

# CAÑADA COLLEGE BI-ANNUAL STATE OF THE DEPARTMENT DATA COLLECTION DOCUMENT

**Program Name:** Philosophy

## **I. Program goals and objectives:**

The program in philosophy offers two complementary goals and objectives. On the one hand, it is to expose the students to the wide range of philosophical literature of different cultures throughout the ages. Selections on a variety of topics in philosophical literature will be examined and discussed through lectures and readings. On the other hand, it is to cultivate students' critical and evaluative skills and to develop fundamental philosophical attitudes to question the assumptions in all human knowledge. It is to nurture and facilitate their desires for continuous intellectual curiosity and reflectiveness and to free them from tyrannical beliefs and dogmas and thus help them become intellectually independent citizens.

This program not only serve as a core of a liberal arts education, but also can transfer as part of the liberal arts requirements for major in other disciplines in any four-year institution. We offer a wide selection of philosophy courses at Cañada; a student can receive an AA degree with a major in philosophy and can transfer to most major four-year institution to receive a BA in philosophy

## **II. Student Learning Outcomes:**

- A. **List all identified program student learning outcomes:**  
Please see the attached Social Science Student Learning Outcomes.
- B. **Attach correlated assessment tools and relevant data:**  
Please see the attached sample of multiple choice and essay examinations.
- C. **List a sample of course level student learning outcomes:**  
Same as A above.
- D. **Attach correlated assessment documents and relevant data:**  
Same as B above.

## **III. Curricular offerings:**

### **A. New, deleted, "banked" and "unbanked" in the past two years ( check all that apply)**

Course Prefi	Course Number	Course Title	NEW	Delete	Bank	Unbank	General Education	IGETC	AA/AS	Basic Skills	Workforce
Phil.	175	History of Philosophy –17 <sup>th</sup> -18 <sup>th</sup> Century			X						
Phil.	310	Philosophy of Religion			X						
					X						

**B. All current offerings except those previously identified in section A ( check all that apply; attach a separate table as necessary)**

Course Prefix	Course Number	Course Title	General Education	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
Phil.	100	Introduction to Philosophy		X				
Phil.	103	Critical Thinking		X				
Phil.	160	History of Philosophy – Ancient-Medieval		X				
Phil.	190	Contemporary Philosophy – 19 <sup>th</sup> and 20 <sup>th</sup>		X				
Phil.	200	Introduction to Logic		X				
Phil.	240	Introduction to Logic		X				
Phil.	300	World Religions		X				

**C. Recommended areas of curricular need based on current offerings ( check all that apply; attach a separate table as necessary)**

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
Phil.320: <u>Asian Philosophy</u> : To unbank this course when there is an indication of some demographic changes and increase of interests at this campus. I introduced this course and was offered for several years and at present adopted by the other two campuses.					
Phil.321: <u>Philosophy of Religion</u> : this course was offered a number of years ago, but it did not sustain its enrollment. We have banked it for now and hope with the continuous interest in the World Religion class, this class might become more attractive for students. <u>Medical Ethics</u> : We have been thinking about designing a new course to serve the needs of nursing and medical assistance programs at the University Center. We think it is quite appropriate to design such a course for their needs. It is offered in most four-year institutes for those majors. <u>Business Ethics</u> : We offered this course as Philosophy 680 couple times some years ago. With the growing interest in the Pacific Rim and global economics, this course could be reintroduced from a multicultural perspective to help business people in this country deal more effectively and successfully with those of the Pacific Rim and other regions.					

**IV. Enrollment data:**

**A. Weekly Student Contact Hours – WSCH /FTES**

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
WSCH	532	436
FTES	1.40	1.20

**B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD**

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
FTE	1.40	1.20
LOAD	380	363

**C. Retention and Success (If applicable) Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.**

Year	2005	2006
Retention	90.1%	91.4%
Success	72.7%	69.3%

**D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.**

Year	20	20
Certificates	N/A	
Degrees	N/A	
Transfer	N/A	

**E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.**

While the WSCH from the fall of 2005 to the fall of 2006 shows some reduction (532 to 436, it is a -18% change,) it also corresponds to the FTE reduction from 1.40 to 1.20. The Retention from the fall of 2005 and 2006 is about the same (90.1% to 91.4% a gain of 1.4%.) However, the data also shows that the Success rate appears to reduce from 72.7% to 69.3% ( a reduction of -4.7% change.) This data seems to reflect that the retention rate is high, i.e. students continue in the class, but the class demands rigorous efforts on the part of the students to complete the class with a good grade. So it appears to be a mixed blessing. In order to make this data more closely connected, we believe an effort should be made to have more tutors help students taking philosophy classes in the hope that it will increase the success rate to be more consistent with the retention rate.

**V. Faculty and staff hiring recommendations:**

**A. List full-time faculty requests and attach formal justification**

Position	Areas of expertise needed
N/A	

**B. List adjunct faculty requests and attach formal justification**

Position	Areas of expertise needed

**C. List staff requests and attach formal justification**

Position	Areas of expertise needed
At present, the Humanities and Social Science Division is the largest division on this campus. We think a <b><u>Social Science Coordinator</u></b> should be instituted to alleviate some of the responsibility of the Dean. This would help make the entire	

division operate more efficiently.	

**D. List professional development needs:**

Sufficient fund should be made available to support expenses faculty members incur in attending professional development, meetings, conferences, and retreats.

**VI. Equipment and facilities recommendations:**

**A. List equipment, technology, materials needed in the coming year:**

Item	Cost per unit
Need additional financial support for purchasing more recent DVD and Video.	

**B. List facilities needs:**

New	Maintenance