



# Philosophy Program Review



June 2017

# Modesto Junior College Philosophy Program Review

June 2017

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## Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

Since our last program review five years ago Modesto Junior College philosophy department has done well to rebound from the loss of two of its three full-time faculty, this despite high productivity of 625 WSEC/FTEC in 2015. This despite maintaining 14 distinct courses, an AA-T transfer degree, a new course that is a required component of the respiratory care program, a very active philosophy club, and new state requirements emphasizing student success and equity.

Our success rates, if we exclude the summer, are significantly lower than that of the college (55% vs. 67%). Our summer course success rates are much higher than during the school year (75% during the summer vs. 55% during fall/spring) except for summer online courses which do much worse (57%). It is not clear exactly why the summer courses have such a variance compared to the school year. It would be helpful to see if this is an MJC-wide trend or something specific to our department - for example we might be drawing from a different cohort of students during the summer or the shorter-length courses might be advantageous compared to 15 week courses during the fall/spring. This is something we need to clarify going forward. As for our lower success rates during the school year (10% lower than MJC as whole) the most obvious reason is that philosophy is difficult given that we use challenging primary readings and we have relatively high standards for writing and argument analysis. We have noticed that classes with an English 101 prereq have significantly higher success rates than those without the prereq. Although philosophy is one of the most challenging majors, we aim to improve our success rates by 10% over the next five years (see below).

While we are up to date in our CLOs, PLOs, GELOs we will be revising our CLOs as we working to bring all of our courses into full compliance.

Below is our action plan to address these issues for the upcoming year and after that:

- Fall 2017-Spring 2018 Course Compliance Plan - we plan to have all of our courses in full compliance, completing a process that began in Spring 2017. This will not be a simple rush job but we will revisit all of our CLO's in light of refocusing philosophy in terms of measurable identifiable cognitive skills and affective dispositions that philosophy, taught the right way, can develop.
- Basic Philosophy Skills unit or course: It is clear that, especially given there are no prerequisites and that many of our difficult courses rely on primary readings, many students are underprepared when taking philosophy classes when they have not yet taken English 101. We are going to address this by offering either a) a 1 or 2 unit "basic philosophy skills" course in lieu of English 101 (students who have taken English 101 can opt out of the basic skills) or b) implementing an initial "philosophy skills" module or unit during the first month of our philosophy 101 courses.
- Initiate pedagogy-focused departmental meetings with adjuncts and work to provide stipends for adjuncts to attend these meetings. Currently there is little "shared culture" in our department aside from our two full-time faculty and adjuncts (Judy Cain and Sam Badger) who have been active supporters or advisors to our philosophy club.

From 2014 to 2016 our program was challenged to simply maintain its base line productivity given that we lost two of our normal three full-time faculty. Last year we hired a full-time replacement position when Dr. Spector suddenly retired (technically it was categorized as a growth position but that was simply due to calendar timing of Dr. Spector's retirement). Dr. Tristan Hassell has brought new energy, new ideas and is fully on board with understanding and developing our program to make it as good as possible - a program that emphasizes quality teaching, pedagogy, and rigor so that our students increase the success rate in our courses despite the challenges of philosophy. He co-wrote this program review with Professor Anelli after only one year at MJC. He was quite active as an advisor with the philosophy club and has great rapport with students. Finally he brings a wealth of knowledge from the "continental" (and religious studies) side of our discipline which is needed so that our program can represent the breadth of philosophy.

Our other full-time hire, Prof. Bill Anelli has continued to focus on pedagogy as applied to philosophy. He finished his second at-large board member term for the American Association of philosophy teachers and has made numerous presentations on the teaching of philosophy at the American Philosophy Association conferences and AAPT conferences. He has brought his knowledge to the community campus community, for example leading a one-year faculty leadership cohort in which faculty from different social sciences departments read from key works in the scholarship of teaching and learning and then applied those readings toward developing their syllabi. He served on the Academic Senate executive from 2014 to 2016 where he was responsible for planning much of institute day week; and he has continued his role with the Civic Engagement Project (CEP), the Modesto Area Partners in Science committee (MAPS) and he was one of five MJC faculty cohort members of the recently concluded Central Valley Common Ground project funded by a \$100,000 grant from the National Endowment of Humanities. Professor Anelli organized three presentations by Dr. Andrew Fiala from CSU Fresno on the work of political philosopher Will Kymlicka on the topic of political recognition and liberal individualism versus communitarianism. The focus was on how these tensions underlie politics and culture in the Central Valley. Anelli also oversaw the production of YouTube videos of our speaker series on issues related to the central valley. The short videos can now be used to augment any curriculum by faculty teaching about the central valley issues. These can be accessed here: [https://www.youtube.com/channel/UCVW4Hg3DNs4AkyYPOUa\\_0vA](https://www.youtube.com/channel/UCVW4Hg3DNs4AkyYPOUa_0vA) Finally professor Anelli has co-edited a book with a noted best-selling author. The book is being published by one of the premier eastern philosophy/religion publishing companies in the world: Shambhala Publications. The book will be out in January 2018 (see below for more detailed info on his activities).

In general, our program has maintained a “steady-state” status in terms of success rates, retention rates, and program growth. It’s clear that our goal is to increase our success rates by 10% ideally over the next five years before next program review. We think this is an attainable goal and we think we can do this without “dumbing down” our courses. We think we can do this while simultaneously developing students as rigorous philosophical thinkers. As rich critical thinkers. It is no accident that those who major in philosophy score highest by far on the GRE of any major as well as other graduate exams such as the GMAT. Philosophy majors also have the highest increase in earnings over 15 years after graduating relative to any other major. There is something about philosophy that powerfully develop students critical thinking, analysis, reading comprehension, and imaginative skills, not to mention effects on affective development in so far as philosophy students learn to more deeply and richly imagine the experience of the other. These skills are essential to the success of those seeking leadership positions especially in the job market. We we understand that these truths are not widely known and we will be focusing in the next five years in accurately marketing what philosophy does and what is it about.

Finally, we will participate fully and proactively in the new Guided Pathways Initiative and we will start to have inclusive departmental meetings regarding not just success but equity trends in our classes.

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# Program Overview

## Instructions

Supplemental information, links to previous reviews, and dashboards can be accessed from the review, please ensure your pop-up blocker is turned off, or use Ctrl-Click to bypass it.

Please review each question below, following the prompts and links given in the help text. Additional help, and a list of frequently asked questions is available on the [Program Review Instructions](#) page.

## Program Overview

Please list program awards that are under this department according to the college catalog. Next to each program award listed;

- Please denote if it should be included here, or should be listed elsewhere.
- Answer yes or no, if the program has external regulations
- Additional lines, if needed, may be added by typing the tab key while in the last cell
- Any additional notes can be added in the box below the table

[\[addl help\]](#)

Program Awards	Include in Review (yes/no)	External Regulations (yes/no)
No awards		

## Response and follow-up to previous program reviews

On the [Curricunet website](#), please locate your department and the previous program review. After reviewing, please complete the following questions;

Briefly describe the activities and accomplishments of the department since the last program review.

Since our last program review our program has made great strides and we look forward to becoming an even better program in the next couple years. Here are some highlights – activities and accomplishments – from our last program review:

- 1) New Hire: We hired a new full-time tenure-track replacement: Dr. Tristin Hassell the philosophy club
- 2) Philosophy Club - April 2016 – eight students from our philosophy club attended three consecutive days of the annual American Philosophy Association Pacific division meeting in San Francisco in April 2016. Students pre-read conference papers and, as part of their preparation, presented on the conference papers at philosophy club meetings and then attended those conference sessions. We were one of the only community colleges to attend the conference from Northern California.
  - a) Our philosophy club has continued to meet regularly, workshop papers by students at club meetings, and read primary texts by well-known philosophers at our weekly club meetings.
- 3) New courses
  - a) PHILO 400 - Biomedical Ethics - In 2015 – 2016 we successfully added a new course to our program: philosophy 400, biomedical ethics. This course will be a required course of the new BA in respiratory care and for now will only be open to the respiratory care cohort. This course will be taught for the first time in the summer of 2018
- 4) Student Success – Distinguished Students
  - a) Honors Program/ Bay Area Honors Symposium
    - i) 2015 - Philosophy student Jody Strait was one of five students (out of 140) from the entire Bay Area nominated for the Hezlet Award for the 2015 Bay Area Honors Symposium for her paper on conservative political philosophy as compatible with aggressive action on climate change. She presented her paper at the symposium and later published a paper in the symposium journal.
    - ii) 2017 – Alexis Dye’s presentation on the Alt-Right and Virtue Ethics was accepted to the 2017 Bay Area honors symposium where she presented in May 2017

- b) U.C. Berkeley - the following philosophy students were accepted to UC Berkeley in the past two years (2015-2017):
  - i) Jody Strait (in Environmental Sciences – her work in Environmental Ethics was instrumental to her acceptance at UCB);
  - ii) Brandon Johnson - (Philosophy at UCB);
  - iii) Brad White (Environmental Sciences);
  - iv) Alexis Dye (Rhetoric, UCB);
  - v) Nicholas Vardeh (Rhetoric, UCB).
- c) Whitman College, Oregon (2016) – Ryan Garrett (Philosophy/ Environmental Ethics)
- d) Smith College, Massachusetts (2017) – Alexandra Golikov (Philosophy)
- 5) Faculty Awards, Presentations, Publications
  - a) Professor Bill Anelli (2012 to 2017) – see bottom of this document for details regarding:
    - i) American Association of Philosophy Teachers (AAPT): board member and workshop pedagogy trainings for graduate students and philosophy
    - ii) Pedagogy presentations - AAPT
    - iii) National Endowment for the Humanities (NEH) grant
    - iv) Civic Engagement Project (CEP)
    - v) Presentations for the CEP, Science Colloquium series, and NEH
    - vi) Member of planning committees for CEP and Modesto Area Partners in Science (MAPS)
    - vii) The Truth of this Life – a co-edited book of zen talks by Katherine Thanas, co-edited with noted best-selling author Natalie Goldberg, will be available Jan. 2018 and is being published by Shambhala Publications.
    - viii) Served on the MJC Academic Senate executive from 2014 to Summer 2016. Organized Fall and Spring institute days as secretary and co-chair of professional development.
    - ix) Advisor to the MJC Philosophy Club from 2012 to present.
  - b) Professor Tristin Hassell
    - i) Presented at a symposium of the Center for Religious Understanding at Oakland University in Michigan (2017) - Tristin Hassell
    - ii) Peer-refereed for Social Philosophy Today (2017) - Tristin Hassell
    - iii) Peer-refereed for The Michigan Academician (2017) - Tristin Hassell

## The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

Philosophy is the study of the most fundamental issues concerning reality, knowledge and value, and of the basic concepts, principles, and arguments of the major intellectual disciplines. The mission of the Philosophy Program at Modesto Junior College is to offer courses which provide University Transfer Education in three specific lower general division areas: critical thinking, humanities, and social science.

In addition, the systematic study of philosophy also contributes to the mission of the college in the following areas: General Education, Basic Skills Education, and Civic Engagement. The major function of the Philosophy Program is to offer lower division transfer courses. We currently offer an Introduction to Philosophy course, courses in Reasoning and Symbolic Logic, Ancient, Modern, and Twentieth Century Philosophy courses, as well as courses in Philosophy and Religion, Philosophy and Art, Philosophy of Science, Ethics, Environmental Ethics, Political Philosophy, Philosophy and Film, and a new upper division course, Biomedical Ethics.

Another function of the program is to maintain a viable Philosophy Club for students who wish to engage philosophical issues outside of class.

In addition, we encourage our faculty to participate in academic conferences.

We offered the equivalent of 20 sections in both the Fall 2011 and Spring 2012 semesters and now offer 23 to 24 sections (as of 2016-2017).

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# Student Achievement and Completion

## College Goal for Student Achievement

### *Increase Scorecard Completion Rate for Degree and Transfer*

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer** [\[view\]](#) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCC Scorecard by 2022.

## Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the [Success Rate Data Dashboard](#) and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

We examine our overall department success rates from Summer 2015 to Spring 2017. It varies from 75% in the summer of 2015 to 57% in 2016. There are two main takeaways:

- The success rates in the summers (an average of 75%) are significantly higher than during the Fall/Spring (an average of 55%). Below we offer a likely explanation for this 20% variance.
- Our success rates - 55% average is significantly lower than the college as a whole (67%).

When looking at courses across sections (our 101, 103, and 105 courses have multiple sections each) we see for every course significant variation from low to high however we notice that two courses, 103 and 107, have smaller variations and both are above the department average. These are the only two courses that have English 101 as a prerequisite. We see this as the primary reason why the success rates are significantly higher for these two courses.

What is your set goal for success? Do your department and individual course rates meet this goal?

We have never set a prior goal for success and thus we cannot address the issue of whether we have met a prior goal. We now aim for 2% a year or 4% increase by next program review (Fall 2019) which would be 61% for Fall/Spring semesters.

If your rates for success are lower than your goals, what are your plans to improve them?

We are also considering the creation of a basic philosophy skills 1 or 2 credit philosophy course with the goal of raising our percentage of success in the most affected classes or an introductory unit to "philosophical thinking" in our 101 courses. We are committed to working to increase our success among all students while particularly decreasing the achievement gap. We would appreciate the opportunity for our full-time faculty to attend the CUE or CORA trainings, alongside incentives for our adjuncts to do the same.

Locate your department equity rates on the [Success Rate Data Dashboard](#) (by pressing on the equity tab). Examine these rates, disaggregated by ethnicity and gender, over the last two years. If there are differences in success across groups, how do you plan on addressing issues of student equity? In other words, how do you plan on closing achievement gaps across student populations?



Our department noted equity gaps roughly equivalent to the college average. To improve this we are interested in a department wide training to revamp our PHILO 101 course perhaps modeled on the remodel of Humanities 101 by Chad Redwing.

We are also considering the creation of a basic skills 1 credit philosophy course with the goal of raising our percentage of success in the most affected classes. We are committed to working to increase our success among all students while particularly decreasing the achievement gap. We would appreciate the opportunity for our full-time faculty to attend the CUE or CORA trainings, alongside incentives for our adjuncts to do the same.

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

In the summers face-to-face (77%) classes do significantly better than online (57%). In Fall/Spring (61%) semesters online courses do marginally better than face to face classes (56%).

Our plan for closing the achievement gaps is to implement our "18-month Department Curriculum Review and Overhaul Plan": 1) Revise course outlines so that courses are more likely to be structured to effect higher success and equity rates with our student population; 2) initiate department wide conversations about how best to implement revised "student-success-centered outlines". This process will likely close the gap between achievement gaps between DE and F2F courses.

## Conferred Award Trends

Review the [Program Awards Dashboard](#), using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

20 students is our goal for either certificate OR successful transfer into a four year philo program.

If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

N/A

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# Student Learning Outcomes

## Instructions

This section of the Program Review measures student learning.

PLO / GELO / ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the [Learning Outcomes Dashboard](#) website. Using these charts, you can identify your current success rates in student achievement towards the outcomes. Considering your current outcome success rates, and previous semester, set a department aspirational goal, and examine what your outcome success rates are currently. Later you will be asked to outline a plan to achieve this threshold, but for now, simply supply the Goal % and Current % for each level.

Note: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each course will need to be mapped to each applicable PLO, GELO, and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done -> [PLO, ILO, and GELO Assessment grids](#). For additional assistance, review [the Course Learning Outcome Assessment](#) web pages, or contact Nita Gopal at [gopaln@mjc.edu](mailto:gopaln@mjc.edu).

## Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

### Program Learning Outcomes (PLO)

What is your set goal for PLO success? Do your overall rates meet this goal?

We do not have a prior set goal for this outcome and thus we cannot address this question. Our new goal is 80% of success.

### General Education Learning Outcomes (GELO)

If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal? We do not have a prior set goal for this outcome and thus we cannot address this question. We do not have a prior set goal for this outcome and thus we cannot address this question. Our new goal is 80% of success

### Institutional Learning Outcomes (ILO)

What is your set goal for ILO success? Do your overall rates meet this goal?

We do not have a prior set goal for this outcome and thus we cannot address this question. Our new goal is 80% of success

**Continuous Quality Improvement**

If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

We do not have a prior set goal for this outcome and thus we cannot address this question. We do not have a prior set goal for this outcome and thus we cannot address this question. Our new goal is 80% of success.

**Equity and Success**

Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

We do not have a prior set goal for this outcome and thus we cannot address this question. We do not have a prior set goal for this outcome and thus we cannot address this question. Our new goal is 80% of success. See our response to 3d and 3e for our detailed plan for closing success and equity gaps.

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# Curriculum and Course Offerings Analysis

## Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages. To aid in use, please [view this filtered spreadsheet](#), using the drop down menus along the field headings, to view just your department. On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

We have five courses that are out of compliance (that have not been updated for five to 10 years) and six courses that are due for updating/review. Our plan is to bring all of our courses up to day. Of the five courses, three have already been submitted to the curriculum stream (this was done last Spring of 2017). Below is our schedule for completing review/updates of our courses during the Fall semester:

### COURSES THAT HAVE BEEN SUBMITTED FOR APPROVAL

1. PHILO 115 (Religion) - we have revised and is in the curriculum stream
2. PHILO 113 (Art) - we have revised and is in the curriculum stream
3. PHILO 135 (Environmental Ethics) - we have revised and is in the curriculum stream

### COURSES THAT HAVE NOT BEEN UPDATED FOR 5 or 6 years

1. PHILO 123 - 20th century philosophy needs updating. - it's been 6 years since it has been revised.
2. PHILO 140 - Philosophy and Film needs updating - it's been 5 years since prior revision.

### COURSES THAT WERE LAST UPDATED FOUR YEARS AGO ARE NOW DUE FOR REVIEW:

1. PHILO 120 - Ancient Philosophy; needs updating
2. PHILO 121 - Modern Philosophy; needs updating
3. PHILO 103 - Logic; needs updating
4. PHILO 101 - Introduction to Philosophy needs updating.
5. PHILO 111 - Ethics; needs updating
6. PHILO 130 - Political Philosophy; needs updating

Provide your plans to either inactivate or teach each course not taught in the last two years.

We have taught all of our courses within the past two years.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

The course catalog is currently accurate. This will need to be reviewed within 18-months to reflect course review, new course creation, and compliance with Guided Pathways.

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

We will be teaching a new course, PHILO 400, an upper division medical ethics course that is part of the new B.S degree in Respiratory Care in our Allied Health Division. This course will be taught for the first time during the summer of 2018.

We plan to explore offering a 2-unit PHILO 50 "basic skills in philosophy" course as an alternative to English 101 prerequisite. Students taking our philosophy courses will need to have English 101 or take concurrently a Philo 50 course. We will consult with the curriculum committee and the vice president of instruction and our dean to see if this is workable. Alternatively we will create an initial unit for philosophical method that will be part of all of our Philo 101 courses.

We will explore offering a Basic Skills: Philosophical Reasoning certificate.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

For the rationale see our answers to 3b, 3d, and 3e. The creation of PHILO 50 is on the 18-month time table as it will need to comply with basic outline of Guided Pathways for Philosophy that is still being developed.

## Course Time, Location and Modality Analysis

Please follow this link and review the [Course Attributes](#) in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

### **Location/Times/Modality Trend Analysis:**

Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

Anecdotally the best locations and times are East or West campus and Mondays through Thursdays mornings to early afternoons. We have seen a significant drop in interest in our night and Friday morning courses. As a result, we may cease offering evening courses. In addition, we have noticed that students struggle with short-term courses that are online based, such as 5-week courses. As a result, we will move towards keeping short-term courses as primarily face to face classes. The Hobson Starfish program might have more robust data. We are waiting for that data from Starfish.

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## Program Analysis

### Program Personnel

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

Faculty Name	Full-Time or Part-Time (adjunct)	Hire Date (optional)
Bill Anelli, M.A.	Full-Time	2005
Dr. Tristin Hassell	Full-Time	2016
Dr. Judith Cain	Part-Time	
Dr. William Holly	Part-time	
Sam Badger, M.A.	Part-time	
Jennifer Smith, M.A.	Part-time	
Dr. Leonard Cain	Part-time	
Nathan Milnik, M.A.	Part-time	
John Zamora	Part-time*	

\* Professor Zamora teaches full-time in the computer science department and teaches a cross listed class for us, Philo 103, Logic

### Faculty Assignments

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

Term	# Sections Offered / Term	# Taught by FT Faculty	# Taught by Other Faculty	Program Fill Rate %
Fall 2014	20	7*	13	94
Fall 2015	19	4	15	96
Spring 2016	23	5*	18	79
Summer 2016	9	n/a	9	70
Fall 2016	24	10*	14	83
Spring 2017	21	10*	11	80

## Departmental Productivity Measurements

Term	FTEF	FTES	FTES/FTEF	WSCH/FTEF
Spring 2015	4.36	88.31	20.25	607.64
Summer 2015	1.80	28.05	15.58	467.45
Fall 2015	3.66	76.36	20.86	625.94
Spring 2016	4.48	80.09	17.88	536.35
Summer 2016	1.60	22.82	14.26	427.82
Fall 2016	4.72	86.42	18.31	549.26

Our fill rates historically are higher (5-10%) in the Fall than the spring but we observed a sharp drop in fill rates from Fall 2015 to Fall 2016: from 96% to 79% with some gain back in Fall 2016 to 83%. The reason is fairly clear: we increased our section offerings (we hired a new FT position) from 19 or 20 to 23-24 sections, or a 20% increase in sections offered to students. The 20% increase in sections offered (due to the hire) corresponded with a 17% drop in fill rate but a rebound to only a 13% drop in fill rate. This would be expected with a sharp increase in sections. We appear to be closing the gap without reducing our added sections. In other words, our departmental offerings are growing and we are trending towards increasing our fill rates. We aim to return to at least 90% fill rates in the coming years.

The most significant information revealed here is a dramatic difference between FTEF in Fall of 2015 and Fall of 2016 (an additional 1.1 FTEF). This is due to the hiring of an additional Tenure-Track faculty member. In 2016 two full time faculty members and several adjuncts are doing the work of 4.72 equivalent faculty. In Fall of 2015 one full time faculty and several adjuncts did the work of 3.66 equivalent faculty. The unsustainability of this workload alongside the expansion of Philosophy course offerings to include Bioethics in the Respiratory BA program necessitated the new hire.

Along with the new hire, FTES increased by 10.1. This would seem initially low as full time load for Philosophy faculty is 15 units per semester (30 per year). One 3 unit class, if filled with 40 students, generates 4 FTES. If a new hire means new students one would anticipate a new hire being responsible for the generation (at most) of 20 FTES in one semester. What is reflected in our data is that the new hire generated half that amount. This is due to a number of factors:

1. Some of our courses, PHIL 103 for example, have caps of 20, not 40. Additionally, courses that are part of our AAT program are relatively specialized and do not always fill to 40.
2. The FTEF from 2015 and the rationale given for a new hire demonstrate the overload of work (3.66 FTEF) to one full time faculty member in a growing program (WSCH/FTEF was an unsustainable 625.95 during this semester). Absent the new FT hire, productivity would have dropped in 2016 going forward. So part of that burden is being passed on to the new faculty hire; a fact supported by the drop in WSCH/FTEF to 549.26. Expected growth accounts for the increase by 10 FTES.

We are expecting to see moderate growth in FTES continue as fill rates go up due to improved scheduling and the redevelopment of courses aimed at improving success and equity rates, the creation of a new course that emphasizes basic skills for success in philosophy (and most other) classes, and the important core education role held by philosophy in the roll out of Guided Pathways.

If growth continues at the current rate Philosophy may need to make a case for a new hire two to four years from now.

Finally, the California state legislature just passed a bill making the first year of community college free. When this has been implemented on a trial basis at other community colleges a significant jump in enrollment was seen. If the governor signs this bill we can expect a jump in enrollment in our courses and with our new FT hire we will be ready to address that jump in enrollment.

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# Long Term Planning and Resource Needs

## Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the [Program Review Instructions](#) page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

Based on current trends what follows is our realistic forecast for our program in 2020 to 2022:

**STAFFING:** if we continue to grow, adding 20 FTES/years we will soon return to our situation in 2015 of unsustainable growth (see the chart above) of 625 WSCH/FTEF. At that point or as we approach this level of productivity we will be forced to hire more adjuncts and another FT hire in order to manage and maintain our program. Adding FT faculty is far preferable for student success than PT faculty given that FT faculty are directly involved in revamping our program to better meet students' needs, especially given the difficulty of philosophy.

Our students would definitely benefit if we offered tutoring including S.I. tutors.

**FACILITIES:** many universities and some community colleges offer "logic labs" that are integrated into their formal logic classes. Our students would be well served with such a logic lab. This would require software to be installed and computers made available for logic students. Currently our logic classes (PHIL 103) have waitlists – there is demand for this class and it is challenging.

**ENROLLMENTS:** if we follow business as usual with our program we forecast continual increase in enrollment (especially if the governor signs AB 19. Our new FT hire, Dr. Hassell has already inspired a following students using social media and his classes and we have a new set of students devoted to him. This is something that is especially advantageous about FT hires who are more available and are integrated more deeply into a department. Now we have two FT hires both of whom are developing their student cultures and followings. We are also seek to become involved in CCAP and this would bring in even more new students.

On the flip side we are committed to increasing student success in our program and given that most of our challenging courses do not have ENGL 101 as a pre-req, we are exploring adding ENGL 101 as prereq OR requiring enrollment in a "philosophy basic skills" type 1-unit course that is concurrent with our 101 classes for example. These success initiatives by our department, as well as revamping our courses to integrate well with Guided Pathways might lead to a decrease in enrollment. This is uncharted territory.

**BREADTH OF OFFERINGS:** we will be teaching a new class, PHILO 400, Biomedical Ethics in the Summer of 2017. We are exploring Business Ethics if it integrates well with our business dept. We are considering revisiting our history sequence as some of these courses have been challenging to fill.



## Resource Request and Action Plan

Priority	Name	Resource Type	Estimated Cost	Objective
<b>1</b>	Stipends for advanced MJC philosophy students (i.e., S.I.s) and/or CSU upper division philosophy and/ or graduate students to be philosophy tutors	TUTORING	\$4,000 / semester	To increase student success in our courses.
<b>2</b>	Marketing materials: wall cases (2) and money for program posters	Materials	\$300 / annual	To increase student awareness of what philosophy might offer them.
<b>3</b>	End of year student-run, annual one-day MJC Philosophy Conference – at Columbia College or MJC + publication of student papers in Quercus Review (associated with Lit and Lang) journal	Conference	\$1,000 / annual	To increase student success in our courses and awareness of what philosophy might offer them.
<b>4</b>	Philosophy section / student friendly books and journals – our holdings are woefully out of date	Books - Library	\$1,000 / semester	To increase student success in our courses.
<b>5</b>	Classroom materials for applied philosophy (i.e., ethics, etc) – exploring food in the valley.	Materials	\$1,000/ semester	To increase student success in our courses.
<b>6</b>	Logic lab software license	Software	\$2,000/ semester	To increase student success in our courses.
<b>7</b>	Stipends for visiting lecture philosophy series from nearby campuses	Lectures	\$1,500 / annual	To increase student success in our courses and awareness of what philosophy might offer them.

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# Appendix

## Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

See executive summary

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

No but we are going to begin departmental meetings with adjuncts and this will hopefully emerge from these meetings.

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

Yes – see our request for resources.

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## ADDENDUM

### ACTIVITIES BY PROFESSOR ANELLI SINCE THE LAST PROGRAM REVIEW (2012-2017)

#### Community College Service

- 2014-pres      ***In Search of Common Ground, National Endowment for the Humanities*** grant; one of four faculty awarded \$100,000 NEH grant (2014-16) designed to highlight the culture of the central valley and develop curricular modules, including a module on political philosophy, based on a series of eight topics and discussions with scholars.
- 2015-pres      Initiated and presently lead a **Faculty Learning Community** focused on pedagogy that meets every three weeks.
- 2014-pres      Secretary, Academic Senate.
- 2014-pres      Co-chair of campus **professional development** including faculty professional development.
- 2014-pres      Member of **Modesto Area Partners in Science** committee (MAPS) and the **Civic Engagement Project**, Film and Lecture Series.

#### Teaching-Centered Conference Presentations

- 2016            *"Assessment in Philosophy Courses,"* Co-led a workshop sponsored by the American Association of Philosophy Teachers, Teaching & Learning in Philosophy workshop, Mt. Saint Mary's College, Los Angeles (1/25/16).
- 2015            *"Identifying Learning Objectives in Philosophy Courses,"* Co-led a workshop sponsored by American Association of Philosophy Teachers, Teaching & Learning in Philosophy workshop, San Francisco State University, San Francisco (3/7/15).
- 2014  
American      *Teaching Argument Analysis While Helping Others: The Argument Letter Assignment,*  
Association of Philosophy Teachers, 20<sup>th</sup> Biennial International Conference on Teaching Philosophy, College of St. Benedict and St. Johns University, St. Joseph, Minnesota (8/1/14).
- Creating Meaningful Course Learning Outcomes Across a Diversity of Teaching Approaches: Can It Be Done? Can It Be Fair?,"* American Association of Philosophy Teachers, 20<sup>th</sup> Biennial International Conference on Teaching Philosophy, College of St. Benedict and St. Johns University, St. Joseph, Minnesota (7/31/14).
- 2012  
Concept        *"Not Just Argument Mapping: Representing the Structure of Complex Primary Texts with Maps,"* American Association of Philosophy Teachers, biennial meeting, St. Edwards University, Austin, Texas (Summer 2012).

*Managing Writing Feedback in the Large Class: From Annotations to Paraphrasings to Critiques,*" American Philosophy Association Pacific division meeting, American Association of Philosophy Teachers session, San Francisco (April 2012).

## Other Presentations and Publications

- 2018 *The Truth of this Life: Zen Teachings on Loving the World as It Is* – Co-edited, with noted best-selling author Natalie Goldberg, a series of Zen talks by an important figure in American Zen, Katherine Thanas. Wrote the introduction and the glossary in addition to editing the talks. The publishers is Shambhala Press, one of the premier eastern philosophy publishers in the world. Book will be available beginning January, 2018. <http://www.shambhala.com/the-truth-of-this-life.html>
- 2016 Anelli, Bill, *Philosophical Common Ground: A Report on Curricular Development and the Politics of Recognition in the Central Valley*, presentation with fellow *National Endowment of the Humanities / Common Ground* panelists at the 35<sup>th</sup> annual Steinbeck Festival, National Steinbeck Center, Salinas, CA, (May 8, 2016).
- The Burden (documentary film)* – organized and moderated discussion as part of the MJC Civic Engagement Project series following screening of documentary on the military's fossil-fuel dependence and national security. Invited speakers were Colonel Paul S. Fellingner, Garrison Commander of the Presidio of Monterey and Hugh Hardin, Deputy to the Garrison Commander (Spring 2016).
- Merchants of Doubt (documentary film)* – moderated discussion as part of the MJC Civic Engagement Project series following screening of documentary on tactics by industry or ideological skeptics to sow doubt regarding public health and environment science claims (smoking, asbestos, climate change); provided argument analysis handout and critique of film (Spring 2016). (see: [https://www.sugarsync.com/pf/D86951\\_06545039\\_6304864](https://www.sugarsync.com/pf/D86951_06545039_6304864) )
- 2014 Anelli, Bill, "*The Demarcation Problem: Distinguishing Science from Pseudo-science,*" – lecture presentation at the MJC Science Colloquium series (Spring 2014); (see <https://share.yosemite.edu/view.aspx?i=1EM8>)
- 2013 "Faith and the Environment: Multiple Perspectives." Organized and moderated a five member panel discussion for the MJC Civic Engagement Project series. Panelists included representatives from the Manteca Islamic Center, Shelter Cove Bible Church, St. Joseph's Catholic Church, the Sikh Temple of Sacramento, and the Central Valley Zen Center (Fall 2013).
- "*The Interface of Science and Religion*" - moderated MJC Science Colloquium panel presentation of five local religious leaders' views regarding discoveries in biology, cosmology, and physics (Spring 2013); See: <https://share.yosemite.edu/view.aspx?i=1EKS> )
- 2012 Anelli, Bill, "*When the Experts Disagree: Whom Should I Trust?,*" presentation at Modesto Jr. College's Science Colloquium series (Fall 2012); (<https://share.yosemite.edu/view.aspx?i=1EHL> )

Anelli, Bill, *"The peer review certification label: A short-cut to assessing expertise and consensus by the necessarily uninformed,"* Great Plains Society for the Study of Argumentation, "Between Scientists & Citizens: Assessing Expertise In Policy Controversies," Iowa State University, Ames, IA (June 1-2, 2012). Published in conference proceedings (refereed).

#### Recent Travel Grants

**Reading Apprenticeship Program Workshop**, Santa Cruz, CA - \$200/MJC Student Success Initiative (2015).

**Rocky Mountain Division of the American Society for Aesthetics**, Santa Fe, NM - \$1,200/National Endowment for the Humanities (2015).

**Lilly Conference: College and University Teaching and Learning**, Newport Beach, CA - \$1,200 (2014).

**American Philosophy Association Central Division meeting**, New Orleans, LA - \$1,200 (2013).

Edward Tufte, **Presenting Data and Information Course**, Oakland - \$250 (2012).

**American Philosophy Association Pacific Division meeting** and **The 15th Annual Continuums of Service Conference: Creating the New Vision for Higher Education**, Seattle - \$1,500 (2012).

**Great Plains Society for the Study of Argumentation, "Between Scientists & Citizens: Assessing Expertise In Policy Controversies,"** Ames, IA - \$1,500 (2012).

#### Other Service and Memberships

**American Association of Philosophy Teachers**, 2012 to Present - Board member from 2012-2014; Teaching Fellows Committee 2012-2013; Co-organizer for AAPT sessions on teaching philosophy (2013-2014); co-leader of teaching philosophy workshops in California (2015-present).

#### **American Philosophy Association**

**Citizens' Climate Lobby (January 2015 to present)** - Co-leader of the Modesto chapter and liaison to the office of Congressman Jeff Denham. Authored **Modesto City Council Resolution No. 2016-43** in favor of enactment a national revenue-neutral carbon fee and dividend to address climate change challenges. The resolution passed the city council on February 17, 2016 and was the second city in California to do so.