

Bakersfield College

Comprehensive Program Review

Program Information:

Program Name: Philosophy

Program Type: Instructional Student Affairs Administrative Service Other

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.

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.

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*

Progress on Program Goals, Future Goals, and Action Plans:

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 goals, please duplicate this section.

Current Program Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College	Progress on goal achievement (choose one)	Comments
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	will be advanced upon completion of this goal? (select all that apply)		
1. Review, update, and renew all curricula, including cleaning up course descriptions and updating SLOs for all courses	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: __S2017__ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: __F2017__ (Date)	
2. Assess one program PLOs each year	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: __S2017__ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: __S2018__ (Date)	
3. Offer and teach our first course for the BA program in Industrial Automation.	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: __S2018__ (Date)	
4. Develop and pass through curriculum two online only courses as well as our Modern Philosophy Course	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: __S2017__ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: __S2018__ (Date)	

B. List the program's goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College's strategic goals. Each program must include an action plan.

Future Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
1. Create media and documents highlighting pathways and program for philosophy.	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	--Initiate pathway and SEP documents for distribution --Create banner for philosophy	3 yrs	Michael McNellis, chairperson
2. Create online curricula for all our course to offer an online ADT pathway in philosophy	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities	Complete online curricula for two to three courses each year until we covered all of our courses	2 yrs	Michael McNellis, chairperson

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

- For almost each reading assignment, I have a very brief homework assignment on Canvas that helps navigate students through the reading. I hear so many instructors complain that their students don't read. Having a simple reading homework has improved the rates my students read for class greatly, and the grading burden is not great since they get credit/no credit based on whether it's done, not whether it's correct.
- I cover diagramming arguments in the beginning of my PHIL B9 class. It seems to help them understand the purpose and organization of Daily Inventories (DIs). I also anonymously post "exemplary student DIs" the first couple weeks to show students examples of good DIs. I've seen improvements since I've implemented both practices.
- I've dedicated one class period classes to a review of the content in each chapter. I created alternative sheets of assignment problems that are identical in level of difficulty and format to what the students have been working with. The students break into groups of between 3 and 5 students and attempt the assignments as a group. The effect of seeing that the other students are struggling as well offers a support net that gives them enough confidence to keep trying; and the students that are starting to grasp the content find reinforcement in helping others to see it. And I have the opportunity to see where exactly the students are struggling and to alleviate any misunderstandings or holes in their knowledge.
- At the beginning of the semester, with the first couple of DI assignments. I have my PHIL B9 students get together in small groups and compare their DI's, and as a group, revise and produce a better group effort DI. Each group lists the key elements of their group DI on the board, where the whole class can compare each groups' efforts (I tend to have 5 groups, of three to five students each). We then, as a class, evaluate each group effort, where I critique, make suggestions and answer questions. We then decide which elements of all the groups' efforts were the best and would have made the best effort DI of the class. This has really helped to improve students' understanding what is relevant and necessary in a successful DI, quickly.

3 Year Program Analysis:

Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

1. Changes in student demographics (gender, age and ethnicity).

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: 60/40 and age group 20-29 is still our highest age served at 57%). That being said, there has been a significant switch over the four

years between Hispanic/Latino and White ethnicities. In 2008-09, the ratio was 44%/35%, whereas last year in 2016/17, the ratio of Hispanic to White was 66%/21%. 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 6% respectively over the five-year period.

2. Changes in enrollment (headcount, sections, course enrollment, and productivity).

In comparing 2012/13 through 2016/17 unduplicated headcount, sections, and student/section ratios, one recognizes that the total number of sections has remained the relatively the same for three years, hovering around 80, and then popped up into the 90s for the last two to 97 and 91 respectively. Last year, 2016-17, we offered 91 sections, down from 97 the year before. This change, which saw our headcount drop a bit from 3497 to 3312 (minor drop of 5%), was due to the fact that several faculty members dropped their overloads because they had been teaching overloads for several years in a row to maintain our FTES.

However, we saw an increase of 1 from 40 students/section to 41 students/section from 15/16 to 16/17. Our department remains committed to ensuring that students find our courses accessible. That being said, our productivity has always remained significantly higher than the collegewide productivity numbers with a ratio of 18.8 for philosophy and 17.4 for the campus. The philosophy department saw a 1% increase in productivity levels from last year and but 1.4% dip from levels in 2013-14 when we had also had the same amount of full-time faculty members. This is due to our increased offerings of Phil B9 which only serves 25 students per course while our other traditional courses serve 40+/section.

3. Changes in achievement gap and disproportionate impact.

Changes in the achievement gap cannot be achieved from a department year to year perspective as there is no comparison date. That said, we do notice that all our age and ethnicities groups are comparable to the campus-wide retention and success rates, save for two groups: African American and age 40 years or older groups. That said, nothing conclusive can be drawn because we do not know the size of these cohort groups. If the size is small, then the results would be inconclusive anyway.

4. Success and retention for face-to-face as well as online/distance courses.

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 87% retention rates compared to the collegewide 88% rates for F-t-F courses. Our 70%% success rates, 1% higher than last year's number, are comparable to the 71% 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 60% to 84% (24% increase) in retention and from 42% to 58% (16% increase) in success rates respectively.

5. Any unplanned events that affected your program/.

Nothing unplanned, as we expected our faculty to start cutting back on overloads. Relying on overloads for FTES over the long run is not sustainable, and we anticipated this dip in overload course offerings.

6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

Same as number 8

7. Reflect on any changes you would like to see in your program in the next 3 years.

We would like to see more course offerings to support the Delano, rural and prison initiatives.

8. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
AA-T in Philosophy (no data provided in Trend Data Document)	X No data given	X No data given	No data upon which we can project			
AA in Philosophy (Degree was discontinued in 2015 and so any subsequent data related to this degree are students who enrolled in this degree program before 2015)	6	2	?	?	?	?

Resource Request and Analysis:

Resource Request	If Fulfilled, Discuss How Previous Year’s Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program’s effectiveness.</i></p>	<p>Faculty Member</p> <p>1) We have lost one long-time adjunct in Delano who has been teaching three or more courses there for the last 5 years. Thus, we are looking to hire a full-time faculty member in Delano specifically that can also help teach courses needed to be taught through the rural initiative and prison programs and meet the growing student needs in Delano.</p> <p>a. Since we have lost what is equivalent to 3 courses/semester, or 12 courses/year, or approximately 41 FTES, we recognize that this is a significant loss of FTES to our program and creates a hole in our ability to</p>

serve areas outside of Bakersfield College.

- b. There is a constant demand placed on us to offer classes outside of the Bakersfield area, in the prisons and through the rural initiative. Programs like the rural initiative and the institution's interest in offering courses at the prison compel us to make this request.
- c. To accommodate this loss, each of the 7 full-time faculty members have agreed to teach overloads. This is not sustainable over the long-run, which when faculty members become unable to continue overload, FTES numbers will drop significantly.
 - i. The department actually decreased its unduplicated headcount from 3498 to 3318 (-5% from 2015-16) and wants to help the institution reach its FTES's goals but needs a new faculty member to keep this increase sustainable in Delano. With 7 full-time faculty members, our department's FTEF is 20.6 and we would like to continue our trend of serving students to the best of our ability.
 - ii. Adding this one faculty request will put us at 8 full-time faculty members, making us able to provide the number of course offerings we need to in order to serve student needs.
- 2) Adjunct faculty members are not readily available in Kern County. There are no local institutions that support a M.A. in philosophy, making it difficult to attract adjuncts.
- 3) Drawing on the budget decision criteria of whether this request is worth the cost, note that philosophy instructors are typically known for their high-level of productivity. We are among the best bang for your buck in the district. We can run 386.1 FTES on essentially faculty salaries alone. While the collegewide average for students/section for traditional courses is 31 and online courses 47, ours are 41 and 91 respectively.
- 4) In order to be more aligned with state recommended courses for an AA-T in Philosophy, we need to offer two new courses, Modern Philosophy and Philosophy of Religion, which adds to the demand of our faculty to teach more preps.
- 5) Also to meet the needs of our B.A. upper division course, we need faculty to be available to teach another prep that does not overextend him. For example, most of our faculty teach three to four preps a semester. To add yet another to an already challenging load of courses is not sustainable in the long run.
- 6) In order to maintain our support for Allied Health and our core Critical

		<p>Thinking function on campus, we need this replacement, as our retired faculty member mostly taught Phil B12 which is a class tied to the Allied Health prerequisites. This meets both the student success and Transfer mission of our institution.</p> <ol style="list-style-type: none"> a. More specifically, a new faculty will help us meet the new high demand for offering classes based on our rural initiative program, prison, and online goals. Without such a position, the Transfer mission of our institution will be negatively impacted for students outside the Bakersfield College area on a significant level. b. Also, we need to maintain our Phil B12 offerings to help provide a smooth pathway for nursing students. 7) Every one of our 90+ courses offered are waitlisted within a month or two into registration. Not a single traditional course is canceled for low enrollment. This suggests high demand for our course offerings. 8) Philosophy professors initiate services (student pantry) and programs (Gadfly Cafe) that contribute to the overall growth, learning and citizenship in ways that far surpass our mere contribution to GE. 9) We are among the three departments that anticipate offering an online ADT starting next year and we will need a faculty member to help us complete this goal in light of the campus limitation that any professor can only teach two courses per semester, or at maximum 50% of their regular load.
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<p><input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development</p>	<p>1) Our department is invested in making our campus great and our participation, either as leaders or participants, embodies our commitment. 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.</p> <p>--The brilliant Reggie Williams, a Trembley Award winner, 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.</p> <p>--Our amazing Anna Poetker 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</p>

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.

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

2a) We plan on hosting a flex meeting on using Google docs as an effective strategy to share department data for assessment or other departmental collaborative activities.

2b) We plan on leading professional development on developing online content for courses 2c) use of Canvas (particularly Question Banks and the Gradebook), and 2d) mining the web for digital course content, and using presentation software to make videos and/or gifs as well.

3) We would like to see the following workshop that a) is led by someone who understand the pedagogy of online instruction (like Bill Mosley said once, Online instruction is NOT simply putting your face-to-face class online) and b) shows us how to use tools on Canvas to allow for online instruction e.g. how to upload videos, integrate quizzes as checkpoints, etc.

4) We would be interested in attending Philosophy or Religion conferences to maintain currency in our field or any online education conferences, for example:

<http://www.aace.org/conf/edmedia/>

<https://onlinelearningconsortium.org/attend-2017/>

<https://events.educause.edu/annual-conference>

<http://www.aace.org/conf/eLearn/>

<https://www.magnapubs.com/2017-teaching-with-technology-conference/>

Important professional development activities and accomplishments include the following:

- Reggie Williams was the Trembley Award winner this year!
- Yet again, for the fourth or fifth year in a row, we had a professor be among the finalists for the Samuel McCall Professor of the Year Award

- Maintaining the first official Philosophy Club in the history of our department at Bakersfield College
- Advisor to Philosophy Club
- 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 is the Admissions Chair of Kern County for Harvard University
- A faculty member was awarded the Levan Research Grant last year and will be presenting a paper on Hume sometime in the Fall at the Levan Center
- A faculty member was on Ethics Point Task Force for our college
- Several faculty members have served on hiring committees outside of our department
- 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 led the portion of the Adjunct Orientation involving the meaning and purpose of the teaching philosophy statements
- A faculty member sits on several committees in the community – Parent Advisory Committee for Fruitvale School District and School Site Council for Discovery Elementary
- Faculty member and Nancy Frey collaborated on a scholarly paper that she read this summer in London to the **Confraternity of Saint James** titled "Parallel Caminos." It will be published in their newsletter sometime soon

And of course have to honor two faculty members for some other amazing accomplishments:

- Moya Arthur for knitting a cardigan, 3 pairs of socks, a hat, and 6 tiny mouse toys
- Bryan Russell for being a father for the first time 😊

Facilities:

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

--(Important) We have some instructors that integrate computer use into classroom instruction. We would love to have a computer lab for this purpose. We are officially requesting either own or an opportunity to share a room that contains 40 computers. This request is thus for both a) a room big enough to support 40 computers, and b) 40 computers for our students plus one for the faculty member. Currently, faculty members try to reserve SS151 to this end, but it is not always available.

--SPACE ALLOCATION: The chairs in the Humanities all agree that providing Annex Buildings for classroom or office space would be extremely helpful in mitigating the bottle neck in offering classes at key times on campus as well as ameliorating some of the problems with finding office space for our faculty.

--HEALTH CONCERN: Offices in Humanities Rm 45 and FineArts Rm 68 desperately need the carpets to be checked for mold and recommend full carpet replacement. Carpets were cleaned this summer, but were left wet, and closed up. Offices stink and are feared to by moldy. This could have harmful effects on the health of faculty and loss of teaching time.

HEALTH CONCERN: New pipes/water filter, bottled water for the Humanities building. One of our faculty members is often the first one in the building after a weekend. When she turns on the faucet in the Humanities lounge to get water for coffee, it is brown and tastes of metal and rust. It takes several minutes to clear the pipes to the point it clears enough to make coffee (but this is only what she sees). She is sure that the Health department would test it as unsafe. Should we call them out to test it?

-- HEALTH CONCERN: Offices in Fine Arts 74 and FA55 need waterstained ceiling tiles replaced and checked for mold, which, if not, could lead to harmful health effects on the faculty members.

-- SAFETY: The hydraulic door catch is broken in 104 and/or 105. On test days, when students exit at different times, other students will not be distracted by slamming doors.

-- SAFETY CONCERNS: Our rooms in the Humanities building, namely 104 and 105, still have crumbling walls. The Humanities building still has an ineffective and unreliable elevator. These points negatively impact student's success in two ways: it shows the students that the campus does not care about the student environment, which may be correlated with an increase in student motivation to be successful—leading to lower retention rates. Also, by not having a functional elevator, the second floor classes have had change rooms mid-semester because a student with a disability couldn't access their classroom. Without a functional and reliable elevator, this negatively impacts a small, but nevertheless significant, student population who

need such an accommodation. In the end, the lack of care taken to our classrooms negatively impacts student success! Finally, we need blinds put up in instructor's office, FA70, as the sun enters directly into the room and heats it up, making it unbearable and untenable for instructor to help students during afternoon office hours.

In short, please remodel and/or update our rooms H104 and H105 by painting and fixing walls. Please replace or permanently fix the elevator in the humanities building. Please put up blinds in FA70.

Technology:

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 _____

-We desperately need wireless presentation clickers for each faculty (quantity 7)
-Short-Throw Project in H105 needs to be repaired because the lens is broken and is a safety concern at this point given that it has broken glass.
-Purchase Philosophy Index Access to improve student access to philosophical material specifically. As it is CSUB philosophy department currently uses it and it would allow our majors and students who do research in our classes access to philosophical material specifically.
-Purchase Acrobat Professional Software for ease of sharing all the new assessment data forms that departments are being asked to fill out for accreditation purposes.
-Providing the chair with a laptop is of critical importance to increase efficiency and communication on campus. As it works now, personal laptops are used, if that. Having argued this same point on behalf of Deans as well as chairs for three to four years, we are happy to see that Deans now have laptops; but also recognize that chairs have not. Meetings between chairs and Deans as well as meetings for FCDC could become work meetings, where both are using laptops to complete important paperwork. The laptop would transfer from the outgoing to the incoming chairs and, possibly, only to those who need to work closely with the chairs. This would improve the outcomes and efficiency of our program, which also would positively impact the effectiveness of our institution. *This is an essential technology for chairs in order that they can be as productive, helpful, and constructive as they possibly can.* Evaluating this technology could come from both qualitative and quantitative sources. Qualitative data can be obtained from interviews of chairs and administrators. Quantitative data can be obtained from an objective survey distributed to chairs and administrators after a semester's time. If laptops do in fact increase communication, efficiency, and

productivity, then this option should be strongly adopted campus-wide. In short, this requests helps fulfill strategic goals.

Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>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.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>N/A</p>
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>We will be asking for an increase to our currently deficient departmental budget allocation. Supplies alone cost significantly more than \$250 and last year some of our faculty members had to teach without new Expo markers for the last month of instruction. This makes for an impossible teaching environment when we are not allocated enough money to supply our faculty members with the simplest and most basic tools for instruction – namely markers to write on a white board. Moreover, we run three really big programs that impact students directly, which, in the past, have been funded solely from the wallets of the department’s faculty members. These programs are the student colloquium, student essay contest, and the monthly Gadfly Café’ discussions previously facilitated by Rene’ Trujillo but currently Reggie Williams. There are marketing and production costs to these events, not saying anything of the cost of refreshments and food. Notwithstanding the marketing costs, the supplies alone for markers can be estimates as follows: 1 dozen of black expo markers cost \$16.50. Assume a faculty member uses ½ a box for every month he teaches, which is the lower end of the use scale, and with 8 faculty members, including adjuncts, in the department, an estimate of 40 boxes should be ordered (5 boxes for each faculty member for the year). This alone totals \$742.05 before tax (\$803.27 with tax). We also need powerpoint clickers for each of our rooms. When we include marketing and food expenses for our events, we</p>

are looking at about \$100 and \$200 respectively, for a minimum of \$300. This year we are asking the low end of our budget, which will be \$1250.00-\$1300, and as we better define each of our costs, we make appropriate additions or subtractions to our budget in the future.

Relating our increase to the impact it will have on student success: first, markers are mission critical for instruction purposes and students need academic opportunities outside the classroom to help them develop academically and see the value of applying academic knowledge to real world issues. Our programs offer these types of academic opportunities and minimal funds are required in order to continue to provide these opportunities.

Conclusions & Snapshot:

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 Comprehensive 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 18.8 to college-wide score of 17.4) notwithstanding our size of 7 full-time and 1 part-time faculty members. We serve 54 majors and this number has increased every year over the last five years. 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. 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.

We have a high percentage of students who have completed their student education plan and who have fully matriculated, both respectively at 91% and 89% compared to the campus which is at 73% and 69% respectively. 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 a new faculty member for the Delano and rural campuses, including the prison locations, to help our institution achieve its expansion goals and help those students in our surrounding communities.