Welcome to Program Review

Welcome Cora Leighton, Please choose your department and activity

Please choose Department

PHIL - Instruction

Are you completing Program Review or Annual Program Update (APU)?

Program Review

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Program Total Faculty and/or Staff

Full Time

Ari Krupnick

Add Faculty and/or Staff

Part Time

Marc Lispi
Eric Gerlach
Shawn Doubiago
Asad Kabir

Add Faculty and/or Staff

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

The philosophy program uses classroom space, and it uses office space for faculty to do work and to meet with students. It uses no special equipment---that is, no equipment beyond computers, projectors, printers, copy machines, markers, erasers, and the like.

Enrollment Trends

College Level - Program and Department comparison

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years.

Enrollment has declined, but we have maintained productivity.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Day time courses are much higher enrolled, but we offer courses across all times.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

When philosophy courses are scheduled, we make sure that they are offered at a variety of times. There are morning, afternoon, and evening sections of philosophy courses, as well as hybrid and fully online sections. Given that the productivity rate for philosophy courses is higher than average for BCC, this way of scheduling philosophy courses appears to be working. Most sections fill up, otherwise the productivity rate would be lower.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Faculty are constantly trying to â€œinvolve students in the learning process.â€ Some examples of strategies tried recently include:
- In PHIL 1 and PHIL 31A: have students come to class prepared with questions about the readings. Start class by writing a few of those questions on the board. Class votes on which questions to tackle first. Discussion proceeds from there.
- In PHIL 11: assign homework problems to students, providing them with the answers to half the questions. At start of next class, have students go over remaining homework questions in small groups of 3 to 4, checking each others answers. Distribute small whiteboards to each group of students for them to use in working through problems.
- In PHIL 1 and PHIL 31A: give students a passage of text from the readings. Assign them the task of reconstructing, in the form of premises and a conclusion, the argument contained in the passage. Have them â€œreport outâ€ to the whole class.
As there is currently no procedure in place to collect information from all philosophy instructors on the strategies that they employ to â€œinvolve students in the learning process,â€ it is hard to fully answer this question.
It will be proposed that all philosophy instructors meet at the end of each semester to share such information.

How is technology used by the discipline, department?

- Course websites are used to provide videos, to provide additional readings, to assign quizzes and discussion questions, as a place for students to keep track of their grades, and so on.
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- In some courses, free online textbooks have been adopted; in others, textbooks with e-book versions have been adopted. This allows students to access materials more quickly and more cheaply.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

- The same readings are assigned for each version of a course, and each version of a course proceeds through those readings at the same pace.
- For the most part, the same assignments are given for each version of a course. Hybrid and DE courses actually have more assignments overall, since students in those courses are required to participate in forums online and to submit answers online to questions about the readings, whereas students in face-to-face courses are not.
- All of our courses are staffed with the same standards of measurement in mind. We hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession. We encourage all faculty to participate in professional development activities, including those offered directly at BCC (through the TLC and Staff Development Committee) but also outside of BCC.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

Name
Semester and Year
To be deactivated on

Last updated date
To be updated on

Loading courses...

Section would appear once the course load is complete...

PHIL 016 - Buddhist Philosophy	November, 09 2016 11:21:30
Fall	12/21/2018
2018 - 19	Other

PHIL 037 - Introduction to Asian Philosophy	November, 09 2016 11:26:55
Fall	12/21/2018
2018 - 19	

PHIL 002 - Social and Political Philosophy	November, 09 2016 11:11:59
Fall	12/21/2018
2018 - 19	

PHIL 010 - Logic	March, 26 2018 14:00:28
Fall	12/20/2019
2018 - 19	

PHIL 031A - Human Values/Ethics	June, 11 2018 13:58:42
Fall	12/18/2020
Select Year...	

PHIL 035 - Feminist Philosophy

November, 09 2016 11:25:36

Fall

12/18/2020

Select Year...

PHIL 001 - Introduction to Philosophy

June, 11 2018 13:45:57

Fall

12/18/2020

Select Year...

PHIL 020A - History of Ancient Greek Philosophy

November, 22 2017 10:22:33

Fall

12/17/2021

Select Year...

PHIL 020B - History of Modern European Philosophy

November, 22 2017 10:36:51

Fall

12/17/2021

Select Year...

PHIL 011 - Formal Logic

October, 13 2017 13:38:45

Fall

12/18/2020

Select Year...

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

Courses in the program are constantly â€œdevelopedâ€ and â€œenhancedâ€ each time they are taught. Lecture material is revised; course assignmentsâ€"such as quizzes, discussion questions, and essay topicsâ€"are added or updated; supplemental readings are incorporated into the syllabi in order to deepen coverage of a topic; links to more online material are added to course websites; and so on. We plan to continue to enhance our courses in these ways.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Instruction - Assessment

Student Learning Outcomes Assessment

Course
Last date Assessed

Student Learning Outcomes (SLO)
Planned Assessment Date

Loading courses…

Section would appear once the course load is complete…

PHIL 016 - Buddhist Philosophy

Describe anatta,anicca,dukkha,and Dependent Origination as foundational principles of Buddhist ethics.

12/20/2019

PHIL 016 - Buddhist Philosophy

Demonstrate an understanding of the principles of three Buddhist schools, to discriminate between thr…

12/20/2019

PHIL 016 - Buddhist Philosophy

Assess foundational Buddhist principles critically.

12/20/2019

PHIL 016 - Buddhist Philosophy

Describe role of Buddhism in the development of national and religious culture.

12/20/2019

PHIL 016 - Buddhist Philosophy

Apply Buddhist existential principles to the understanding of the nature of life and self.

12/20/2019

PHIL 037 - Introduction to Asian Philosophy

Demonstrate an understanding of the concepts of major Asian philosophers.

12/14/2018

PHIL 037 - Introduction to Asian Philosophy

Analyze and evaluate philosophical positions through argument that displays individual perspective.

12/14/2018

PHIL 002 - Social and Political Philosophy

Describe the concepts of key social and political philosophers.

5/22/2020

PHIL 002 - Social and Political Philosophy

Analyze and evaluate philosophical positions through argument that displays individual perspective.

5/22/2020

PHIL 010 - Logic	Analyze arguments into their basic components and assess them for validity and soundness (critical thin…
	12/20/2019
PHIL 010 - Logic	Identify hidden assumptions and instances of fallacious reasoning in a variety of sources (critical thinking).
	12/20/2019
PHIL 010 - Logic	Determine the syntactic and semantic properties of sentence logic formulas, perform translations betwe…
	12/20/2019
PHIL 031A - Human Values/Ethics	Define the main ethical theories covered in the course.
	12/20/2019
PHIL 031A - Human Values/Ethics	Analyze an ethical theory.
	12/20/2019
PHIL 031A - Human Values/Ethics	Explain some prominent and on-going moral disagreements in our society.
	12/20/2019
PHIL 035 - Feminist Philosophy	Define and analyze feminist/gender/LGBQT theoretical terms and approaches to feminist/gender/LGBQ…
	5/22/2020
PHIL 035 - Feminist Philosophy	Analyze personal experiences with gender and sexuality in relation to a global socio-historical context
	5/22/2020
PHIL 001 - Introduction to Philosophy	Use these, and related terms, correctly: argument, premise, conclusion, valid/invalid, sound/unsound (cr…
	5/17/2019
PHIL 001 - Introduction to Philosophy	Reconstruct philosophical arguments step-by-step, and assess whether they are sound (critical thinking).
	5/17/2019
PHIL 001 - Introduction to Philosophy	Explain in jargon-free language several of the major debates within metaphysics, epistemology, and the …
	5/17/2019
PHIL 020A - History of Ancient Greek Philosophy	Analyze and evaluate a philosophical argument based on a careful reading of the original text.
	12/20/2019
PHIL 020A - History of Ancient Greek Philosophy	Describe the main philosophical views of ancient Greek philosophers.
	12/20/2019
PHIL 020B - History of Modern European Philosophy	Analyze and evaluate a philosophical argument based on a careful reading of the original text.
	5/17/2019
PHIL 020B - History of Modern European Philosophy	Describe the main philosophical views of major modern European philosophers.
	5/17/2019

PHIL 011 - Formal Logic

	Determine the syntactic properties of predicate logic formulas.
	5/22/2020

PHIL 011 - Formal Logic

	Determine the semantic properties of predicate logic formulas.
	5/22/2020

PHIL 011 - Formal Logic

	Translate between English and formulas of predicate logic.
	5/22/2020

PHIL 011 - Formal Logic

	Construct proofs in a natural deduction system for predicate logic.
	5/22/2020

Any obstacles experienced during assessment? What worked well? (mainly based on evidence in the report, attach other evidence as necessary)

Assessment has been challenging with part time instructors. Additionally, the minute papers we used in the past are problematic.

ACS Assessment Schedule.xlsx

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

How has your dept worked together on assessment(planning together?)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Collaboration

Part-timers are not expected to do this (unpaid) work, so collaboration remains challenging with only 1 FT instructor

Leadership Roles

N/A

Planning Process

N/A

Dept meetings for Collaboration

N/A

Data Analysis

N/A

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

As an institution, BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess SLOs on a global level, rather than focusing on the limited data available within individual sections.

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

No

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

The assessment liaison position is not effective for a multi-discipline department. We need to be able to split the stipend between instructors who complete assessment.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Course Completion

College Level - Program and Department comparison

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Name 2016 - 17 Completion Rate (%)	2015 - 16 Completion Rate (%) 2017 - 18 Completion Rate (%)
PHIL 1 INTRO TO PHILOSOPHY	60
62	64
PHIL 10 LOGIC	83
PHIL 11 FORMAL LOGIC	73
62	46
PHIL 16 BUDDHIST PHILOSOPHY	46
45	49
PHIL 2 SOC & POLITICAL PHIL	56
87	64
PHIL 20A HIST OF ANCIENT GREEK PHIL	50
48	62
PHIL 20B HIST OF MOD EUROPEAN PHIL	59
73	88
PHIL 31A HUMAN VALUES/ETHICS	63
61	67
PHIL 35 FEMINIST PHILOSOPHY	83
67	73
PHIL 37 INTRO ASIAN PHIL	84

| 65 | 64 |

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

○ Yes
○ No

> If yes, Please describe the difference

Ethnicity

○ Yes
○ No

> Black students have lower success rates

Gender

○ Yes
○ No

> If yes, Please describe the difference

Foster Youth Status

○ Yes
○ No

> Rates widely vary

Disability Status

○ Yes
○ No

> If yes, Please describe the difference

Low Income Status

○ Yes
○ No

> If yes, Please describe the difference

Veteran Status

○ Yes
○ No

> Rates widely vary

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

With regard to philosophy courses in particular, the average course success rate over the last three years, excluding summers, is slightly below the rate for the college as a whole, at 62% (see the table on the next page). That is 8% below the 2024 target.
There do not seem to be any real trends in the course success data for the philosophy program---there is no constant trajectory either upwards or downwards over the last three years, either in the program as a whole or within individual courses.

How do the department's Hybrid course completion rates compare to the college course completion standard?

PHIL does not teach hybrid courses

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

there does not seem to be anything special to the philosophy program that would explain why students are not as successful in online philosophy courses. It seems that the reasons why students do not perform as well in online philosophy courses as they do in face-to-face philosophy courses are the very same reasons why students in general do not do as well in online classes.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

While, all else being equal, it is better to have higher completion and retention rates, the philosophy program does not see improving such rates as an end in itself. After all, such rates could be improved simply by making classes much easier. The first priority is to ensure that all classes in the philosophy program are sufficiently rigorous; we must first make sure that any student who does successfully complete a philosophy course comes out of the course having made substantial improvements in her understanding of philosophy and in her reading, writing, and critical thinking skills. Then we can focus on making sure that more students successfully complete such courses.

What has the discipline, department, or program done to improve course completion and retention rates?

While, all else being equal, it is better to have higher completion and retention rates, the philosophy program does not see improving such rates as an end in itself. After all, such rates could be improved simply by making classes much easier. The first priority is to ensure that all classes in the philosophy program are sufficiently rigorous; we must first make sure that any student who does successfully complete a philosophy course comes out of the course having made substantial improvements in her understanding of philosophy and in her reading, writing, and critical thinking skills. Then we can focus on making sure that more students successfully complete such courses.

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Choose your Action

Improvement Actions

Degrees and Certificates

College Level - Program and Department comparison

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

The AA-T in philosophy was just introduced in 2014. So, so far, only a few AA-T in philosophy have been awarded. To increase the number of AA-Ts that are granted, the philosophy program must become more visible.

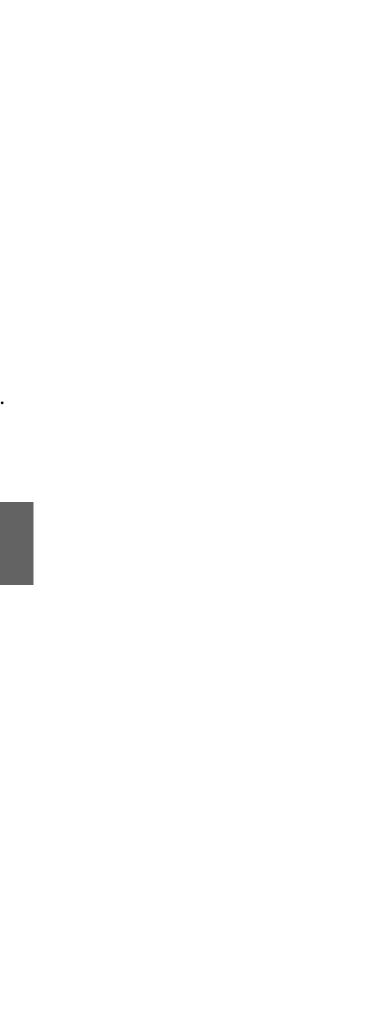**Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?**

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

To make the program more visible, we plan to:
-Advertise philosophy courses through flyers posted around campus
-Create informational packets about individual philosophy courses that could be posted to the philosophy program website, and also given to counselors
- Create a more robust website for the philosophy program that includes information about the benefits of studying philosophy
- Revive the philosophy club

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

The philosophy program has one full-time faculty member. That faculty member serves on:
(i) The curriculum committee chair

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

It is not known in what ways faculty have, "engaged in community activities, partnerships and/or collaborations," but no systematic effort is made to collect this information from faculty. Such information could be collected at an end-of-term meeting.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

At the beginning of each semester, the Arts and Cultural Studies department has a meeting involving all faculty members, but there are no times when all philosophy instructors gather to discuss the program. It will be proposed that at the end of each semester all philosophy instructors meet to discuss the philosophy program and how it might improve.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Resource Request Summary

Total Cost: $0
Total Resource Request: 0

Instruction

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Engagement

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

	Cora Leighton

Please enter the name of the person submitting this program review.

Cora Leighton