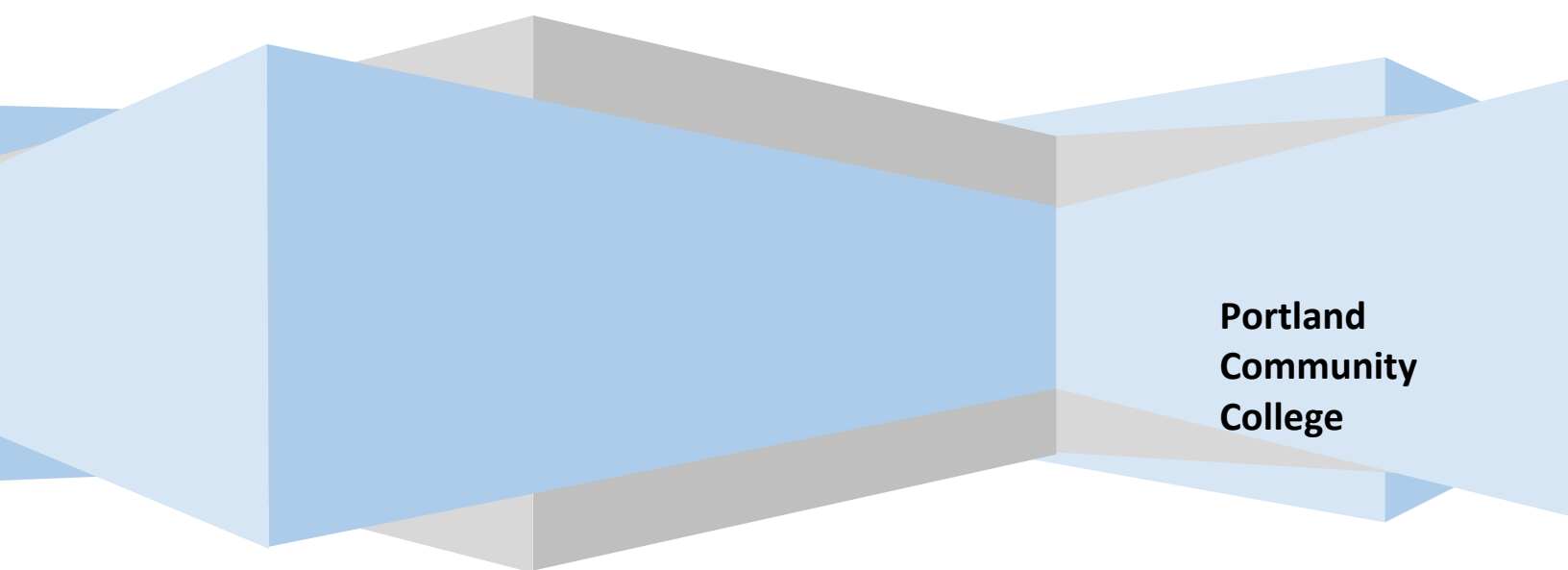


Philosophy Program Review

March 1, 2019

3:00 – 5:00

CLIMB CENTER



**Portland
Community
College**

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PHILOSOPHY

PROGRAM REVIEW

2014-2019

1. OVERVIEW

- A. *What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?***

Over the past decade the enhancements in communication technology have created an intense acceleration of how people engage with the information that shapes their conclusions to the traditional philosophical questions of identity, truth, reality, and ethics. The immense variety of content and efficiency of access at our fingertips has contributed to a social discourse that frequently rewards noise over reflection, action over deliberation, and confidence over uncertainty. All of which have seemingly exacerbated our experiences of polarization, hypersensitivity, and outrage. The study of philosophy, more than ever, is an essential component toward the mitigation of these trends.

Philosophy, as a subject and in its instruction at PCC, is an attempt to encourage an attitude of inquisitive reflection that nurtures the conditions for an engaged, responsive, and insightful thinker to emerge. Through the promotion of self-awareness and the development of critical thinking skills, students are empowered to thoughtfully confront and resolve the various problems they face daily when attempting to pursue a life well lived. It is for this reason that philosophy continues to serve as a cornerstone in the education of community college students and continues to provide the repertoire of skills needed to flourish in the 21st Century. This conviction, passion, and commitment direct the curriculum development and classroom pedagogy of the Philosophy Department at PCC.

The core principle that unites the PCC Philosophy Department is our shared belief that *philosophy is best taught through dialogue*. Because the discipline does not have a universally agreed upon canon of subject area content (nor should it) students must develop the necessary analytic and communication skills to efficiently engage in whatever subject they are confronted with. Personal and intellectual growth is embedded in these explorations as the core values that dictate the discipline's educational goals:

- *Competency in the best principles for accurate and effective reasoning.*
- *The ability to effectively articulate, comprehend, question, and communicate ideas of philosophical significance.*

- *Possess a familiarity with the historical context and significance of philosophical traditions and concepts.*
- *The willingness and ability to be morally accountable by means of sound ethical deliberation.*

Nationally, philosophy programs tend to have slightly different areas of emphasis. These differences are tolerated and accounted for as being indicative of the diverse possibilities of interpretation that philosophy is traditionally known for inviting. There has been an increased demand and sensitivity to move the philosophical cannon beyond the Euro-centric thinkers that are most commonly cited as its ambassadors. The Philosophy faculty at PCC are increasingly aware of, and responsive to, these shifts by being transparent about such issues and striving to incorporate a broader, more diverse representation of thought and thinkers into its courses.

Lastly, the study of philosophy has been correlated directly with improved happiness, academic performance, and career growth. It directly complements whatever career path a student chooses through an enrichment of insight and intellectual curiosity. Further, the adaptive problem solving and communication skills it builds are increasingly in demand by both employers and students alike ([e.g., see page 4 of "Falling Short: College Learning and Career Success"](#)). For these reasons there is a growing trend toward interdisciplinary collaboration that demonstrates the utility of studying philosophy, regardless of one's career aspirations. The Philosophy Department at PCC intends to continue growing these academic partnerships and actively demonstrating the benefits of philosophical thinking and a life well-lived.

B. Briefly describe curricular, instructional, or other changes that were made as a result of your SAC's recommendations in the last program review and/or the administrative response.

- **Increased opportunities to convene for the sole purpose of discussing pedagogy and reflecting on our classroom practices.**

As a new practice, the Philosophy SAC has dedicated the first hour of our inservice meetings to talking about issues of philosophical and pedagogical importance. Topics such as the #MeToo movement and "forbidden questions" have helped open up meaningful dialogues which broaden faculty horizons and insights. This has contributed to a greater sense of inclusivity and respect among faculty within the SAC. Additionally, there have been meet-ups among faculty to discuss the instruction of particular courses such as *PHL 191: Analysis & Evaluation of Argument* and books such as *"The Coddling of the American Mind"* by Greg Lukainoff and Jonathan Haidt. These conversations have been very effective for keeping the instruction of Philosophy in-sync with contemporary social trends and responsive to public demand. Lastly, the Center for Civic Participation (CCP) has held numerous campus dialogues district-wide. These events, usually once per term, allow faculty and students to freely join and participate in similar discussions.

- **Continued development and assessment of online offerings.**

Online offerings in Philosophy have expanded in the last five years and demonstrate strong enrollments. Of all the Philosophy courses being offered during the school year, approximately half of the overall sections are now taught online.

2. OUTCOMES AND ASSESSMENT

A. *Course-Level Outcomes: The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes.*

i. What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?

We have looked over our current CCOGs in preparation for the Program Review and deem that they are sufficient as they are currently written. We are curious about the impact that Guided Pathways and the General Education reforms will have on our CCOGs, so we anticipate more work on the CCOGs will be necessary in the next 5 years.

ii. Identify and give examples of changes made in instruction, to improve students' attainment of course outcomes or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, etc.), that were made based on the results of assessment of student learning.

As noted above, the SAC has not undertaken separate assessment projects focused specifically on course-level outcomes (given that assessment requirements at PCC have focused solely on core outcomes). However, the SAC eagerly awaits the upcoming changes in college-wide assessment which will now free us to do exactly that work: focusing on our own course outcomes.

B. Addressing College Core Outcomes

i. Update the Core Outcomes Mapping

Matrix. <http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html> For each course, choose the appropriate Mapping Level Indicator (0-4) to match faculty expectations for the Core Outcome for passing students.

Students who finish the following courses with a C grade or better are expected to attain the following outcomes. It should be noted however, that some students may attain levels higher than what are stated.

Mapping Level Indicators:		Core Outcomes:
0	Not Applicable.	1. Communication. 2. Community and Environmental Responsibility. 3. Critical Thinking and Problem Solving. 4. Cultural Awareness. 5. Professional Competence. 6. Self-Reflection.
1	Limited demonstration or application of knowledge and skills.	
2	Basic demonstration and application of knowledge and skills.	
3	Demonstrated comprehension and is able to apply essential knowledge and skills.	
4	Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.	

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
PHL 185	Computer Ethics	3	3	3	3	2	3
PHL 191	Analysis & Evaluation of Argument	4	3	4	2	2	3
PHL 195	Critical Thinking: Science & the Occult	3	4	4	2	1	3
PHL 197	Manufacturing Reality: Critical Thinking & the Media	4	4	4	4	1	4
PHL 201	Being & Knowing	3	2	4	3	2	3
PHL 202	Ethics	3	3	4	3	3	4
PHL 204	Philosophy of Religion	3	3	4	3	1	4

PHL 205	Biomedical Ethics	3	4	3	4	3	4
PHL 206	Intro to Environmental Ethics	4	4	4	4	3	4
PHL 207	Ethical Issues in Aging	3	4	2	4	4	3
PHL 208	Political Philosophy	3	4	3	4	2	4
PHL 209	Business Ethics	4	4	4	4	3	4
PHL 210	Intro to Asian Philosophy	3	3	3	4	1	4
PHL 211	Existentialism	3	3	4	3	1	4
PHL 212	Intro to Philosophy of Mind	3	2	4	3	2	4
PHL 221	Symbolic Logic	4	1	4	2	4	1
PHL 222	The Philosophy of Art & Beauty	3	3	3	4	1	4
PHL 298	Independent Study: Philosophy	**	**	**	**		**

C. Assessment of College LDC Core Outcomes

i. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes (LDC-DE disciplines) or Degree and Certificate Outcomes (CTE programs). (If including any summary data in the report or an appendix, be sure to redact all student identifiers.)

Over the last five years, the assessment process at PCC has undergone several changes that have resulted in different-than-usual assessment projects for our SAC during that time. To recap, there was a move from two assessment projects per year to one, with a period of exploratory outcome assessment beginning Fall 2015 and 2016, and the option to participate in the All-In project beginning in Fall 2017.

The gold standard for assessment work would be a reassessment project, where an outcome is reassessed without any changes made to the assessment rubric between year one and year two. Our SAC has not had such an reassessment project for a variety of reasons (including the ones mentioned above), because changes were often made to the assessment process and/or rubric(s) between year one and year two. These changes were often made due to meaningful discussion in the SAC about outcomes (for example, how to define scientific reasoning in a

philosophical context), but nevertheless such changes do keep a subsequent reassessment from generating statistically meaningful data.

However, the most profound insight into SAC assessment was noted in our 2013-2014 report and reaffirmed in last year's 2017-2018 Year One All-In report as well: the relevance of standardization. Here is a quote from our 2013-2014 EOY report:

“[T]hose present [at the spring SAC meeting] definitely saw the problems of the voluntary nature of the assessment...and the importance of standardizing how it's delivered, how it's embedded, etc....”

At our Fall 2018 SAC meeting, we revisited those insights after five years of assessment work and had a robust conversation about that need for standardization when it comes to generating meaningful assessment results. Without meaningful assessment work, it's impossible to make data-informed changes to our pedagogical practices and curricular content. In that way, our assessment work as a SAC over the last five years may not have generated statistically measurable changes in student learning, but it has generated changes in how we understand and approach our teaching - and therefore support student learning.

On that front, the SAC volunteered to join the All-In Assessment Project beginning in Fall 2017. The project asks SACs to assess work from 10 sections of one course, plus two of another, and to spend three years on assessment, data collection, and reassessment. Artifacts are assessed via the AAC&U's Critical Thinking VALUE Rubric. Working with that common rubric, and knowing we'll be working with the same rubric (with no changes) for three entire years, emphasizes the ways in which assignments need to be standardized in order to guarantee meaningful results from artifact assessment. A sampling of faculty plans for curricular changes in PHL 191 courses beginning in Winter 2019, changes based on what we learned from our Year One data:

- “I plan on implementing more in-class assignments that are dedicated to analysis of evidence. My hope is that this will improve students ability to critically evaluate points of view, and reflect on the sources that are used to substantiate these sources. Also, I plan on designing short writing assignments that are geared towards explaining the issues/standardizing arguments so that they can improve their ability to read for content.”
- “I plan on creating a separate assignment that will be included in their final grade, but will be focused more on generating an artifact that specifically hits the five main components being assessed. I will incorporate more teaching on sources and critically evaluate those, as well as work on assumptions (at least their own) and student's position being in conversation with other sides of the argument.”
- “I plan on creating and using a paper development worksheet that clearly outlines the different dimensions of the rubric [the Value Critical Thinking rubric] as a more effective way to help students build their argument using sources and articulating assumptions.”

These are only three examples of the many changes that instructors have planned for Winter and Spring 2019 sections of PHL 191.

ii. Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe briefly.

As discussed above, the proposed changes will be implemented in Winter and Spring 2019, and assessed during Summer 2019.

iii. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

As discussed above, our SAC has learned a great deal over the last few years about how to improve assessment. Two key highlights:

- The value of assignment standardization.
An ongoing theme in many of our assessment reports has been the difficulty of generating statistically meaningful data when assignments differ from instructor to instructor, and/or are voluntary in some sections but not in others. While certainly not all assignments should be standardized, there is value in using standardized assignments for assessment work specifically.
- The value of assignment design.
Given that our SAC does not mandate standard assignments (nor do we plan to), it is crucial that instructors design assignments that strongly reflect the dimensions of the rubric against which artifacts will be assessed. This skill is also important in light of the (proposed) upcoming General Education changes.

Lack of institutional resources continues to be an obstacle to meaningful assessment, however. While the participation of part-time faculty in assessment work was fairly robust this past year, it was severely limited by the ten-hour rule for assessment compensation work. As an example, we had about 50 artifacts (primarily longer papers) to score for our Year One All-In commitment, which limited two part-time faculty participants to a mere five hours of scoring work. This also meant each artifact was scored by only one (normed) scorer - adequate and in accordance with Multi-State Collaborative practices - but perhaps not ideal.

Faculty who participated in last year's All-In project expressed the desire for more time to have discussions around assignment design, but there is little funding support for that work when it comes to compensating part-time faculty (beyond payment for SAC meeting participation). They are the ones doing the bulk of our instructional work; in our All-In project, we collected artifacts from twelve total sections, eight of which were taught by part-time faculty. While we do have meaningful conversations around teaching in our SAC meetings, that time has to also be spent on other administrative issues and not all part-time faculty can be in attendance.

Without that support for assignment design, it can be challenging to create meaningful assessment projects and generate results that offer clear insight into student learning and

opportunities for improving it via pedagogical and curricular changes. Our SAC has made great strides on the assessment literacy front, and has, over the last several years, come to appreciate much of the value that comes from good assessment work. But a lack of funds to support that good work has been and will continue to be an issue and an impediment to meaningful assessment projects.

iv. Are there any Core Outcomes that are particularly challenging for your (LDC-DE) SAC to assess, or difficult to align and assess within your (CTE) program? If yes, please identify which ones and the challenges that exist.

One of the most profound attributes of philosophy as a discipline is its relevance to so many dilemmas, questions, and values - including all of PCC's Core Outcomes. There is not one that stands out as difficult to assess within our SAC, though some may be more difficult to assess in particular courses.

Given the proposed upcoming changes to PCC's Core Outcomes and our Gen Ed program, we anticipate no difficulty in assessing Integrative Learning as a Core Outcome for philosophy (it being the currently proposed outcome for which all Arts & Letters General Education courses would be responsible).

3. OTHER INSTRUCTIONAL ISSUES

A. Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?

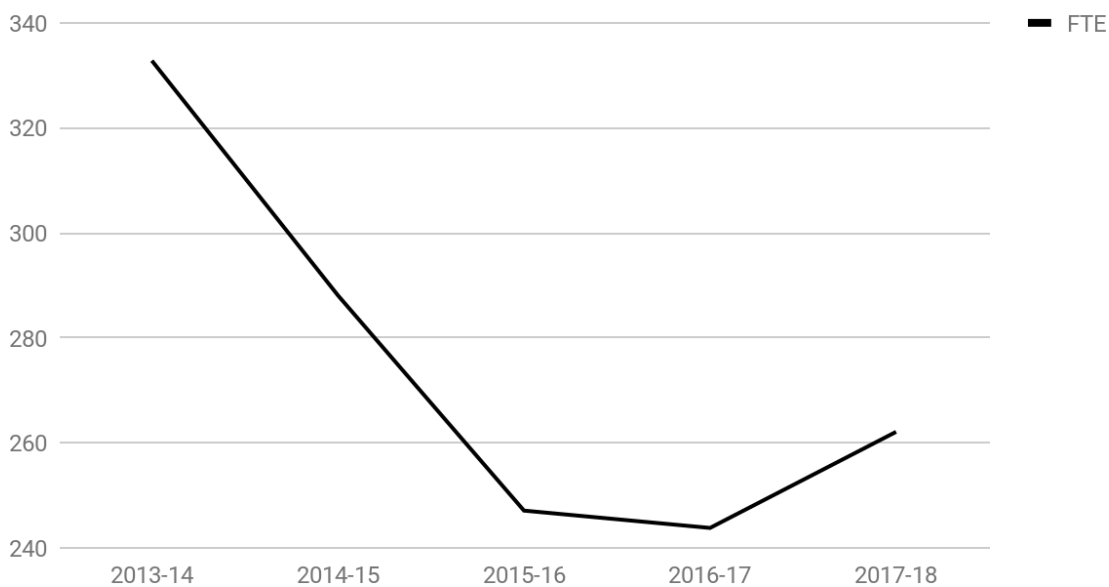
In general, enrollment in philosophy courses at PCC have mirrored the enrollment trends at PCC overall with the recent exception of the 2017-18 school year where the Philosophy Discipline showed some statistically significant growth. By and large, enrollments are strongly tied to the quality of instruction and curricular requirements of higher education. While the Philosophy Department has sufficiently succeeded in the quality instruction component, it continues to be suppressed by institutional prioritization of other disciplines that are tied more closely to STEM fields under the premise that doing so will improve employability. Without discounting the viability of those disciplines and priorities, it is worth mentioning that success in the modern workforce will largely be contingent on a person's capacity to think, learn, adapt, and communicate effectively. All of these skills exist at the core of philosophical instruction and it would seem to be in the best of interest of students for the College to place a greater emphasis on the importance of studying philosophy. It should also be stated that smaller

departments such as Philosophy have largely been suppressed by larger departments when it comes to faculty representation in the Department Chair roles. These positions are traditionally assigned to faculty from larger departments who have more FT faculty to spare as well as the departmental support from larger pools of PT faculty. Currently having a Faculty Department Chair at Sylvania who is actually from the Philosophy Department could also be interpreted as having a strengthening role. The Philosophy SAC continues to advocate for institutional reforms that will lead to increased promotion at an institutional level.

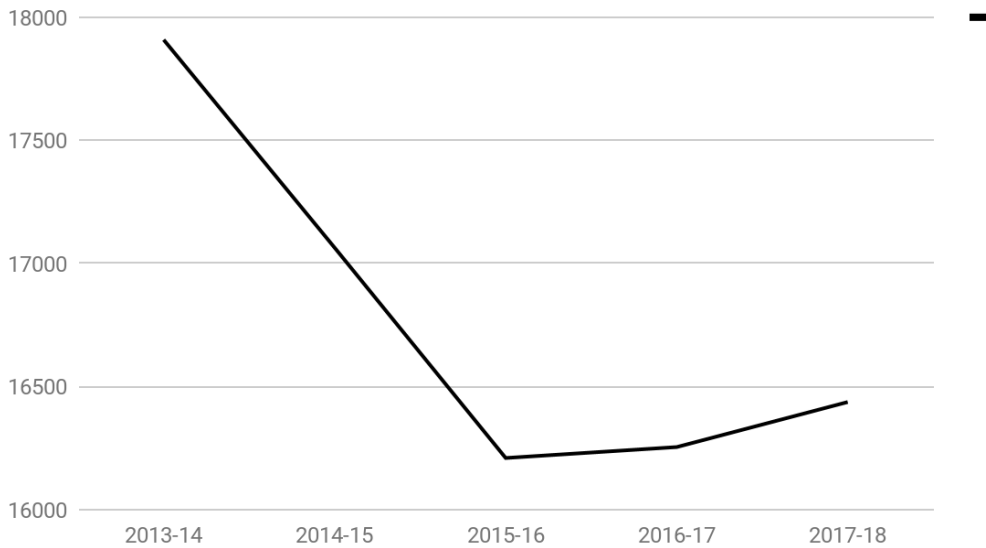
PHILOSOPHY	FTE	% Change
2013-14	332.8	-3.20%
2014-15	288.1	-13.50%
2015-16	247.1	-14.20%
2016-17	243.8	-1.30%
2017-18	262.1	7.50%

-21.2% 5 year decline

5 Year Trend for Philosophy



5 Year FTE Trends for PCC LDCs



RACE/ETHNICITY

The composition of students taking Philosophy courses at PCC continues to diversify and largely stay in sync with the student demographics across the district. There have been notable increases in the enrollment of racial minority groups exploring philosophy which has been invaluable for further enriching class discussions. In particular, issues of equity and social justice are commonly addressed. Philosophy faculty have largely accepted the challenge and opportunity to cultivate rich discussions that illuminate current affairs, in order to deepen empathy through the integration of broad and diverse experiences. In spite of these gains and encouraging trends it should be noted that the majority of students taking philosophy classes are white (62.7%). This is a significant drop from 2013 when 67.3% of our students were white. This drop roughly mirrors the overall drop in students identifying as white at PCC from 2013 (61.9%) to 2017 (56.8%). Our task is to be transparent about these disparities and collaborative in our response to them. As all of our students continue to find these philosophical experiences to be inclusive, respectful, and deliberative we believe that these trends will continue to close the gap and further align with PCC demographics as a whole.

2013	PCC	PHL	2017	PCC	PHL	PHL +/-
Asian	6.4%	5.9%	Asian	7.7%	7.3%	1.4%
Black	5.6%	4.1%	Black	4.6%	4.0%	-0.1%
Hispanic	10.3%	8.3%	Hispanic	12.2%	10.5%	2.2%

International	2.1%	???	International	2.7%	???	
Multiracial	5.0%	4.6%	Multiracial	6.9%	7.8%	3.2%
Native American	1.0%	1.1%	Native American	0.8%	1.2%	0.1%
Pacific Islander	0.5%	0.6%	Pacific Islander	0.7%	0.5%	-0.1%
Unreported	7.2%	8.0%	Unreported	7.7%	6.0%	-2.0%
White	61.9%	67.3%	White	56.8%	62.7%	-4.5%

GENDER IDENTIFICATION

Those identifying as female continue to represent a slight majority of students taking philosophy courses at PCC. Of note has been a statistical bump of students not reporting their gender identification. This is likely due to an increased acceptance and understanding of non-binary options when it comes to gender identification. These questions of gender identity also fit nicely within the traditional philosophical questions pertaining to identity overall which could make philosophy an appealing option to those students exploring new ways of thinking.

PHL	2013-14	2014-15	2015-16	2016-17	2017-18	PHL +/-
Female	50.9%	51.4%	52.1%	52.3%	49.0%	-1.9%
Male	47.9%	47.4%	46.5%	45.7%	47.9%	0.0%
Unreported	1.3%	1.2%	1.4%	2.0%	3.0%	1.7%

AGE

The average age of students taking philosophy at PCC has dropped significantly over the past 5 years. This is likely in part to the large number of older students who were going back to school during the recession and their subsequent reintroduction to the workforce as the economy has improved. Another factor is the increasing number of Early College students who are taking community college courses while still enrolled in high school. This trend has largely been a positive one as the caliber of such students has typically been high as a result of their aptitude and intrinsic motivation.

PHL	2013-14	2014-15	2015-16	2016-17	2017-18	PHL +/-
Under 20	21.6%	23.4%	23.1%	28.3%	31.7%	10.1%
20-24	31.1%	33.2%	34.4%	34.3%	32.0%	0.9%
25-49	44.4%	40.6%	39.1%	34.9%	34.0%	-10.4%
50+	2.9%	2.8%	3.3%	2.5%	2.3%	-0.6%

B. Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, and how is your SAC addressing this?

Looking at the course enrollment and completion data below that compares 5-year differences it is difficult to ascertain any firm patterns as most statistical changes seem to be within acceptable ranges of statistical variability. It is also difficult given the relatively low numbers and how small changes can lead to larger percentile changes that could be easily misinterpreted. To really understand if there are any curricular and/or pedagogical effects on completion rates would require greater access to improved data including the ability to evaluate sections individually by instructor. Most disciplines have a degree of variability between instructors teaching a particular course, but philosophy in particular tends to have a wider spectrum of accepted approaches. Were such individualized data available and more accessible there would be an improved means for collaborative pedagogy within the SAC. To make such discussions feasible would require a heightened degree of trust and protections between faculty and management.

		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 191	2013-14	464	66.60%	157	22.50%	76	10.90%
	2017-18	376	73.70%	98	19.20%	36	7.10%
	Change	-19.00%	7.10%	-37.60%	-3.30%	-53.00%	-3.80%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 195	2013-14	163	86.20%	15	7.90%	11	5.80%
	2017-18	72	80.00%	12	13.30%	6	6.70%
	Change	-55.80%	-6.20%	-20.00%	5.40%	-45.50%	0.90%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 197	2013-14	58	59.80%	29	29.90%	10	10.30%
	2017-18	51	67.10%	16	21.10%	9	11.80%
	Change	-12.10%	7.30%	-44.80%	-8.80%	-10.00%	1.50%

		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 201	2013-14	594	74.30%	96	12.00%	110	13.80%
	2017-18	395	77.90%	76	15.00%	36	7.10%
	Change	-33.50%	3.60%	-20.80%	3.00%	-67.30%	-6.70%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 202	2013-14	846	82.50%	88	8.60%	92	9.00%
	2017-18	752	84.10%	94	10.50%	48	5.40%
	Change	-11.10%	1.60%	6.40%	1.90%	-47.80%	-3.60%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 204	2013-14	209	79.20%	28	10.60%	27	10.20%
	2017-18	96	78.70%	13	10.70%	13	10.70%
	Change	-54.10%	-0.50%	-53.60%	0.10%	-51.90%	0.50%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 205	2013-14	54	83.10%	6	9.20%	5	7.70%
	2017-18	0					
	Change	-100.00%					
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 206	2013-14	42	84.00%	2	4.00%	6	12.00%
	2017-18	91	85.80%	5	4.70%	10	9.40%
	Change	53.80%	1.80%	60.00%	0.70%	40.00%	-2.60%
		A/B/C/P		D/F/NP		W/OTHER	

COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 207	2013-14	86	60.10%	32	0.224	25	17.50%
	2017-18	42	82.40%	7	0.137	2	3.90%
	Change	-51.20%	22.30%	-78.00%	-8.70%	-92.00%	14.00%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 208	2013-14	13	68.40%			6	31.60%
	2017-18	11	64.70%	1	5.90%	5	29.40%
	Change	-15.40%	-3.40%			-16.70%	-2.20%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 209	2013-14	91	93.80%	4	4.10%	2	2.10%
	2017-18	138	80.70%	15	8.80%	18	10.50%
	Change	34.10%	-13.10%	73.30%	4.70%	88.80%	8.40%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 210	2013-14	49	83.10%	8	13.60%	2	3.40%
	2017-18	86	78.90%	17	15.60%	6	5.50%
	Change	43.00%	-4.20%	52.90%	2.00%	66.60%	2.10%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 211	2013-14	65	75.60%	10	11.60%	11	12.80%
	2017-18	87	70.70%	21	17.10%	15	12.20%
	Change	25.30%	-4.90%	52.30%	5.50%	26.60%	-0.60%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL

PHL 212	2013-14	16	64.00%	3	12.00%	6	24.00%
	2017-18	77	72.60%	15	14.20%	14	13.20%
	Change	79.20%	8.60%	80.00%	2.20%	57.10%	-10.80%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 221	2013-14	39	40.60%	30	31.30%	27	28.10%
	2017-18	8	50.00%	6	37.50%	2	12.50%
	Change	-79.50%	9.40%	-80.00%	6.20%	-92.60%	-15.60%
		A/B/C/P		D/F/NP		W/OTHER	
COURSE	YEAR	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL	ENROLLMENT	% of TOTAL
PHL 222	2013-14	18	81.80%	1	4.50%	3	13.60%
	2017-18	18	75.00%	3	12.50%	3	12.50%
	Change	0.00%	-6.80%	66.60%	8.00%	0.00%	-1.10%

C. Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them.

Online offerings in Philosophy have grown significantly over the past 5 years. In the 2017/2018 academic year the PCC ran 139 sections of Philosophy courses, 67 of which were online. This roughly equates to a 52% F2F to 48% OL ratio. Further, 13 of our 16 courses are typically offered over the school year. Several OL courses, such as PHL 201 & PHL 202, are offered concurrently with F2F courses while others like PHL 207 are offered exclusively online. The challenge and goal of the Philosophy SAC is to continue to grow and evolve to best meet student need and demand. As a recent example, our PHL 205: Biomedical Ethics course had traditionally only been offered F2F but enrollments withered significantly once the Nursing Program replaced it with PSY 215 as a requirement. As such, we have had a hard time getting it to run as a F2F offering. We recently developed it for online instruction and offered it for the first time this winter 2019 at which point it quickly reached capacity. The Philosophy SAC believes that there is not consistent indicator of student success based on instructional modality. Our experiences demonstrate that student success can be achieved through both modalities as long as the instructional approach and course design is adequately aligned with the course medium. Traditionally, OL courses suffer slightly lower completion rates than F2F courses.

This can be attributed to several possible reasons including the increased demand for student intrinsic motivation. When one accounts for this statistical variation it seems as though any differences in student success should be regarded more an issue of pedagogy than modality. The Philosophy SAC will continue to explore these challenges and work to alleviate them.

D. *Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, etc.)? If so, please describe.*

While several instructors have integrated elements of educational initiatives such as CBL and internationalization, there has not been a formal effort by the Philosophy SAC to implement it into the curriculum. Faculty are interested in these issues but largely content in the existing flexibility for them to adopt and integrate them if they so choose.

E. *Are there any courses in the program that are offered as Dual Credit at area high schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.*

In 2015-2017 there were some dual enrollment courses (PHL 191 & PHL 202) offered at Gaston High School, but the instructor has subsequently left the school. While there are not any high schools actively offering dual credit Philosophy courses there has seemingly been an uptick of Early College students attending PCC.

F. *Please describe the use of Course Evaluations by your SAC. Have you created SAC-specific questions? Do you have a mechanism for sharing results of the SAC-specific questions among the members of your SAC? Has the information you have received been of use at the course/program/discipline level?*

No SAC-specific questions are utilized on student evaluations. This is a topic the SAC intends to address in the near future.

4. NEEDS OF STUDENTS AND THE COMMUNITY

A. *Have there been any changes in the demographics of the student populations you serve? If there have been changes, how have they impacted curriculum, instruction, or professional development, and, if so, in what way?*

During our preparation for the Program Review, we as a SAC, convened conversations about this question. As reflective instructors, we took this opportunity to engage each other in contemplating how our teaching has changed in the last five years. As was noted above, there have been some recent changes to student demographics, which has led our faculty to adapt to the new student perspectives we encounter. Since we have had a stable faculty throughout the last five years (we have added 2 new adjunct faculty and retained the rest), it is in the teaching of philosophy that we have concentrated our efforts in diversifying the curriculum. Our conversations have revealed that everyone takes the content of our classes seriously, and, to a member, we all have revised our content to reflect changing dynamics within our current cultural milieu. For example, one instructor noted that we as educators have had to “question our own assumptions about differing cultures and critical thinking.” While we have been engaging ourselves in this conversation, some opportunities and barriers have emerged. Some instructors have changed their curriculum to include more diversity in their required readings, but there have been other changes as well. For example, one instructor has included more web-based videos to encourage alternatives to text-based acquisition, since this aligns with how most students consume information today. Another has resisted these trends and “maintains traditional textual interpretation as an ‘antidote’ to students mostly consuming information in the ‘shallows’.”

Although we by no means think we have profound insight into this important educational topic, general themes have emerged from our conversations which have led to different teaching content and techniques:

- 1) Students needs are changing because of technology’s effect on learning.
- 2) There has been a cultural shift towards questioning the traditional philosophical canon.
- 3) Responsive/responsible teaching necessitates listening to students’ interests and the current cultural touchstones they are encountering.
- 4) New ways of teaching perennial concepts (ethics, existence, reality, knowing, identity, etc.) are needed to keep up with the changing interests of students.
- 5) Some instructors have eliminated textbooks in favor of OER and other public domain resources.
- 6) The use of D2L platforms has led to more comfort in student participation/engagement.

B. *What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as a particularly challenging in serving these students?*

Serving all students is a high priority for the Philosophy SAC. While we don't discuss specific cases, we do talk about access and success for students with disabilities. Anecdotally, the Philosophy SAC has seen an increase in students with approved academic accommodations and the electronic notification system has led to a more streamlined identification of students with disabilities. More specific data is needed to ascertain if this is a demonstrable trend. Nevertheless, faculty members have approached accommodating students with disabilities in a variety of ways dependent on the unique, individual circumstances that are presented. Here are some guidelines that have emerged which reflect our general approach:

- 1) Recognize the unique challenges and access plan for individual students.
- 2) Provide flexible deadlines for completing assignments when warranted.
- 3) Electronic copies of materials are posted on D2L platforms and provided upon request.
- 4) Provide closed captioning of videos when resources are available.

C. *What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?*

The change from exclusively classroom-based teaching to the new normal of approximately 50% online sections per term has been challenging for our discipline to adapt to (because of the discussion-based nature of philosophy and the challenges of the online modality) since we started the online experiment in 2008. However, it has provided unique opportunities for connecting with students through using a different modality. The online modality opens up opportunities to see individual student writing on a consistent basis and then provide individualized feedback. This can build more opportunities for dialogue amongst all students, especially through online discussion formats. Technological access has opened up areas of information that can be accessed more readily and can lead to lively debates on current events. For example, many instructors have their students post current examples of argumentation or ethical dilemmas found in the public sphere in order to facilitate discussion within the class. The changes in society's embrace of electronic information acquisition has appeared to change student expectations on the process of education and it can be valuable to incorporate such an approach into pedagogical designs for student learning.

D. *Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.*

As discussed in other sections of this report, the Philosophy SAC is consistently incorporating feedback from students and the community to inform the way we approach teaching philosophy.

Our sensitivity to larger social trends has enabled us to change our content to address the dynamic historical shifts we have seen in the educational environment of the early 21st century. The discipline of Philosophy has traditionally been adaptive in its approach to the fundamental questions of human existence as they evolve and change within the dialectic of history. We are all “children of our times” as G.W.F. Hegel once remarked, and as long as we maintain the spirit of open, inclusive dialogue, our place of relevance to students and the broader community will be secure. The history of the Philosophy SAC has been one of service to the broader community and this is reflected in the classes/programming developed to help students and other disciplines at PCC cultivate an inquisitive spirit. As examples, philosophy has developed classes in aging and ethics, biomedical ethics, philosophy of mind, business ethics, environmental ethics (to name a few), as well as establishing the Center for Civic Participation at PCC (CCP@PCC). All of these initiatives have been accomplished through our own initiative and we would welcome additional administrative support in enlarging our impact.

5. FACULTY

- A. *Provide information on how the faculty instructional practices reflect the strategic intentions for diversity, equity and inclusion in PCC’s Strategic Plan, [Theme 5](#). What has the SAC done to further your faculty’s inter-cultural competence and creation of a shared understanding about diversity, equity, and inclusion?***

Our faculty have tended to stay once hired, so there has not been a lot of turnover in our teaching staff. We see this as a strength, but it has also meant that opportunities for new instructional perspectives have been limited. So, change has come from within the existing practices/instruction of our department. The discipline of philosophy is founded upon the open pursuit of ideas and the questioning of the existing societal status quo. As noted in PCC’s Strategic Plan, Theme 5, not only do we need to be aware of issues related to diversity, equity, and inclusion, but we also need to be acting on that awareness to better align our philosophical community with these values. We accomplish this through incorporating challenging conversations in our district-wide SAC meetings and through the CCP@PCC. The topics addressed at our SAC meetings help us align ourselves to the important efforts of diversity, equity, and inclusion at PCC. This does not lead to a consensus view, but rather an appreciation of the nuanced variety of perspectives found within the individuals that make up our SAC.

Two specific examples of how the Philosophy SAC has contributed to the campus climate of diversity, equity, and inclusion were highlighted in the “What We’re Doing” section of the PCC Strategic Plan, Theme 5 report:

- 1) The Center for Civic Participation at PCC held a forum discussion on “Fear Itself: Is Xenophobia Ever Justified?” which raised awareness of the attitudes/consequences of holding xenophobic beliefs. ([CCP to Discuss Xenophobia, Fear](#))

- 2) John Farnum, Philosophy Faculty at Sylvania, moderated the district-wide remembrance of Executive Order 9066 that President Roosevelt forced more than 120,000 Japanese-Americans from their homes which led to the internment camps during World War II ([PCC Remembers EO9066](#))

B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes.

<http://www.pcc.edu/resources/academic/instructor-qualifications.pdf>

No changes to instructor qualifications have been made or deemed necessary.

C. How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

Our main focus as a SAC has been to serve the district through our involvement in the initiatives set forth by the college. Members of the Philosophy SAC serve on a variety of committees, such as, the Learning Assessment Council (LAC), the Humanities and Arts Council (HARTS), the HB 2864 Cultural Competency Oversight Committee, the PCCFFAP Executive Council, the CCP@PCC Steering Committee, to name a select few. These notable leadership positions have enable the Philosophy SAC to maintain a central role in the development of college-wide initiatives which inform the teaching and learning at PCC. Our involvement with the Yes to Equitable Student Success (YESS) Guided Pathways District Workgroup and the reorganization of the General Education Requirements is also essential in positioning the Philosophy Department at the forefront of curricular changes at PCC.

In addition, each faculty member has their own professional development goals and practices. These have included presentations at prestigious philosophy conferences, panel participation at TLCs, convening dialogues through the CCP@PCC, as well as reading recent publications on neurophilosophy, or watching new films/shows that have relevant philosophical content to bring into the classroom. To do philosophy well, our faculty is constantly in the process of reinvigorating our knowledge to encompass current trends in intellectual evolution.

6. FACILITIES, INSTRUCTIONAL, AND STUDENT SUPPORT

A. ***Describe how classroom space, classroom technology, laboratory space and equipment impact student success.***

It is important for philosophy students to have spaces that promote collaborative dialogue and discussion, and that are equipped with up-to-date media (projectors for viewing videos, for example). For the most part, PCC classrooms serve these needs, especially as some have been updated. For example, at the Rock Creek campus, philosophy classes primarily take place in the same classroom in Building 7, which has recent updated classroom technology and space. Other campuses are sometimes hit and miss depending on scheduling demands, but for the most part our administrative assistants do a great job accommodating our requests to the best of their abilities. One recommendation is to have each campus create a “maker-space” for the humanities and the arts in a “cafe-style” arrangement that was seen in the 18th/19th Century salons of the Enlightenment.

B. ***Describe how students are using the library or other outside-the-classroom information resources. If courses are offered online, do students have online access to the same resources?***

The library has been very supportive of the Philosophy SAC. There has been a sustained change in the way students access information and most sources are now electronic in nature and are embedded within new contexts; news access has changed from a linear fashion, to new media which is now embedded in social networks. This provides an ongoing challenge of determining where the “truth” can be found, along with the challenge of “reliability” and maintaining the idea of the “better/worse” distinction of sources.

Philosophy students check out fewer books than students from other disciplines; that may be due to course and assignment design (such as fewer research based assignments or instructors using textbooks for main readings and assignments). The PHL 191 Course has had an OER textbook developed by PHL SAC Instructors and more instructors are using online resources through e-books from the PCC Library catalog.

PCC philosophy students have access to a wide range of library resources to support and expand their classroom learning. This collection includes print and e-books, DVDs and streaming videos, encyclopedias, magazines and academic journals, with content ranging from popular to scholarly. Philosophy faculty collaborate with librarians to ensure that the collection is relevant and current.

Several philosophy instructors use library resources such as articles in the *Macmillan Encyclopedia Philosophy* and monograph e-books for assigned readings, and others use library resources such as the magazine *Philosophy Now* to expose students to current conversations in philosophy. Some instructors bring their classes to the library for librarian-led instruction

sessions focused on the evaluation of information sources and discipline-specific research skills. Most philosophy courses do not require library research, as assignments usually focus on course readings.

Online students have access to library philosophy resources through the [Philosophy Research Guide](#) that is embedded in D2L shells for philosophy courses. Librarian support is available to online students through chat reference services.

C. *Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership, and Student Resource Centers (e.g., the Veterans, Women’s, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?*

We as a SAC do not have any unique insights into how students access and use student resources. The SAC supports promoting these services and resources by including the resources on syllabi and directing students to appropriate resources as the needs arise. The SAC has held “meaningful conversations” on topics in collaboration with different resource centers: notably, a conversation on “patriotism” in conjunction with the VRC and a conversation on “MeToo” in collaboration with the WRC. Promoting the use of these resources aligns with the SAC’s commitment to equitable access and success for our students.

7. RECOMMENDATIONS

A. *What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?*

1. Attempt to create a stronger, clearer, and more efficient administrative structure to support our teaching in philosophy. For this reason, we are advocating for a district-wide Faculty Department Chair in Philosophy that exclusively represents the Philosophy Department.
2. Increase part-time faculty participation in workgroups devoted to helping students achieve success through their philosophy studies. To this end we are seeking more available stipends to support teacher workgroup participation.
3. Update and modernize the Philosophy Department homepage to better acquaint students with how the study of philosophy can help them succeed--academically, professionally, and in the pursuit of a life well-lived.

B. *What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is*

not an assurance of immediate forthcoming support. Making the administration aware of your needs may help them look for outside resources or alternative strategies for support.)

- 1. The Philosophy SAC formally requests that the Deans authorize a district-wide Faculty Department Chair position that exclusively represents the Philosophy Department.***

The current practice of campus based PHL FDC scheduling, hiring, and PT faculty assessment regularly works to the disadvantage of the Philosophy Department with especially undue burdens placed on PT faculty and our students.

- Campus-based non-disciplinary FDCs stunt the ability of smaller SACs who lack FT members across the district to adequately grow and manage their discipline. The Philosophy Discipline is relatively small with only 3 FT faculty members (2 SY/1 RC). This effectively means it has no entrenched presence at the Cascade and SE Campuses. By shifting to a district-wide PHL FDC model, the department will have greater clout and influence to advocate for an increased presence and better satisfy student demand without them having to possibly weigh an impractical commute to Sylvania or Rock Creek. This would allow for a better optimization of scheduling Philosophy courses across the district whereas the current model creates a higher propensity for inefficiency. Adopting this model would have the additional benefit of alleviating the disproportionate burden of representing multiple departments currently being experienced by FDCs at both Cascade and SE Campus.
- The existing campus-based PHL FDC model continues to limit and stress many existing PT faculty. Because they were hired through a campus-based FDC, PT faculty are commonly excluded from consideration for potential sections being offered at other campuses. For those that do teach at multiple campuses they bear the burden of having to coordinate between multiple FDCs where they can wrestle with conflicting feelings of loyalty that leave them feeling conflicted and compromised in not wanting to threaten their future scheduling prospects. Further, they are expected to go through multiple campus-based assessments (sometimes simultaneously) which amounts to a significant amount of inadequately compensated time and anxiety. Adopting a district wide FDC model for Philosophy would provide PT faculty with greater support, clarity, and opportunity. Further, it would diminish the need for some of the bureaucratic inefficiencies that often weigh our institution down.
- The current campus-based FDC model has non-departmental faculty overseeing departments where they often lack the necessary expertise and insight to understand what best represents the will of the PHL Discipline. Disciplines, especially smaller

Disciplines such as Philosophy, have little clout or sway at campuses where they have no, or minimal, FT presence. This invites conflict, miscommunication, and frustration in situations where the actions of an FDC are perceived as not being in the best interest of the department district-wide. Having a non-disciplinary FDC oversee hiring and scheduling can lead to PT hires that would have not otherwise gained SAC endorsement. This non-disciplinary role also undermines the PT faculty assessment process. When a FT faculty member is unwilling or unavailable to oversee the assessment then it is done by a non-disciplinary faculty member who likely lacks the necessary content expertise to effectively assess the PT faculty member. This lack of disciplinary oversight can theoretically undermine the quality of instruction and student experience.

- Students are entitled to have a system that actively hires, nurtures, and assigns the best available instructor to available sections. Our current system limits access to available faculty and impairs our ability to effectively hire and invest in diverse faculty that will strengthen the composition of the Philosophy Department. By adopting a district wide FDC model for Philosophy there can be a more coordinated effort to manage staffing across the district including more formalized hiring efforts that recruit and retain the best faculty.

2. Increase part-time faculty participation in workgroups devoted to helping students achieve success through their philosophy studies. To this end we are seeking more available stipends to support teacher workgroup participation.

We would like to have more opportunities to encourage part-time faculty participation in workgroups on issues in teaching philosophy by providing more available stipends for their efforts. We have seen an increase in attendance of part-time faculty at our SAC meetings and it can be directly traced to the increase in stipends available by the college. We would like to expand the ability of the Philosophy SAC to offer stipends for workgroups (such as, Shirlee Geiger's PHL 191 Level-Group, the yearly Assessment workgroup, and assignment design in connection with the upcoming General Education reforms) and not rely on volunteer hours for such important pedagogical development.

3. Update and modernize the Philosophy Department homepage to better acquaint students with how the study of philosophy can help them succeed--academically, professionally, and in the pursuit of a life well-lived.

We think that the opportunities for website development and modernization of the Philosophy Department homepage would increase awareness of students and the PCC community about the role of philosophy at PCC. However, since we as faculty do not have the time or expertise in this particular areas, we request additional help in this endeavor, whether it is an allocation of

funds to pay a PCC department tasked with assisting our efforts or liaison assistance to find the appropriate support.

8. ASSURANCES

Please put X's next to all three boxes to verify that...

X faculty and FDCs at all of the campuses offering courses in this discipline/program have received a late-stage draft of the Program Review document.

X all of the division deans offering courses in this discipline/program have been sent the late-stage draft.

X the SAC administrative liaison has reviewed and had the opportunity to provide feedback on the final report.