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9+Bakersfield College 2018-2019 Program Review – Annual Update

Program Name: Philosophy

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

Describe how the program supports the Bakersfield College Mission:

Philosophy has always been and continues to be one of the strongest traditional liberal arts majors in higher education. Some students major in Philosophy as a precursor to graduate work and academic careers, teaching and doing research in Philosophy, Education, and other fields. Philosophy's emphasis on critical thinking, theories of knowledge, value and reality, truth, rational argument and proof make it an excellent pre-professional undergraduate major (e.g., for law, theology, medicine, business, computer science) or minor (e.g., for the natural, physical and social science and humanities majors). Philosophy is consistently among the top three pre-law majors, as indicated by philosophy majors' average performance on the LSAT, which largely determines their placement into Law Schools. To this end, our department currently has 54 majors which is the highest number of majors among all community colleges in the State, of which we are aware.

The Philosophy Department—its description and mission—are squarely in line with the mission of our institution as stated: "Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer..." With a deliberately diverse and integrated curriculum, the philosophy department is in a unique position to provide opportunities to each area of the institution's mission statement: diversity, baccalaureate degrees, CTE, and transfer/general education. Additionally, in our commitment to providing educational opportunities for basic skills, we are also upholding the state Chancellors mission as well, which focuses on transfer, CTE and basic skills.

Having completed and received state approval for our A.A.-T philosophy degree, we are aligned with SB1440 and the more recent SB440 bill to facilitate the rates of student transfers, a key mission of Bakersfield College. Not a single course is taught in our department that is not transferable to both CSUs and UCs. We are committed to upholding the transferability of our course to increase transfer rates from our institution to four-year institutions. Our Phil B9 critical thinking course is among only two courses on campus that meet the UC critical thinking requirement outlined in the IGETC.

Our department was one of three other departments to create and develop a baccalaureate upper-division course. The course we created with the help of the faculty members teaching courses for the B.A. Industrial Automation degree is called Industry Ethics (Phil B100: Industry Ethics). We are committed to helping our institution develop and maintain the integrity of its first baccalaureate degree ever offered at the institution and we were honored by Liz Rozell for our exemplary participation in the accreditation discussions with the State accreditation groups. We are proud to be a part of the experiences of the eight, first ever graduating students from Bakersfield College with a baccalaureate degree.

With regard to career and technical education, we have created and supported relationships with and course curriculum for the nursing department. Our Phil B12 is consistently promoted by the nursing department and has become a prerequisite course for nursing students entering into the nursing program. With a view

toward student success and student workforce preparedness, we are in the process of establishing dialogues with STEM related disciplines to identify synergistic courses such as a building a writing for engineers course or build said course into one of our existing critical thinking courses. From these conversations, our department agreed to reduce our Advanced Critical Thinking course (Phil B9) from 4 to 3 units to support science transfer majors complete their general education requirements within the 60 unit maximum. Thus, we believe that creating strategic partnerships between philosophy and other departments is one of the strengths of our department. In particular, the relationships between philosophy and other disciplines would not only create economies of scale but would in effect provide more opportunities for other majors to develop academic writing and critical thinking skills.

Finally, with regard to basic skills, none of our courses have prerequisites, save for Phil B9, and, we serve basic students directly in our courses. BC's philosophy department provides explicit, focused, and targeted instruction on the basic skills of reading, writing, and critical thinking. Our advantage is that we provide content that is both accessible but highly critical and, based on student and faculty testimonies, inspires students to discover reasons to write, read and think better. All of our courses are writing and reading intensive courses and many students find the value and motivation in addition to developing the requisite skills needed for collegiate level courses to persist in their academic journey.

Program Mission Statement:

The mission of BC's Philosophy Department is to promote student learning and success by providing quality instruction and services to majors and general education, transfer and vocational students, emphasizing critical thinking, reading, and writing in the areas of philosophy and religion. Moreover, our mission is to help students learn to think critically about fundamental human concerns, e.g., truth, knowledge, politics, and religion, which underlie many other disciplines including history, political science, psychology, business, and health sciences. Recognizing the importance of critical thinking and rational argumentation for individuals and society, the department also helps students develop these general skills to be applied in their work and lives as citizens.

Describe how the program supports the Bakersfield College Mission:

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers: AA-T in Philosophy
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two. N/A
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. N/A

Program Goals:

- A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. **Program Goal:** Create media and documents highlighting pathways and program for philosophy.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Progression and Completion, Leadership and Engagement

Progress on goal achievement: Ongoing (3yrs)

Status Update – Action Plan and any link to Resource Requests:

- Discussions of pathways with CSUB philosophy department
- Initiate pathway and SEP documents for distribution
- Create banner for philosophy

2. Program Goal: Create online curricula for all our course to offer an online ADT pathway in philosophy

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement

Progress on goal achievement: Ongoing (1 yr to go)

Status Update – Action Plan and link to Resource Requests

-Completed Phil B6a, B7 B10, B12, and B9. Still to do: Phil B18, B19 and B37.

3. Program Goal: Assess one program PLOs each year

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student learning, student progression and completion, and leadership and engagement

Progress on goal achievement: *Completed S2017 and S2018.*

Status Update – Action Plan and link to Resource Requests:

B. List new or revised goals (if applicable)

Program Goal: Update our pathway locally and at the state level to accommodate our newly approved course, Phil B19, Modern Philosophy.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student learning, student progression and completion, and leadership and engagement

Progress on goal achievement: 2 yrs.

Status Update – Action Plan and link to Resource Requests:

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

Last year, after going through the hiring process, we were granted 2 full-time, tenure track positions, which included job descriptions as helping us expand our online course offerings and program. While we did hire 1 full-time, tenure track position (thank you), and thus were able to create and implement our first ever 100% AA-T in philosophy. We buckled down and mobilized our department to make this possible.

That said, the second hire, while we were not privy to the discussions, was hired to teach in the prisons, but as such, and for undisclosed reasons the position was pulled close to before classes were to start, despite this instructor having signed a contract and committed to teaching in the prisons and our rural initiative program. This sudden and unexpected change seriously undermined and negatively impacted our department's ability to provide instruction in the prison and rural initiative programs for the last year. Four to five courses were in fact canceled, and in some cases, the classes were canceled during the first and second week of the semester, which led to student confusion. Since the retraction of the position had a serious impact on the career of a long established and loyal adjunct of ours moving to full-time, tenure track position from part-time status, the adjunct faculty member had moved on to teach at other campuses. We lost a loyal adjunct who for over a decade taught three to four courses for us per semester including the summer and who was committed to teaching classes in the prison. Despite this challenge, our department was able to hire one new adjunct for spring and summer of 2018. Thus, for the Spring, we were able to teach classes in the prison and teach three classes off the main campus in Delano. In the end, we saw our FTEF workload percentage of adjunct faculty members drop from 10% (2015-18) and 10% (2016-17) to 7% last year.

2. How does your trend data (or other data your area collects) impact your decision making process for your program?

Typically, where we find ourselves discussing the data the most includes areas where there may be a disproportionate relationship between our figures and numbers the campus-wide figures and numbers. For example, we noticed that our students who major in philosophy are significantly responsible in ensuring they fill out their Ed Plan and that these students, compared to the collegewide figures, are significantly more completely matriculated (90% of our students vs. 68% collegewide). Or for example, as we prepared to launch our 100% online philosophy degree, we noticed that in a four years time we had increased the number of FTES figures for online sections from 16.5 in 2013 to 56.5 in 2017, and yet when we compare our productivity numbers, 17.2 last year, to over the years, we find our productivity numbers have decreased from 20.3 in 2013 to 17.2 today. This caused us concern until we compared it to the same trend college-wide which saw a decrease in same numbers from 17.5 in 2013 to 16.1 in 2017. Thus, we use these numbers to encourage our department members to maintain our above average status in areas where we are and attempt to find solutions to areas where we are below the collegewide.

3. Evidence of Department Dialog of data

- If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

Most of our conversations take place during our department meetings, and given that we are given a few weeks to prepare program review when the data is provided, we often make meetings a priority at the start of fall semester. This year was no different, as we were able to get two

meetings in where the department spent several hours going over the requirements of program review and where responsibilities were delegated. While we often submit any content individually, most of the material that goes into the review is done verbally. This year, we met for a second time immediately following one of our faculty's Ethics Bowl meetings with potential students interested in competing nationally. This experience provided the department an opportunity to see the development of the first-ever Ethics Bowl team this College has ever had in its history.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

No significant changes have occurred in our student demographics areas since last year's annual review. With regard to gender and age, there have been no significant changes (f/m: roughly 60/40 and age group 20-29 is still our highest age served at 54%). That being said, there has been a significant switch over the last 9 years between Hispanic/Latino and White ethnicities. In 2008-09, the ratio was 44%/35%, whereas last year in 2017/18, the ratio of Hispanic to White was 66%/20%. In general, the student demographics, stayed exactly the same as they were last year. We now serve the prominent ethnicity of Hispanics. We have seen the African American and Asian groups remain steady at 3% and 4% respectively over the five-year period.

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)

Given the degree of critical thinking, reading, and writing involved in our courses, we would expect that we would be slightly below collegewide retention and success rates. As it turns out, we are very close when comparing F-t-F numbers. In our subject area, we have 89% retention rates compared to the collegewide 91% rates for F-t-F courses. Our 71%% success rates, 1% higher than last year's number, are comparable to the 74% success rates for F-t-F collegewide. As for our online sections, we saw a significant increase in distance education retention and success rates from 81% to 86% (5% increase) in retention and from 65% to 70% (5% increase) in success rates respectively.

6. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

If we break down each group, we discover the following. According to the Student Equity Plan the goal of the institution was to increase African Americans access by 1%, and veterans by .5%, and while the date provided by the college for departments does not break down groups by veterans, our department can say our department was able to increase the access and participation rates of African Americans by the same 1%. With regard to course success rates, the goal of the College was to increase African American groups by 3%, the Hispanics by 1% as well – it turns out our department saw the said group attain a 59% success rate compared to the Collegewide 55% rate, and the Hispanics attain 67% and the Collegewide 68%. Trend data did not list a five year outline of the success rates, so comparing to other years was not an option.

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

1) Our department is invested in making our campus great and our participation, either as leaders or participants, embodies our commitment to improving the lives and education of Bakersfield College students. Our goal is to continue to be leaders for the Gadfly Café discussions, BCDREAMERS

group, and TED talks in addition to providing programs that directly involve students, like the Student Essay Competition and the Student Colloquium. The newest addition is our commitment to participate in the National Ethics Bowl competition.

--The brilliant Reggie Williams, a Trembley Award and Samuel McCall "Professor of the Year" winner and former chair, continues to dazzle the campus by leading dynamic discussions on timely and relevant topics at our Gadfly Café, where at minimum 50 plus faculty, students and staff come together for meaningful dialogue over an hour every other week. Participation in the Gadfly Café now counts toward Institutional Flex Credit.

--Our amazing Anna Collins, a finalist in the Samuel McCall "Professor of the Year" election, continues to impress with her leadership for the student essay contents and student colloquium which she coordinates and leads with style. We bring together around 40 plus faculty and students, which generates opportunities for a more academically orientated set of discussions, questioning, and commentary, because it is based on student papers. A wonderful opportunity for both faculty members and students.

--Our google-drive Pete LeGrant continues to do great work for our students in providing guidance to our Philosophy Club, which is run and organized by students.

--Our impeccable Bryan Russell researched and attended conferences on establishing an Ethics Bowl Competitive Team on your own campus. His goal for the upcoming year, 2018-19 is to take the first ever Ethics Bowl Team across the country to compete in the Bakersfield College's first ever Ethic Bow Competition. We look forward to writing about the result of his efforts in next year's review.

--The boundless energy of Tanya Silva, our newest faculty member, has gone way beyond her job description and authored not one, but two books over the course of her first year here! We are so proud of her and welcome all the success that her efforts may bring here! Congratulations Tanya.

--Our steady chair and two-time Samuel McCall "Professor of the Year" winner, Michael McNellis, continues steadily along committed to creating a professional, working, friendly, open and transparent philosophy department that is guided by integrity to promote and achieve the institutional, departmental and individual professional and personal goals.

--Our wisest member of the department and former chair, Kendall Moya Arthur, continues tirelessly to meet the needs of all her students and remains committed to her research on Native American traditions in our local "Tehon" area.

Cliff Notes Version of Everything:

- Reggie Williams was honored publicly as the Trembley Award winner at closing day ceremony
- A faculty member recently was promoted to Director of the Levan Center
- Our department offered and a faculty member taught the first ever upper division B.S. course PhilB100: Industry Ethics
- Our department completed the entering of all last year's SLO assessments into eLumen
- Two faculty members worked together to host and lead a reading seminar for advanced students on various Kant's Prolegomena
- A faculty member completed authoring two books, one on logic and another on ethics of living and dying
- A faculty member chairs the student colloquium where students present their paper and instructors question them – an invaluable experience
- A faculty member chairs and organizes the department's student essay contest
- Maintaining the first official Philosophy Club in the history of our department at Bakersfield College

- *Advisor to Philosophy Club*
- *A faculty member worked tirelessly to launch and make possible a Panel on Music*
- *Maintaining the first official Philosophy Department Facebook webpage*
- *Every member participates on at least one shared governance or institutional committee*
- *A faculty member is on the Editorial Board for Public Affairs Quarterly*
- *A faculty member recently joined the Editorial Board for Rowman & Littlefield Publishers*
- *A faculty member is the Admissions Chair of Kern County for Harvard University Admissions*
- *A faculty member was awarded the Levan Research Grant and completed his presented a paper on Hume*
- *A faculty member was on Ethics Point Task Force for our college*
- *Several faculty members have served on hiring committees outside of our department – dean and faculty hiring committees*
- *A faculty member is almost finished with a Ph.D.*
- *A faculty member maintains BCDreamers webpage*
- *A faculty member attended RPG Equity Conference*
- *A faculty member continues his participation in the community as a volleyball coach*
- *A faculty member sits on several committees in the community – Parent Advisory Committee for Fruitvale School District and School Site Council for Discovery Elementary*
- *And of course have to honor faculty members for some other amazing accomplishments:*
Bryan Russell for having survived the first year of his first child's birth 😊. We support you joining the ranks of fatherhood
Congratulations on Anna Collins who got married last year and subsequently changed her last name to Collins 😊.
Congratulations to Reggie Williams for becoming the next Levan Center Director and his success in bringing the great Doug Wimbish to our campus!
Congratulations to our industrious Tanya Silva who authored two books this year

8. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

Our department has always encouraged participation in all initiatives inside and outside of shared governance committees. Each and every member of our department has supported and/or participated in many, if not most, communities such as Guided Pathways, affinity groups, and completion coaching. Our department chair is a member of two separate Guided Pathways groups and was trained and participated in the completion coaching communities. Our department members are leaders that support the LGYBT groups on campus and various other affinity groups on campus. Our department values diversity and supports all initiatives that promote student success, pathways and completion. We have faculty members that have participated in on-campus information events and sat on Pathway committees. Our chair in particular also works with various other departments with the end goal of creating critical thinking certificate pathways.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

The philosophy department values and supports all programs such as dual enrollment, Inmate Education, and Rural Initiatives. After many years requesting positions to serve Inmate Education and Rural Initiatives, our department has yet to be given an appropriate position in those areas and yet our department continues to serve both areas by providing instructors in Kern Valley and Wasco for Inmate Education as well as Delano and

Southwest locations. We would love to serve more when and if we are given more opportunities to serve those areas by way of temporary full-time and/or full-time tenure-track positions in those areas. Dual enrollment is not a big part of our program, but our chair has recently brought the idea of increasing opportunities of concurrent enrollment at local high schools to meet the needs of bringing college-level critical thinking courses to dual enrollment students in high schools.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities: *None*

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology: *Short-Throw Projectors in Humanities H105 and H104. (Thank you)*

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: **New Technology**
- 3: Software
- 4: Other _____

This hugely impacts our student positively, as it has allowed our instructors to bring in images and problems, around which the class can orient itself, solve materials issues, and generate effective instruction. Thank you for approving them last year!!!

Other Equipment: None to date.

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

Philosophy has been a successful program, and, to date, the philosophy department continues to meet the needs of the institution and our students. We are among the most productive departments on campus (productivity score of 17.2 to college-wide score of 16.1) notwithstanding our size of 7 full-time and 1.5 part-time faculty members (over the course of last year). We serve 45 majors and this number represents the most amount of philosophy majors in the United States among community colleges. We are proud of this fact and expect to grow. We are a department of faculty members who are among the most participatory faculty members on campus, as every one of our faculty members participate in one or more of the governance or other committees on campus but, in addition, we offer our time to create and lead student development and educational programs. Given our efforts of leading the Gadfly Café that serves 50 plus faculty, staff and students, and the coordination of a student essay contest and colloquium dedicate for students, we are among the most faculty members who are committed to student success and producing real world activities and exercises that prepare students for their life outside of the academy and in the workforce. We are among three departments that created curriculum for our first ever B.A. degree program in Industrial Automation and among the few programs that create cross-disciplinary curricula that support our CTE programs, like Industrial Automation and Nursing. On top of all this, we have initiated and implemented the first-ever Bakersfield College Ethics Bowl National Team.

We have a high percentage of students who have completed their student education plan and who have fully matriculated, the latter being 90% compared to the campus which is at 68%. It's important to note that while the campus has seen a decrease in this percentage, the philosophy department has seen an increase. Yet to maintain this high energy and productive department, we are requesting two new faculty members in Delano, Southwest, and rural campuses, including the prison locations, to help our institution achieve its expansion goals and help those students in our surrounding communities. And to boot, we were successful in mobilizing our forces to buckle down to make possible as one of the very select few departments that offer a 100% online degree pathway! Next we expect to reach out to the rural communities and prisons to bring critical thinking to those areas in an expanded capacity with a request for a full-time position in each of those areas.