Philosophy

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)

- Goal Setting and Activities

- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

2ND LARGEST PROGRAM IN THE CENTRAL VALLEY REGION out of our cohort of 10 colleges - 1,799 Students Served (2016-2017) with 7% of all MJC students enrolled in a philosophy course. The largest program is Bakersfield College which serves 3,693 students with a collegewide enrollment rate of 11% in philosophy courses. (Source: Cal-PASS Plus)

TRANSFER: 50% ABOVE MJC NORM DESPITE MORE DISADVANTAGED STUDENTS: From 2011 to 2017 there was a 200% increase among philosophy students taking non-intro courses in transfer to 4 yr (from 60 to 126 students) compared to collegewide increase of 150% (815 to 1263). Our program had a transfer increase of 50% over that of the college during the same period this despite having a slightly higher percentage of disadvantaged students than the college as a whole (i.e., first-generation students, financial aid recipients, more economically disadvantaged students, and first year college students). (Source: Cal-PASS Plus)

PERSISTENCE: 10% ABOVE MJC NORM: Compared to the college, philosophy students persist at a significantly higher rate (56% vs. 46%) and that gap has widened slightly from 2011 to present. By a similar margin, philosophy students persist regionally at 10% higher than the college as a whole (58% vs 47%) (Source: Cal-PASS Plus)

EFFICIENCY IN SERVING STUDENTS 172% OF COHORT NORM: We are by far the most efficient of the 10 programs in terms of serving students at 172% of the cohort mean (522) as measured by the proxy of students per FT Faculty (FTF). Of the four largest programs, we serve 900 students/FTF compared to 561 students/FTF faculty at Fresno College, 461/FTF at Bakersfield College and 387/FTF at Merced College. (Source: Cal-PASS Plus and

online course schedules and/or department websites listing number of FT positions for each college)

7% POSITIVE IMPROVEMENT IN SUCCESS TREND (2011-2016): from 2011 to 2016 there was a positive trend of 7% success increase (from 54% to 61%), closing the gap to within 7% points with the college as a whole. (Source: Cal-PASS Plus)

3% POSITIVE IMPROVEMENT IN RETENTION TREND (2011-2016): from 2011 to 2016 there was a positive trend of 3% success increase (from 80% to 83%), effectively closing the gap with the college as a whole. (Source: Cal-PASS Plus)

ETHNICITY/RACE 5% OVERREPRESENTATION OF HISPANIC STUDENTS: we are well-balanced in terms of representation compared to the college although our Hispanic philosophy students were overrepresented by 5% in transfer to four-year institutions. Female students doubled their transfer rate from 34 in 2011 to 65 in 2016, significantly higher than collegewide. Hispanic students, 48% of our students, improved their success rates in philosophy from 48% (2011) to 57% (2016) which is 5% higher than Hispanic pass rates collegewide. Asian students, 5% of our program, improved from 62% to 72% (equal to college success rate) and African Americans, 2% of our program, improved from 43% to 47% although still 6% lower than the collegewide pass rate for African Americans. (Source: Cal-PASS Plus)

SERVING DISADVANTAGED STUDENTS: We are very close to the college norm with respect to first-generation students, economically disadvantaged students, EOPS (Source: Cal-PASS Plus)

65 DECLARED PHILOSOPHY MAJORS As of 2016-2017 we have 65 declared philosophy majors well in line with other similar programs at MJC. (Source: Cal-PASS Plus)

20%? AT U.C. BERKELEY - Of the approximately 10 to 15 students per year who transfer to U.C. Berkeley, six students, or ~20% of those enrolled at UCB have taken two or more philosophy courses in the past three years. Another student recently graduated with honors in philosophy from Smith College in Massachusetts. (Source: Philo dept keeps track of where our top students transfer. Approximate number of MJC students who transfer per annum to UCB provided by the MJC Transfer Office)

2. Are there specific aspects of the program that are exemplary or could serve as a model?

INNOVATIVE PEDAGOGY EMPHASIZING SoTL WITH CHALLENGING COURSES: One of our FT faculty members has significant involvement with the American Association of Philosophy Teachers which has resulted in facilitation of interdisciplinary Faculty Learning Communities focused on reverse course design and innovative andragogy such as teaching students argument analysis, argument evaluation, and careful annotation techniques that reveal argument structure and content of challenging primary philosophy texts.

MJC HONORS PROGRAM AND BAY AREA HONORS SYMPOSIUM MJC Philosophy faculty invite students to honor-ize their courses with a deeper dive into philosophy. Additionally, each year the annual Bay Area Honors Symposium invites students to apply to present at

their annual conference held at Stanford or UC Berkeley. Philosophy students at MJC are well-represented among MJC students who are accepted with one or two philosophy students presenting at the conference. Recently one philosophy student received the Heslett award for the best proposal among all honors students in the bay area.

MJC PHILOSOPHY CLUB Our philosophy club is quite active with faculty advisors from the philosophy department, often with an academic focus unique to clubs. In the past ten years the club has twice attended, for 3-4 days, the American Philosophy Association Pacific Division meeting held in San Francisco. Club members performed careful pre-readings of upcoming papers followed by post-report at a campus wide event.

INNOVATIVE PEDAGOGY EMPHASIZING CLOSING EQUITY GAPS WITH AFRICAN AMERICAN STUDENTS One of our FT faculty is initiating discussion in our department about syllabus decolonization and the implementation of Umoja practices which have research shows to be the most successful way of closing an equity gap among African American students.

PURDY AWARD In 2018, one of our FT faculty won the annual Purdy Award at Modesto Jr. College for teaching excellence and leadership.

WE ARE UNIQUE IN OFFERING AN INTERDISCIPLINARY SET OF COURSES THAT ENGENDER PASSIONATE, ENGAGED, CRITICAL THINKING ABOUT THE FUNDAMENTALS OF OTHER DISCIPLINES (see below, #3)

3. What do others see as the program's strengths?

OFTEN WE HEAR APPRECIATION OF OUR INTERDISCIPLINARY & DEEP CRITICAL THINKING FOCUS we offer a wide range of courses relevant to the sciences, social sciences, humanities, and vocations and teach students to think deeply about these In addition to our introductory course (101), courses that are particularly valued by other campus programs are our STEM-centric courses (PHILO 103, 107, 135, and 400), social sciences / business (PHILO 101, 105, 111, 130) and humanities-centric courses (PHILO 113, 115, 140).

WE TEACH AFFECTIVE DISPOSITIONS AND COGNITIVE SKILLS: What is often valued by other programs, including business programs, is that our students are taught to ask non-empirical questions regarding the fundamentals of other disciplines. Ideally this develops pro-learning dispositions such as curiosity, comfortableness with ambiguity, and pleasure in questions that do not have easy answers. Other programs generally value students who have these dispositions. Other programs also value students who can construct, analyze, and evaluate arguments and perform creative critical thinking, often thinking outside the box, from the space of possibilities.

Umoja Supported classrooms for multiple courses.

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

We need to do more to assess students attainment of ideal philosophical cognitive skills and dispositions relevant to employers, careers, and transfer. As an indirect proxy we can point to our transfer success relative to the college as a whole but we need to do more to directly assess our students learning in way that is valid and controlled for instructor and section by section variation. See the relevant section below for more.

For more detail and evidence regarding the relevancy of philosophy learning outcomes, skills and competencies to careers and industries, please see Attachment B.

Philosophy is the ultimate "transferable work skill." Emphasizing reason and argumentation, philosophy learning outcomes, skills, and competencies prepare philosophy students for the following careers: College Teacher Elementary or High School Teacher - a career that includes the teaching of philosophy at the elementary and high school level (i.e., see PLATO at University of Washington). Hospital Bioethicist - a career as a bioethicist serving on hospital ethics committees that perform case reviews involving ethical dilemmas and patient care. Pastor, Priest, Rabbi, Faith Minister, Preacher philosophy is excellent preparation for a career as a religious leader given the close relationship between formal study of theology, scholasticism, divinity studies, and philosophy. Lawyer philosophy is traditionally a preparatory major for law school Public Policy philosophy is often a direct entry into public policy analysis positions, for example at NGOs, Non-profits, think tanks, etc.

An undergraduate degree in philosophy is solid preparation for the following occupational careers (Source: University of Kentucky, Dept of Philosophy):

Counselor, Public relations director, Publishing, Journalism, Retail management, Marketing, Labor relations, Foreign service officer, International diplomacy, Social work, Medical management, Writer, Information Technology

Business - Business and philosophy seem at first glance to be poles apart, but, in fact, many successful people in business and industry started out as philosophy majors. Recent Maryland philosophy alumni have become stockbrokers, venture capitalists, marketing specialists, managers, editors, publishing industry executives, real-estate brokers. - Department of Philosophy, University of Maryland

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

SUCCESS RATES FELL from 2016 to 2017 from 61% to 57% - The weakest area, data-wise, would be our success rates which fell, after a five-year increase from 61% to 57% from 2016 to 2017 despite the college improving its overall success rate. This might be due to a temporary anomaly but, overall, we are still, at best, 7-8% below the collegewide success rate. (Source: Cal-PASS Plus)

o The AAT/CID/COR outlines require that we use primary texts in our philosophy courses instead of textbooks which would account for some of this disparity.

o However, see Attachment A, philosophy programs in our cohort, of comparable school size, have significantly higher success rates than we do even after accounting for differences in collegewide success rates. Most of these programs are close to their respect colleges success rates which, on the whole is lower than that of MJC college wide. We did not sufficiently analyze cohort programs for transfer success and a deeper dive into comparative data might shed more light on the disparity between our program and other, similar programs in the central valley region.

o While environmental factors such as overrepresentation of young students and significantly fewer FT faculty (compared to our cohort in the central valley) can explain some of the disparity it cannot explain all of it.

RETENTION RATES FELL from 2016 to 2017 from 83% to 76% despite the college remaining steady. (Source: Cal-PASS Plus)

AFRICAN AMERICAN STUDENTS LOW SUCCESS RATES African American students who comprise 2% of our program have the lowest success rates in our courses among all ethnicities (47%). Although improved from 43% in 2011, 47% is still 6% lower the collegewide average for African Americans although we are closing that gap. More troubling is that colleges such as Merced College (64% for AA), Fresno City College (68% for AA), and Bakersfield College (56%) have significantly higher success rates for their African American students taking philosophy courses than we do despite apparently similar overall demographics. (Source: Cal-PASS Plus)

HISPANIC STUDENTS: LOWER SUCCESS THAN OUR COHORT Hispanic students who comprise 48% of our program have the 2nd lowest success rate (57%) among all ethnicities although our success rates are 5% higher than the colleges 53% for Hispanic students. However our Hispanic success rates are significantly below that of cohort colleges such as Merced College (74%), Fresno City College (68%), and Bakersfield College (67%). (Source: Cal-PASS Plus)

FEMALE STUDENTS are underrepresented compared to the college by 9% in our courses (2016-2017) (Source: Cal-PASS Plus)

6. What disproportionate gaps need to be addressed?

RETENTION AND SUCCESS RATES NEED TO IMPROVE: We need to improve our success and retention rates to meet, at a minimum, the MJC norm especially given the success data among other philosophy programs in our cohort which presumably also use primary texts (more challenging) in order to meet articulation requirements with the UC as well as CIDs/AATs as reflected in their COR outlines.

SOLVE THE MYSTERY OF 2016 to 2017: Its not clear from the given data why there was a reversal of our positive retention and success rate trend from a high point of 2016 to 2017 where we saw significant decreases relative to the college. It might be that we are teaching a different set of students? Or data was collected in a different way for our program? Or random statistical variation? However we need to figure out why this happened so that we

can continue our positive trend since 2011.

MORE GENDER BALANCE & IMPROVED SUCCESS RATES FOR AFRICAN AMERICANS AND HISPANIC STUDENTS NEEDED: We need to improve our outreach to female students in this historically white male discipline.   As the American Philosophy Association is making a concerted effort to guide the teaching of philosophy in a way that is more inclusive of women and people of color, we can explore their strategies. While we are balanced in terms of race/ethnic representation compared to the campus as a whole, we can do more given the success of other philosophy programs in the central valley region. For example Umoja participation, including improving representation of women in our classes and creating more culturally-sensitive andragogy.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

CURRICULUM: We should revise or revamp PHILO 123, 20th Century and PHILO 130; we need to work on articulation with UC on two of our courses; we need to update curricunet/ elumen as well. We should explore creation of 1 unit optional add on tutorial-style classes that can be paired with our 3 unit courses.

INTRA-DEPARTMENTAL MEETINGS AND ANDRAGOGIC COMMUNICATION: Since 2005 or before there has not been a single intradepartmental philosophy meeting to which all adjuncts were invited or that was devoted exclusively to andragogy, norming of assignments and the like. This is not the norm for most philosophy programs. Given our recent decline course retention and success we ought to implement intradepartmental meetings and meaningful discussions of andragogy (for example regular reading and discussion of the Journal of Teaching Philosophy as well as SoTL). Ideally, we would engage in norming sessions and receive training in creating valid statistical measures of student learning success (i.e., pre/post surveys, how to code qualitative information, etc). See below for intradepartmental challenges that have made it difficult to proceed in this way.

MARKETING we should be developing brochures, videos, posters and the department website. Bakersfield College might be a good model for us.

USE STARFISH FOR SCHEDULING - we want to use Starfish to tell us when blocks of students stay in classes more often. Based on Starfish analysis we will be able to schedule more smartly including more connection to counselors.

RESTORE THE THIRD FACULTY POSITION? In order to close the instructional support gap with similar size colleges and programs - Bakersfield, Fresno City and Merced college - we should consider requesting a third hire (our program had three FTF prior to 2012) after we have understood our data more completely and have created a detailed plan for improving success and retention rates. Bakersfield College, Fresno City College, and Merced College have significantly higher success rates (even with our upward trend) and a similar demographic of students. A partial explanation might be that they have more philosophy faculty available per student than MJC:

Bakersfield College serves twice as many students as MJC, but they have four times the number of FT faculty (they have eight FTF whereas we have two FTF).

Merced College has a substantially smaller philosophy program than MJC but more FT faculty (they have three FTF and we have two FTF).

Merced College (17 students per section) and Fresno City College (24 students per section) both have much smaller classes per section than we do (33 students per section). Merced has half the number of students per section than we do and Fresno City College 1/3 less than MJC philosophy courses.

More FTF means more time can be spent on individualized instruction and feedback with students than necessary administrative tasks (which can then be divvied up). More FTF means that more energy is available to develop tutoring programs, special 1-unit courses to assist students, etc.

CLASS SIZE REDUCTIONS Given the necessity to closely read and comments on student work in order to maximize success and retention rates, and given the inordinate time required to do so (often an additional 25 hours a week per FT instructor at a 5/5 load if one is to spend 7 minutes per week on 200 students individual writing) our classes must be smaller and more in line with comparable programs in the central valley (i.e. Bakersfield, Merced, Fresno City College). Our critical thinking course, PHIL 105 was reduced to 35 as a cap. Our recent request that PHIL 101 be reduced to 35 was rejected by the class size committee. We should persist in requesting class size reductions.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

REPORTED DATA SHOWS NO GAPS: The data as reported through elumen is that we are meeting student learning outcomes, skills, and competencies.

REPORTED DATA LACKS STATISTICAL VALIDITY: Current CLO and PLO data lacks validity as each instructor devises their own assessment goals, their own assessment tools tailored to her or his individual course given academic freedom and the nature of distinct academic lineages and knowledge domains. Even for a given instructor teaching multiple sections of one course, comparison of two sections of the same course lack validity insofar as the modalities (online vs F2F; or evening vs morning; or large lecture vs small classroom) introduce multiple confounding variables not to mention the lack of training in devising valid statistical measures of student success. In our opinion it would be more meaningful to assess intradepartmental norming sessions or review of rubrics, papers, etc. and use that as a proxy for measuring student learning outcomes or involve all instructors, FT and adjunct in statistical training for creating intradepartmental valid measures of student learning.

Presently there is little remuneration for adjunct faculty to participate in philosophy-centric, department based, joint curriculum review, pedagogy, norming sessions and the like and thus we cannot require or incentivize such participation beyond the intrinsic worth of doing so.

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

HIGH SCHOOLS, JUVENILE DETENTION CENTERS, PRISONS Philosophy programs have often been very successful and well received in teaching philosophy in these modalities. We could expand our program by teaching one or more of our present courses in local high schools, juvenile detention centers, or prisons - or creating new courses that would be a better fit and receive California state funding. The University of Washingtons PLATO program in which philosophy is taught to elementary and high school students would be a good resource for us in mapping out the above approach.

IMPROVEMENT OF OVERALL SUCCESS AND RETENTION RATES: see above on intradepartmental meetings.

IMPROVEMENT OF AFRICAN AMERICAN AND HISPANIC SUCCESS RATES: Interdepartmental meetings and discussions would likely lead to higher rates for success in these populations as well as engagement and participation in organizations such as the Umoja Community (two of our faculty are members, one is very active). However, if the goal is to raise overall success rates, including African American and Hispanic success rates, then engagement in the Umoja Community should positively affect all students success rates, including African Americans and Hispanics, two groups that we have targeted for improved success. Thus, given faculty time constraints which are very real (especially in our department see above), participation in groups focused on ethnic diversity should include andragogies that positively affect all students if we are to take seriously raising our success rates to that of our cohort.

GUIDED PATHWAYS: As part of Guided Pathways work MJC Philosophy has already begun the work of identifying the most likely transfer destinations for our students and will be meeting with the Articulation Officer in the hope of improving the number of courses that our students will be able to articulate when they transfer (to Berkeley for instance).

CAREER SERVICES: A partnership with Career Services to develop a placement program for student internships in positions related to common careers post AAT/BA Philosophy (medicine, CIS, law).

10. What are some industry or disciplinary trends that could enhance the program?

Part of Attachment B is here below: ATTACHMENT B: Philosophy, Careers, & Employment Although the primary goal is not to get a job as a philosopher, the knowledge and skills acquired by philosophy majors enable them to get rewarding and valuable jobs in many fields. In fact, the question students face is often not, What can I do with a philosophy degree? but rather, of the many career options open to me as a philosophy major, which one is best for me? University of Maryland, Department of Philosophy

Lets face it: when you go to a job interview with a company, and you let them know that you are a philosophy major, your personal stock goes up. It shows that you are intrigued by

difficult and fundamental problems, that your interests are broad, that you have a good head, and that you express yourself well. There is an aura about philosophy that often gives candidates a competitive edge in interview situations. University of Maryland, Department of Philosophy

In question 4, Internal Strengths we list some of the careers that explicitly value philosophical training or a degree in philosophy. However the Cal Pass data set provided no employment data relevant to philosophy degrees and these careers in Stanislaus County.

The strongest data that the formal study of philosophy, as measured by attainment of a BA degree, leads to career success would be the national U.S. data collected by PayScale, Inc and the Educational Testing Service which found, surprisingly and counter-intuitively - that a philosophy degree is a smart choice for students seeking lucrative mid-career success. In other words, while a degree in philosophy does not lead, within a year of graduation, to substantial earnings, a philosophy degree yields robust mid-career success and beyond. In our new normal in which disruptive technologies such as robotization and artificial intelligence are upending traditional careers, majoring in philosophy is a smart choice for those seeking well-paying careers.

Below is the data in support of these claims (see below for sources Payscale, Inc., Wall Street Journal, and Educational Testing Service):

GRADUATE RECORD EXAMINATION (GRE) - Philosophy majors are the most successful, overall, on the three sections of the GRE (Verbal, Quantitative, Analytical Writing) based on a study of 50 majors. Specifically:

o Philosophy majors were #1 out of all college majors on the Verbal portion of the GRE (at 160) (English Literature majors were a close second at 157)

o Philosophy majors were #1 out of all college majors on the Analytic Writing section of the GRE (at 4.4, again English Literature was a close second at 4.3)

o Philosophy majors were tied for #7 out of all college majors (with Biology) on the Quantitative section of the GRE at 153 mean score. Mathematics was #1 at 161 (out of 170), Physics #2, Chemistry was slightly above philosophy at 157/170.

LAW SCHOOL ADMISSIONS TEST: Philosophy majors were tied for #1 (with Economics majors) on the Law School Admission Test (LSAT) at 157.4.

GRADUATE MANAGEMENT ADMISSIONS TEST: Philosophy majors rank #3 out of all majors on the Graduate Management Admission Test (GMAT) below Physics and Mathematics.

MID-CAREER EARNINGS FOR THOSE WITHOUT HIGHER DEGREES - Philosophy majors are #4 in mid-career earnings ($81,200) behind only Economics, Engineering, and Mathematics in a study of earnings by mid-career graduates without higher degrees.

SALARY GROWTH FOR THOSE WITHOUT HIGHER DEGREES: Philosophy majors are tied

for #1 (with Mathematics) for the highest salary growth from starting to mid-career of graduates without higher degrees a 103.5% salary increase above starting.

If you want your child to succeed you might, counter-intuitively, recommend that she or he pursues a BA in philosophy given the myth-dispelling (that philosophy does not lead to a good job) robust career data above. How is this possible? How can the study of something not explicitly focused on a specific career or job title lead, paradoxically, to robust success in earnings and career? It is a reasonable and understandable question. The answer is that the study of philosophy, properly taught, develops the cognitive skills - as well as dispositions that are highly desired by employers.

WHAT EMPLOYERS WANT: 1. Ability to work in a team structure 2. Ability to make decisions and solve problems (tie with #1) 3. Communicate verbally with people inside and outside of an organization 4. Ability to plan, organize, and prioritize work 5. Obtain and process information 6. Analyze quantitative data 7. Technical knowledge related to the job 8. Proficiency with computer software programs 9. Ability to create and/or edit written reports 10. Ability to sell and influence others. Source: Adams, Susan. The 10 Skills Employers Most Want In 2015 Graduates. Forbes.

WHAT SKILLS DOES PHILOSOPHY DEVELOP? The study of philosophy includes the development of the below cognitive skills and affective dispositions. The study of philosophy teaches all but one, #7, of the traits desired by employers above.

Generate ideas on a variety of problems
Formulate and solve problems
Uncover assumptions and suggest alternatives
Ability to distinguish subtle differences without overlooking similarities
Analyze, develop and formulate logical arguments
Capability to make knowledgeable decisions, examining thoroughly the consequences of various actions
Aptitude to examine various angles of topics
Ability to write and speak clearly and effectively
Interpret and assess various thoughts and theories

Source: https://philosophy.as.uky.edu/where-can-philosophy-take-me

In addition to the above, philosophy specifically develops cognitive skills of argument evaluation, metacognition, thinking in terms of patterns and systems that change over time, sensitivity to language and precision of terms.

Philosophy also develops affective dispositions of expanded moral imagination, autonomy, able to independently problem solve, able to foresee problems before they arise, comfort with ambiguity (versus black and white thinking), confidence in asking difficult questions, truth telling regarding the soundness of an argument, pleasure in engaging with questions that have no simple answer.

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

PROCURING TUTORING: Due to institutional restrictions and limited resources, it is very difficult to procure funds for philosophy tutors with a background in philosophy, for example CSU Stanislaus, OUP, or UC Merced. Also there are many restrictions regarding embedding tutors into classes where students may receive class credit for attending tutoring sessions. Given their challenging lives, community college students in the central valley are often limited in what they can do outside of simply meeting basic course requirements. Also low stakes grading, recording of scores, etc., is not permitted by vetted employed tutors or teaching assistants. If these restrictions were loosened it would free faculty to maximize their time and training on providing more frequent, detailed feedback to students which studies show is what they need to succeed.

Currently tutoring is mostly available with students here on a temporary basis and that means significant faculty time must be spent working with a continual change in tutors as students move on. We need a tutoring program in which exceptional MJC students as well as non-MJC students could be hired easily, for example from CSU Stanislaus, OUP, or UC Merced. Graduate students as tutors from those institutions offering higher degrees would benefit from the experience in tutoring and we would benefit from their expertise and they would serve as longer-term tutors.

GUIDED PATHWAYS AND SCHOOLS: The development of Guided Pathways should be of benefit to our students. Bakersfield College, a pioneer in Guided Pathways has a large philosophy program with excellent retention and success rates. Perhaps some of this is due to their Pathways program. We look forward to seeing improvements in our students as a result of Pathways.

NEW CALIFORNIA STATE FUNDING FORMULA: If the new state funding formula results in less monies for MJC then, given that we are teaching far more students per FTF than comparable programs in the central valley, it will negatively impact our ability to serve students, including increasing retention and success rates among all students as well as disadvantaged students as it is unlikely that a third philosophy hire would be approved.

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

Please see Attachment B

13. What other obstacles does the program face?

Guided Pathways: Unless there is good reason not to, introduction to philosophy as well as Philo 111, Ethics should be embedded in most of the pathways schools. Philosophy is a mystery to many and this makes it difficult for some to see its relevance to their own field or domain. It is an ongoing educational challenge to explain to the campus at large what

philosophy is and its benefits for real world success and we have to do more to explain its efficacy to other fields.

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
Evaluate the meaningfulness of, and understand the causes for, the recent decline in retention and success rates for all students including disadvantaged populations (i.e., equity gaps) in 2016-2017 after a long upwards trend from 2011 and enact a plan to return to our upward trend toward collegewide as well as toward retention/success rates of Merced, Fresno City, Bakersfield colleges.	Equity	Pedagogy
Curriculum complete all course updates, review CORs, and revise as needed; identify courses for revision, discontinuance, or new courses that are needed, use Pathways as an iterative process to improve alignment of most courses with transfer institutions.	Programs / Services based on Scholarship of Teaching and Learning	Curriculum
3. Increase instructional and tutorial support of students including better ratios of instructor/student feedback and development of intradepartmental efficacious andragogy as well as shared goodwill, values, and purpose.	Innovative Education	Student Support

Activities

Activities	In Support of Goal #	Outcome or Deliverable
Meet with MJC data analysis or consultant experts to better understand the data from Cal-PASS.	Goal #1	We will understand the likely causes and how to address them.
After consulting with district about best practices given our programs history with disaffected faculty, schedule monthly intradepartmental meetings to discuss our program review data story and a Teaching Circle within the philosophy department based on SoTL including the Journal of Teaching Philosophy,	Goal #1	The philosophy faculty will know each others reverse course design based goals, assessment strategies, and castletop course activities and faculty will feel positively supported by one another in this process and identify their favored readings from Journal of TP and SoTL literature. Retention and Success rates will consequently

professor Anellis sabbatical research on modules for students new to philosophy, and professor Hassells Umoja andragogy approach.		increase for all groups with concomitant quality instruction.
Meet with our curriculum rep and introduce course changes at 50% of the curriculum meetings starting the Spring of 2020.	Goal #2	Courses, including CORs, will be updated to reflect latest trends and needs (i.e., to improve retention/success), courses will be modified, discontinued or introduced.
Restoration of the third full-time philosophy position; create a stable tutoring program including graduate students from nearby graduate philosophy programs.	Goal #3	A third FT position is filled and a tutoring program is instituted that is stable and embedded into our classes.
Two FT and two adjuncts attend the biennial American Association of Philosophy Teachers conference in the summer of 2020 as well as attend the Umoja Summer Learning Institute.	Goal #3	Funding is procured and four faculty (two FT and two adjunct) attend the AAPT 2020 summer and Umoja conferences.

Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	Travel, registration, food and lodging for 2020 Summer AAPT for four faculty	5	4000
Prof. Devel.	Registration, food, and lodging for 2020 Summer Umoja for four faculty	5	1000
Prof. Devel.	$600 stipends per adjunct (up to four) to attend 8 monthly intradepartmental Teaching Circle meetings	2	1800
Technology	New computer and monitor for one FT faculty	2	700
Personnel	Restoration FT faculty hire.	4	75000
Personnel	Graduate student (or exceptional MJC philosophy) tutors paid $17/hr	4	8000
Personnel	Hire a data analysis/statistical expert to host a one day hands-on workshop with interested philosophy faculty on creating valid assessments, surveys (ie, pre/post surveys) as well as how to ideally understand our data set (Cal PASS Plus)	2	1600
Other	Monies for brochures, posters, short videos that market (and explain) our program.	1	1000