faculty FT	2	2	2	2	2	0
Faculty PT	6	6	6	6	6	0