

California State Polytechnic University, Pomona



Academic Program Review - Self-Study College of Letters, Arts, and Social Sciences BA Philosophy

AY 2022-2023

March 14, 2023

TABLE OF CONTENTS

1	INTRODUCTION.....	2
1.1	Program Overview	2
1.2	Mission, Vision & Values	2
1.3	History	5
1.4	Inclusive Polytechnic Education	8
1.5	Credit Hour	10
2	PROGRAM QUALITY.....	12
2.1	Student Profile at Admission and Enrollment	12
2.2	Curriculum and Pedagogy	15
2.3	Student Retention and Graduation Rates – Graduation Initiative 2025	23
2.4	Assessment of Student Learning	30
2.5	Student Support, Satisfaction and Services	39
2.5.1	Co-Curricular	39
2.5.2	Academic Advising	40
2.5.3	Student Satisfaction	41
2.6	Stakeholders	42
3	FACULTY	43
3.1	Overview of Faculty	43
3.2	Faculty Support	48
4	UNIVERSITY SUPPORT AND RESOURCES	50
4.1	Personnel	50
4.2	Facilities and Space	50
4.3	Library	51
4.4	Other Campus Resources	55
5	CONCLUSION.....	57

1 INTRODUCTION

1.1 Program Overview

Our philosophy program (Philosophy, B.A.) is housed in the Philosophy Department in the College of Letters, Arts, and Social Sciences (C.L.A.S.S.) at Cal Poly Pomona (CPP). The Philosophy, B.A. program has two 120 semester unit SubPlans/Options: [General](#) and [Law and Society](#). Both of these Options are reviewed in this self-study.

The Philosophy Department is also the home of the [Science, Technology, and Society \(STS\) program](#), which is an interdisciplinary program that integrates the natural sciences, technology, history, philosophy, sociology, political science, geography, and anthropology. STS, however, is an independent program, and consequently, it will not be reviewed in this self-study and review.

1.2 Mission, Vision & Values

UNIVERSITY¹	Mission - We cultivate success through a diverse culture of experiential learning, discovery, and innovation.
	Vision - Cal Poly Pomona will be the model for an inclusive polytechnic university that inspires creativity and innovation, embraces local and global challenges, and transforms lives.
	Values <ul style="list-style-type: none">• Academic Excellence – We demonstrate academic quality, relevance, and excellence through our teaching, learning, scholarship, and creative activities with student centered faculty in an evidence-based culture.• Experiential Learning – Our polytechnic identity fosters an integrative approach to education through collaboration, discovery, learn-by-doing, and innovation. Our approach encourages reflection, informed risk-taking, and continuous learning.• Student Learning and Success – We are deeply committed to educational experiences and supportive services that engage our students, enhance personal well-being and growth, provide career opportunities, and foster ethical citizenship.• Inclusive – Our diversity across multiple dimensions reflects and enhances our community. We are welcoming and respectful, and we value diversity.• Community Engagement – We nurture mutually beneficial and meaningful relationships with community partners and stakeholders.• Social and Environmental Responsibility – As global citizens, our individual and collective actions reflect our commitment to one another, society, and the environment.

¹ Source: <https://www.cpp.edu/~aboutcpp/calpolypomona-overview/mission-and-values.shtml>

COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES²	Mission- We cultivate one's intellectual development, ethical reasoning, and aesthetic sensibility to support creative and critical thinking in a diverse world of competing challenges.
	Vision- We will be a supportive, engaged, and diverse community of teachers, learners, and scholars committed to improving the human condition and to bettering the world.
	Values <ul style="list-style-type: none"> • Theoretical and experimental approaches in developing critical thinkers and creative problem solvers, • Discovery through research, scholarly, and creative activities, • Transparency, equity, empathy, integrity, diversity, and • Working towards a just, humane, and inclusive world.
Department of Philosophy	Mission- Our central mission is to foster an active learning community that prioritizes belonging, equity, and justice.
	Vision- We aim to equip students to build meaningful lives and advocate for a just society by cultivating critical consciousness of the social worlds we inhabit, developing skills of caring and courageous critical thinking, and engaging classical and contemporary philosophical issues.
	Values <ul style="list-style-type: none"> • Belonging – Our department is committed to building a collaborative learning community that values the intrinsic dignity of each and every student. This requires going beyond standard norms of valuing diversity and inclusivity and aims at substantive respect, recognition, and empowerment for each of our community members. • Equity – Our department is committed to the equitable treatment of our students inside and outside our classes, crafting and delivering equitable learning practices, and working toward equitable learning outcomes. • Justice – Our department is committed to acknowledging systemic barriers to equal participation in our learning community and our roles in enacting and perpetuating these barriers, and we are committed to working to address and ameliorate injustices within the discipline, department, and classroom.

As we write in [the Mission and Vision statement](#) on the departmental website:

The Philosophy Department at Cal Poly Pomona has organized its programs to meet both the abstract and the practical philosophical interests of its students. Our programs allow students to pursue the traditional questions about the nature of truth, knowledge, justice and reality while examining the relevance of these questions to the problems of contemporary society.

In this way, we are very much like philosophy departments across the United States and even the world. We aim to train students in core critical thinking skills through the exploration of

² Source: <https://www.cpp.edu/class/discover-class/index.shtml>

traditional philosophical questions and ideas to help students better satisfy abstract intellectual and practical needs and interests.

However, we have been actively engaged in an ongoing process of revising and refining our central mission and values to better reflect the specific—and even in some cases, distinctive—features of our program and to re-orient departmental activity around core (ameliorative) values. On our current understanding, our central mission is to foster an active learning community that prioritizes belonging, equity, and justice. We aim to equip students to build meaningful lives and advocate for a just society by cultivating critical consciousness of the social worlds we inhabit, developing skills of caring and courageous critical thinking, and engaging classical and contemporary philosophical issues.

This mission and vision—as reflected in our [Philosophy Department Equity Statement](#)—is organized around a fundamental commitment to acknowledging, addressing, and working to ameliorate injustice in higher education, in the discipline of philosophy, in our program and curriculum, and in our classes. While we still view our program’s mission as rooted in the development of foundational critical thinking skills, we orient this project toward the realization of more meaningful personal lives for our students and more just social environments for them to build those lives.

Our departmental mission aligns with the University’s mission of cultivating “success through a diverse culture of experiential learning, discovery, and innovation” by emphasizing development of the core creative and critical thinking skills necessary for personal success and doing so through experiential and integrative learning practice. Our departmental mission also aligns with the College’s mission of cultivating “one’s intellectual development, ethical reasoning, and aesthetic sensibility to support creative and critical thinking in a diverse world of competing challenges” by helping students to develop into caring, courageous, and curious thinkers, who *live* their thinking by critically and responsibly engaging their world. Our department’s mission, thus, embodies the core ideas of the University’s and College’s missions of preparing our students to strive for their own success while also being prepared to confront the complex ethical challenges of their world.

However, our mission extends beyond the University’s and College’s focus on personal success and individual intellectual and ethical growth to prioritize values of community. In other words, we view our mission as not only about cultivating qualities in individual students to enable their own personal success but also about cultivating a learning community that realizes core values of belonging, equity, and justice. We view students as not mere individuals but, rather, as individuals in community with others, and we aim to help students develop intellectually and ethically not just for their own personal success but also to be prepared to work toward the success of their communities.

Moreover, our mission is largely ameliorative and restorative. That is, we understand a community that realizes values of belonging, equity, and justice as fundamentally committed to acknowledging and addressing historical and systemic barriers to equitable participation among some members of our community, meaningful recognition of the contributions of all members of our community, and learning outcomes that directly empower all members of our community but especially those traditionally disempowered in higher education and the discipline of philosophy. Cultivating skills for personal success and intellectual and ethical development for confronting challenges to come are at the core of our mission; but we view these aims as inherently bound up in the ameliorative and restorative aims of preparing students to work toward a more just social world.

Our vision, correspondingly, also aligns with the University's and College's visions: we also want to prepare students to embrace local and global challenges and to work for the betterment of the world. However, our vision also centers the ameliorative and transformative projects by focusing on the development of a critical consciousness of one's social world that can enable students to caringly and courageously combat injustice. In this sense, the vision for our community is less an abstract humanitarian commitment to dealing with challenges and bettering humanity than it is a concrete material commitment to reduce or even end injustice.

Given this mission and vision, we take our core values as belonging, equity, and justice. These values encompass the values identified by the University and College but situate them within a more bedrock commitment to ameliorating injustice both for our students and in the social world in which they will build their lives. For example, the standard values of diversity and inclusion highlighted in the University's and College's missions are incorporated in our mission into more bedrock values of belonging, equity, and justice, meaning that we aim for a diverse and inclusive learning community because these qualities enable the realization of the values of belonging, equity, and justice. For another example, academic excellence and student success are also central aims of our department, but our mission situates those aims within the context of realizing foundational values of belonging, equity, and justice, which means that we do not aim for *merely* individual achievement and success but, instead, achievement and success that fosters belonging, equity, and justice.

In sum, our program's mission, vision, and values directly aligns with the missions, visions, and values of the University and College, while focusing our understanding of our mission, vision, and values on the ameliorative and transformative project of building more just communities and a more just world.

1.3 History

The past seven years has been a time of great change for the Philosophy Department.

We had six full-time faculty in 2015: David Adams, Michael Cholbi, John Ding, Megs Gendreau, Peter Ross, and Dale Turner. Drs. Gendreau and Cholbi have since left the department, Dr. Adams just recently completed his phased retirement, and Dr. Ding ends his phased retirement in the fall of 2023. In the last seven years, we have lost four of the six people that comprised the members of the full-time faculty in 2015.

During that same time, we have hired five new tenure-track faculty: Katie Gasdaglis, Cory Aragon, Alex Madva, Christine Wieseler, and Brian Kim. Drs. Aragon, Gasdaglis, and Madva, are all Associate Professors with tenure (awarded tenure in the past few years). Dr. Kim is an Associate Professor without tenure, and Dr. Wieseler is an Assistant Professor without tenure; both will come up for tenure in the next few years. Drs. Ross and Turner are the only members of the faculty who are Full Professors. And in 2022-2023, we successfully conducted a tenure track search as part of the Ethnic Studies Affinity Cluster Hire and will have a new colleague joining us in Fall 2023 as Assistant Professor of Philosophy.

As you might imagine with the amount of faculty turnover in the last seven years, the focus of the department has somewhat shifted. Prior to the recent hires, we had a more general approach to philosophy in the curriculum; now, we have a much more pronounced focus on social and political philosophy and issues of social justice, philosophy of race, feminism, and

disability ethics. We, of course, continue to offer standard courses in metaphysics, epistemology, ethics, philosophy of mind, philosophy of science, and history of philosophy, but the focus has moved, overall, to more actual-world concerns. Moreover, we now offer a more inclusive curriculum, one that more fully reflects the contributions of women, people of color, and others marginalized within the discipline.

Perhaps the biggest curricular change, however, is the shift from a quarter system to a semester system. The university began the process of switching to a semester format in Fall 2014 and completed the process in Fall 2018. As part of this process the department reworked all existing courses as 3-unit semester courses. In addition, we introduced several new courses, including an introduction to philosophy for majors (PHL 2030). We quickly realized this course did not work for our students; in particular, it slowed the progress of Transfer Students, who already completed an introduction to philosophy at community college. The most significant change, however, was the rethinking of what we wanted the department to be and what we wanted our students to get out of majoring in philosophy at CPP. This led to a revamping of our student learning outcomes and a renewed commitment to being a department that focusses outward toward the rest of the university and the communities we serve.

In 2019, the department again revisited our mission, vision, and learning outcomes as part of a multi-year curricular redesign project we are currently undergoing. While the quarter to semester conversion helped to re-orient the program, we heard (through informal feedback) from students that the course load expected within the semester system imposed significant time burdens. We found that students were struggling to keep up with this increase in workload, while also balancing common demands on their time: family and caretaking obligations, work, commuting, etc. Moreover, we gathered additional feedback from students that, while the new curriculum was helping them to develop valuable skills, additional career preparation would help them to understand and articulate the value and adaptability of those skills in the constantly-changing work world.

In Spring 2020, we were awarded a “Faculty-Led Curricular Design for Student Achievement in the CSU” Teagle Foundation grant for a proposed curricular redesign that addresses these issues. The curricular redesign aims to re-orient our curricula around the direct development of core critical thinking skills (in Skills Labs), high-impact/experiential coursework, and a broader understanding of philosophy as a discipline. We were initially awarded the Teagle grant as part of a campus-wide initiative for curricular redesign and have since been awarded two CPP grants to continue the work of the redesign: an Assessment Practice and Discovery Mini-Grant in Summer 2021 and a Special Projects for Improving the Classroom Experience: Innovative Approaches to Instruction (SPICE) grant for Spring 2022. We have used these grants to: envision a new structure for articulating our program Learning Outcomes as embedded in broader intellectual and social virtues we hope to cultivate; consider how to revamp our assessment practices to better assess the introduction, development, and mastery of core Learning Outcome skills throughout the curriculum; devise and pilot Skills Labs; and chart new curricular structures. As we explain below, this work is incomplete but shows promise for future reform of our curriculum.

Also, as part of this revisioning process several faculty members and students wrote a [Philosophy Department Equity Statement: Recognition, Responsibility, and Resolution](#) that was unanimously approved by the faculty and posted on the department’s website. And since then, we have acted to implement many of the statement’s recommendations. For example, we revised our departmental Research, Tenure, and Promotion (RTP) document to reward work aimed at creating a more equitable department, curriculum, and discipline.

Our last program review was in 2010-11. The tone of the review was very positive and laid out a vision for the department that is summarized in the following four themes:

1. Take as our guiding objective the preparation of Philosophy majors for graduate education in philosophy (“we believe that the program ought to set the pursuit of a graduate education in philosophy as attainable and ideal” (p. 1 in “Introduction”).
2. Support this guiding objective with a curriculum that prepares all majors for graduate education in philosophy (thus placing high expectations on students).
3. Supporting this guiding objective by placing a strong emphasis on faculty research productivity (thus placing high expectations on faculty)
4. Seek out “the undecided” as would-be majors.

We agreed with the spirit of the reviewers’ above-mentioned thematic goals for the department. We agreed that we should “set the pursuit of a graduate education in philosophy as attainable,” for example, and that we could do more to recognize the research and teaching accomplishments among our faculty and communicate high expectations for students. In line with the spirit of this advice, we rewrote our RTP document to mirror the fact that our department encourages faculty research and excellent teaching. Moreover, we tweaked our Senior Seminar requirement by adding faculty “second readers” and instituting a detailed evaluation rubric to ensure that all our students have the opportunity to work closely with faculty to write a high-quality senior capstone paper. We have also redesigned our curriculum over the years to make sure that all our majors have an upper-level seminar experience apart from the Senior Seminar—the Seminar in Law and Values (PHL 4400) or the Seminar in Metaphysics and Epistemology (PHL 4890). And we have created additional avenues (cooperating with the Office of Undergraduate Research, creating an undergraduate journal, independent studies, etc.) for students to do undergraduate research, in close consultation with faculty, and to share their work. We now have students in top PhD and MA programs in Philosophy and a tenured Associate Professor to count among our alumni.

However, we did not and do not share the reviewers’ narrow conception of the value of a philosophy degree; that is, we did not and do not see the guiding objective of our degree as preparation for graduate school in philosophy. Graduate school is certainly an important option we think our students should pursue if they are so inclined, and we work hard to help those who would like to pursue graduate school to do so and to make sure that their undergraduate education adequately prepares them for the challenges of graduate education. Over the past 10 years, we have sent students to Ph.D. programs in philosophy at Stanford, UC San Diego, University of Washington, University of Illinois Urbana-Champaign, and CU Boulder. However, there are many other paths one can take with a BA in philosophy. Many of our students, for example, pursue a *Juris Doctor* (law) degree. Some pursue elementary or secondary teaching, and some go into the business world. We think philosophy prepares our students for all these endeavors and more. The skills a philosophy degree hones (critical reading and thinking, careful analysis of material, presentation skills, and the like) are invaluable skills no matter what our students pursue after they graduate. We incorporated recommendations from the previous reviewers without re-orienting our curriculum to produce graduate students in philosophy.

However, we have taken goal four (Seek out “the undecided” as would-be majors.) very seriously. At our peak in Fall 2020, we had about 120 philosophy majors, we now have around 90 majors, and we have for some time ranged in this area (approximately 90 to 120 students). Recruiting new students into the major, incoming Freshmen, incoming Transfers, and those who

transfer into philosophy from another major while at CPP, is critical for our long-term health. However, we are at something of a loss about how to do this. We have considered many proposals, but they are either not viable (e.g., making extensive visits to local high schools to pitch philosophy at CPP) or haven't worked (e.g., hosting on campus events with local community colleges).

1.4 Inclusive Polytechnic Education

Table 1- Alignment of Department Activities to the Inclusive Polytechnic Education

Department Activity (Curricular and Co-Curricular)	Elements of Inclusive Polytechnic Education							
	Application of Knowledge	Critical Thinking & Problem Solving	Creativity, Discovery, & Innovation	Diverse & Multi-Disciplinary Perspectives	Integration of Technology	Collaborative Learning	Community & Global Engagement	Professional & Career Readiness
CURRICULAR								
Ethical Problems in Contemporary Life (PHL 2040)	X	X					X	
Proseminar: Philosophical Methods (PHL 2900)		X	X		X	X		X
Philosophical Issues in the Law (PHL 3110)	X	X					X	X
Bioethics (PHL 3330)	X	X		X			X	X
Current Debates About Sexuality (PHL 3400)	X	X		X				
Cognitive Science (PHL 3530)		X		X				
The Philosophy and Science of Implicit Bias (PHL 3540)	X	X		X			X	
Race & Racism (PHL 3810)	X	X		X			X	
Philosophy of Science (PHL 3830/STS 3830)		X	X	X				
Feminist Philosophy (PHL 4200)	X	X		X			X	
Ethics, Environment, and Society (PHL 4300)	X	X		X			X	
Seminar in Law and Values (PHL 4400)	X	X	X			X	X	
Senior Seminar in Philosophy (PHL 4610)		X	X		X	X		X
Global Justice (PHL 4750)	X	X		X			X	
Ethics Bowl (PHL 4820)	X	X	X	X	X	X	X	X
Seminar in Metaphysics and Epistemology (PHL 4890)		X	X			X		

Latine Philosophy (No course number)	X	X		X			X	
UJEPS Editors' Course (No course number)	X	X	X	X	X	X	X	X
NON-CURRICULAR								
Philosophy Club and Phi-Sigma Tao	X	X	X			X	X	X
World Philosophy Day	X	X				X	X	X
Undergraduate Research	X	X	X		X	X	X	X

As the chart above suggests, our curricular and co-curricular activities provide students with an educational experience that embodies all the elements of [an inclusive polytechnic education](#), the animating idea of the mission, vision, and values of a Cal Poly Pomona.

All incoming philosophy students take PHL 2900 (Proseminar: Philosophical Methods). In this course, students learn how to critically read and analyze philosophical material, how to give well-structured presentations, and, ultimately, how to research and write a sustained defense of a philosophical thesis. PHL 2900 provides students with the critical thinking/problem solving skills, collaborative learning skills, and research/technological skills required to be successful in upper-division philosophy courses. In addition, PHL 2900 introduces students to the kinds of careers a degree in philosophy prepares one for, including graduate school in philosophy and law school.

Students cap off their education by taking PHL 4610 (Senior Seminar in Philosophy). This course is the natural bookend of PHL 2900. In PHL 4610, students are required to develop novel work in arguing for a philosophical claim. They are required to work collaboratively to critique each other's work and to present their work to their peers and faculty. This is the course where we expect a bit of philosophical innovation in the development and defense of a philosophical thesis.

Increasingly, all our curriculum is inclusive in nature, in that it draws from multiple disciplines, including the natural and social sciences and the humanities and arts, and includes often neglected voices outside the traditional philosophical cannon. For example, we teach a wide array of the upper-division GE "synthesis" courses that synthesize philosophy with work in the natural and social sciences, such as Cognitive Science (PHL 3530), Philosophy and Science of Implicit Bias (PHL 3540), and Philosophy of Science (PHL 3830/STS 3830). Moreover, our curriculum has long been oriented outward with the goal of helping our students see how philosophy can contribute to solving real-world problems, including making our communities, country, and world more just. Classes that speak to this end include Ethical Problems in Contemporary Life (PHL 3100), Race and Racism (PHL 3810), Feminist Philosophy (PHL 4200), Ethics, Environment, and Society (PHL 4300), and Global Justice (4750).

This outward focus is also exemplified by several high-impact practice courses that involve many, if not all, the aspects of a polytechnic education. Our Ethics Bowl class (PHL 4820) prepares students to work collaboratively to respond to current ethical challenges. This is a small class (between 6 and 12 students) in which students work in teams to prepare for both regional and national Ethics Bowl competitions. Last year, students began publishing an undergraduate journal, the [Undergraduate Journal of Ethics, Policy, and Social Justice \(UJEPS\)](#). In a newly designed course (offered as PHL 4990 in Spring 2022 and 2023), the

editorial board works collaboratively (with the aid of the instructor of the course) to train editorial skills, seek submissions, review articles, and determine which articles should be published. Ultimately, students publish the journal in a public, open-source online format. The first run of the course (and the journal) was very successful, and we are in the process of institutionalizing the course and the journal.

Finally, as part of our ongoing we curricular redesign project, we piloted four student learning outcomes labs (“Skills Labs”) in the spring of 2022 (as 1 unit PHL 2990 courses). The idea is to develop labs in which a small group of students focus on a core skill (such as analytic reading/writing, and research, presentations) and to pair the lab with an existing content area course. While we think this intense skills-based lab will help students with their content courses, we have not yet assessed the value of additional skills-based lab courses.

1.5 Credit Hour

As of July 1, 2011 federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the “credit hour” is defined as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”*

A credit hour is assumed to be a 50-minute period. In courses in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

Prior to the pandemic, virtually every class we offered was face-to-face. As we transition to a “new normal,” post-pandemic environment, an overwhelming majority of our curriculum is again offered face-to-face. In Fall 2022, we offered 87% of our courses as face-to-face courses or hybrid courses and only 4% of our courses as fully asynchronous courses. In Spring 2023, the percentages are similar, with slightly less fully in-person course and slightly more hybrid courses. For the purposes of credit hour, we consider our online synchronous courses to be equivalent to face-to-face courses, since these courses meet in real time during standard time modules. All our courses, regardless of their mode of instruction, are reading and writing intensive, requiring at least two hours of out of class work each week for each credit hour.

The Department ensures that our online offerings meet the credit hour policy by first requiring all our instructors, both tenured/tenure-track and adjunct, to take courses or attend workshops in online pedagogy. This requirement ensures that faculty teaching online courses understand the basic requirements of an online course and best practices to ensure that online teaching is effective and inclusive. We hold online classes (both hybrid and asynchronous) to the same

standards as our face-to-face classes in that we expect online classes to provide students with the required amount of Instruction and the required amount of classwork. Furthermore, asynchronous online courses meet the credit hour policy in that student achievement is approximately equivalent to student achievement in their counterpart face-to-face classes, demonstrating an equivalent amount of work.

However, the rapid transition to online-only instruction brought about by the pandemic gave us little time to think about the best way(s) to teach online or about how much of our curriculum should be taught in some sort of online format. There was little thought about oversight or much by way of long-term planning with respect to our online offerings. This is an issue the Department needs to address as we return fully to campus.

2 PROGRAM QUALITY

2.1 Student Profile at Admission and Enrollment

The following data in Tables 2 and 3 were compiled using the Admissions and Enrollment dashboards from the Office of Academic Resources. Some of the data may be missing due to students not reporting information or we were not able to find it in the two dashboards.

Table 2 – Admission trends for first-time freshmen³

	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017
Applied	159	135	102	133	149
Gender					
Male	52	57	45	54	55
Female	104	78	57	79	94
Not Reported	3	0	0	0	0
URM Status					
URM	9	11	8	13	9
Non-URM	4	4	7	4	8
Not Reported	146	120	87	116	132
1 st Generation Status					
1 st Generation	10	11	7	10	11
Not 1 st Generation	2	4	8	6	5
Not Reported	147	120	87	117	133
Admitted	140	116	96	100	90
Gender					
Male	45	48	43	41	34
Female	92	68	53	59	56
Not Reported	3	0	0	0	0
URM Status					
URM	9	11	8	13	9
Non-URM	4	4	7	4	8
Not Reported	127	101	81	83	73
1 st Generation Status					
1 st Generation	10	11	7	10	11
Not 1 st Generation	2	4	8	6	5
Not Reported	128	101	81	84	74
Enrolled	12	15	15	17	18
Gender					
Male				6	7
Female				11	11
Not Reported				0	0
URM Status					
URM				13	9
Non-URM				4	8
Not Reported				0	1
1 st Generation Status					
1 st Generation				10	11
Not 1 st Generation				6	5
Not Reported				1	2

**Note: Students who did not report their demographics are counted as "Not Reported". If a cohort has less than 15 students a breakdown was not provided.*

³ Academic Resources Office Data Request

Table 3 – Admission trends for transfer students⁴

	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017
Applied	74	92	99	77	62
Gender					
Male	44	48	46	46	33
Female	30	44	53	31	29
Not Reported	0	0	0	0	0
URM Status					
URM	3	15	16	2	12
Non-URM	5	13	5	5	5
Not Reported	66	64	78	70	45
1 st Generation Status					
1 st Generation	6	13	15	7	11
Not 1 st Generation	4	13	6	0	5
Not Reported	66	66	78	70	46
Admitted	49	84	97	55	56
Gender					
Male	30	44	44	35	30
Female	19	40	53	20	26
Not Reported	0	0	0	0	0
URM Status					
URM	3	15	16	2	12
Non-URM	5	13	5	5	5
Not Reported	41	56	76	48	39
1 st Generation Status					
1 st Generation	5	13	15	7	11
Not 1 st Generation	3	13	6	0	5
Not Reported	41	58	76	48	40
Enrolled	8	28	21	7	17
Gender					
Male		12	14		8
Female		16	7		9
Not Reported		0	0		0
URM Status					
URM		15	16		12
Non-URM		13	5		5
Not Reported		0	0		0
1 st Generation Status					
1 st Generation		13	15		11
Not 1 st Generation		13	6		5
Not Reported		2	0		1

*Note: Students who did not report their demographics are counted as "Not Reported". If a cohort has less than 15 students a breakdown was not provided.

⁴ Academic Resources Office Data Request

Table 4 – Enrollment trends for all students⁵

Enrollment Trends					
Term	Overall Program	Freshmen	Sophomore	Junior	Senior
Fall 2017	102	26	13	32	31
Fall 2018	87	24	15	22	26
Fall 2019	99	23	13	36	27
Fall 2020	118	22	15	39	42
Fall 2021	91	14	9	23	45

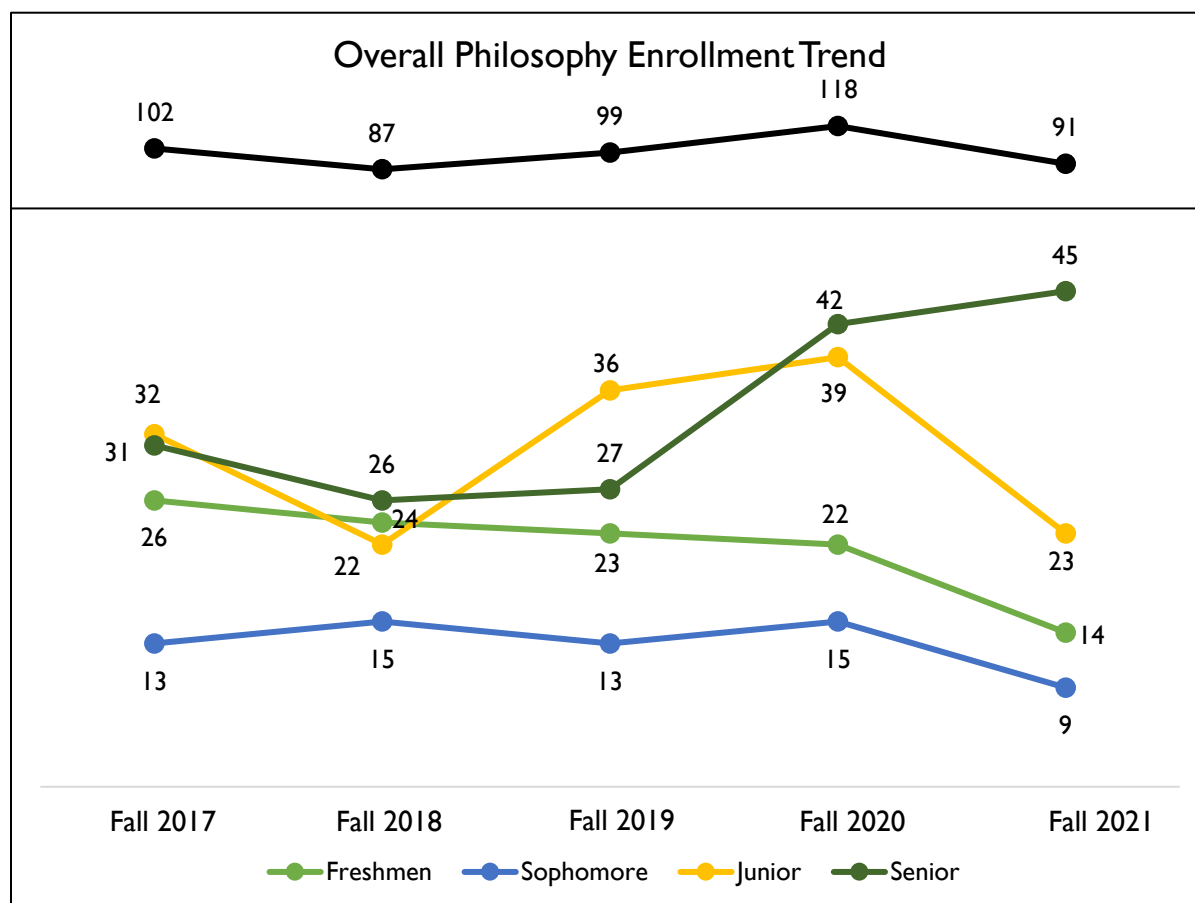


Figure 1 – Enrollment headcount for all students majoring in Philosophy

Students who apply to CPP typically name the major in which they are interested in enrolling on their applications. Thus, Table 2 indicates that a total of 678 first-time first-year students named Philosophy as their intended major during the five years from 2017-2021 (with an average of 136 students per year), and Table 3 indicates that a total of 404 transfer students named Philosophy during those years (with an annual average of 81 students). However, the percentage of first-time first-year students who named Philosophy as their intended major on their applications and who enroll at CPP is on average 12% of those admitted 2017-2021, and the percentage of this group of transfer students who enroll at CPP is on average 23% of those admitted for the five years. This relatively low percentage of students who enroll despite

⁵Source: Tableau <https://analytics.cpp.edu/#/site/production/views/EnrollmentTrend/EnrollmentTrend?iid=1>

naming Philosophy as intended major is largely not because their applications weren't accepted. The acceptance rate for first-time first-year students and transfer students naming Philosophy as their intended major was fairly high, with an average of 81% over the five years.

Instead, a likely explanation of the low percentage of students applying to CPP for Philosophy who end up enrolling at CPP is that students interested in Philosophy choose to go to schools better known for their humanities programs, and they aren't aware of the strengths of the CPP program. A way of countering the second point is, of course, to better promote the strengths of the program outside the university. Furthermore, if applicants are better aware of the strengths of the program, not only are they more likely to enroll, but they are more likely to apply to CPP for Philosophy due to its strengths and thus be better suited to gain from the program than students unfamiliar with the program.

The program currently broadcasts its strengths primarily through the World Philosophy Day event in November. But this event is largely attended by current Philosophy majors and other current CPP students already taking philosophy classes. One hope we have of this self-study is that it will help to determine ways to communicate about the Philosophy program to reach prospective students in high schools and community colleges.

2.2 Curriculum and Pedagogy

The following two curricula—for the General and the Law and Society Subplan of the Philosophy major—are the current versions of the semester curricula adopted in Fall 2018. Prior to that, CPP was on a quarter calendar. The conversion of the two Subplan quarter curricula to semesters involved the loss of only two classes: a class on predicate logic, the content of which was combined with sentential logic in the semester version of Logic and Computing, and the second part of the Senior Seminar in Philosophy, which was eliminated when the course took a semester format (in both cases, two quarter classes were combined into one semester class).

Semester conversion also resulted in the gain of two new courses: PHL 2030 Philosophy Proseminar I: Introduction to Philosophical Issues, to complement a proseminar class that focused on methods and skills, and PHL 4090 Contemporary Moral Theory. We have since eliminated both of these classes from the curricula. PHL 2030 was eliminated because it disadvantaged transfer students who had already taken a similar introduction to philosophy course at a community college by forcing them to largely repeat earlier coursework. PHL 4090 was eliminated because we are unable to regularly staff the course. Overall, there was very little change in the courses the Department offers due to semester conversion, with most quarter courses straightforwardly becoming corresponding semester courses.

Furthermore, only minor adjustments were made in the General and Law and Society curricula due to semester conversion. One constraint we impose on the Department's curricula is to allow a substantial number of so-called unrestricted elective courses, that is, courses that aren't taken either to satisfy a major curriculum or General Education requirement but instead only to satisfy the requirement of 120 units (or 40 3-unit courses) for graduation. A substantial number of unrestricted electives allows CPP students to change to the Philosophy major from a different CPP major and have a substantial number of courses for a different major still count toward graduation. The General Subplan has 8-11 courses of unrestricted electives, and the Law and Society Subplan has 9-11 courses of unrestricted electives. The reason that there is a range of courses in each case is because some courses in the Philosophy curricula can double count as General Education courses, with the more double counting allowing more unrestricted

electives—since each instance of double counting reduces the combined number of major plus General Education courses that need to be taken.

With this restriction, adding a required course to the curricula is typically accompanied by eliminating a required course. Thus, the addition of required courses in the semester curriculum (namely, PHL 2030 Philosophy Proseminar I and PHL 4090 Contemporary Moral Theory) had the effect of shifting the quarter course PHL 305 Great Philosophers (which became the semester course PHL 3050 Great Works in Philosophy) from being required on quarters to elective on semesters. Because PHL 2030 and PHL 4090 have been eliminated from the curricula, we might consider making PHL 3050 Great Works in Philosophy or some other current elective course required.

However, the overall structure of the curricula remained largely the same, with some courses, called Major Required Core, being required for both the General Subplan and the Law and Society Subplan, some Subplan Required Core being distinctive for each Subplan, and with largely the same group of elective history of philosophy courses for both Subplans, and the same group of elective non-Western philosophy courses for both Subplans.

Since the period of review of this self-study starts in Fall 2017, it encompasses the quarter curricula for the General Subplan and the Law and Society Subplan. However, since the focus of the self-study is the future improvement of the program in the semester format, we'll forego further discussion of the quarter curricula for the purposes of our discussion and concentrate on the development of the semester curriculums since Fall 2018.

Philosophy does not have disciplinary/professional curriculum requirements or standards. Yet, the Philosophy major helps develop a number of valuable skills, which are encompassed by the Department's learning outcomes (described in Section 2.4). It is common in the field to develop curricula aimed at developing these skills, and this is the aim of the Department's curricula. Our commitment to helping students develop these skills has been a focus of curricular development since semester conversion.

The "Faculty-Led Curricular Design for Student Achievement in the CSU" Teagle grant spurred further development of the semester curricula. The main components of our proposal were: a reorientation of the curricula (that is, the General and Law and Society Subplans) to emphasize skills with the development of a set of skills-focused one-credit courses (Skills Labs) that attach to upper-level, primarily major-oriented courses; a reorientation of the curricula to highlight high-impact practice courses, with the addition of required and elective high-impact sub-sections of the curricula; and a new emphasis on preparing students for careers with the addition of a Careers and Life Decisions course.

With respect to emphasizing skills, the Association of American Colleges and Universities (AAC&U) along with Hanover Research has conducted a series of seven employer surveys since 2007 in which employers rate the importance of various learning outcomes of higher education. The AAC&U reports "While the top-ranked outcomes vary from year to year, critical thinking and analysis, problem-solving, teamwork, and communication through writing and speaking have consistently been ranked highest over time" ([How College Contributes to Workforce Success](#), 2021, p. 5). Our learning outcomes include critical thinking and analysis and communication through writing and speaking, and our curricula focus on problem-solving. The development of Skills Labs attached to upper-level courses makes explicit in the structure of the curriculum that the major in philosophy helps develop skills, and by taking these courses,

students become better aware of the concrete value and applicability of the Philosophy major. We piloted four Skills Labs in Spring 2022:

- Written Communication Skills Lab offered by Dr. Ross on Mondays from 1:00 to 1:50 p.m. that paired with PHL 2900 Philosophy Proseminar
- Close Reading Skills Lab offered by Dr. Gasdaglis on Tuesdays from 11:00 to 11:50 a.m. that paired with PHL 4050 Great Works in Philosophy (Kant)
- Collaborative Feedback Skills Lab offered by Dr. Aragon on Wednesdays from 11:00 to 11:50 a.m. that paired with PHL 4990 Special Topics for Upper Division Students (Journal Class)
- Oral Communication Skills Lab offered by Dr. Wieseler on Tuesdays from 3:30 to 4:20 p.m. that paired with PHL 3090 Moral Philosophy

The development and pilot of the Skills Labs was supported by the aforementioned SPICE grant in 2021, and we are currently evaluating the piloted courses and considering different options for how to incorporate them in our curricula. We are confident that the Skills Labs will improve students' meta-cognition of the skills they are practicing through the Philosophy major as well as their value and adaptability to other contexts (like future employment). However, we have remaining challenges in figuring out how Skills Labs could be included in the Philosophy curricula, either as their own requirement area or as distributed across other areas, for example. And we are still working out how faculty will be compensated for teaching fewer than three of the one-credit courses in an academic year and, consequently, falling short or exceeding contractual teaching requirements.

Considering pedagogy, the pandemic necessitated that the Department's faculty become skilled at online teaching, including pedagogy that uses classroom flipping, online reading quizzes, and short video segments for important concepts and arguments, and even for each part of course syllabi. With the return to campus, faculty members find that their pedagogy has been enriched with tools in the online toolbox.

However, the Department's main pedagogical initiatives with respect to curricula have to do with high-impact practices courses. The AAC&U describes high-impact practices as courses, projects, or experiences such as first-year seminars, capstone courses, and writing intensive courses, as practices that stress a high degree of interaction among students and between students and instructors to achieve goals effective for learning, such as the production of undergraduate research (for more description see <https://www.aacu.org/trending-topics/high-impact>). [Kue and Kinzie, 2018](#) state that high-impact practices are highly effective pedagogical practices with particularly great benefits for underrepresented minority students.

The Philosophy curricula have had longstanding high-impact practices courses, including the Philosophy Proseminar, the Senior Seminar in Philosophy, Ethics Bowl, and the Clinical Ethics Practicum. Additional high-impact practices include the Seminar in Law and Values and the Seminar in Metaphysics and Epistemology. Furthermore, during the 2021-2022 academic year, the Department started an undergraduate journal, the [*Undergraduate Journal of Ethics, Policy, and Social Justice*](#) (UJEPS), which is produced by students through taking a course, temporarily a Special Topics for Upper Division Students course. The curricular initiative is to re-structure the curricula to make explicit and emphasize the Department's high-impact practices courses by grouping certain high-impact practices—the Proseminar and the Senior Seminar—as required, and adding an set of elective high-impact practices (such as Ethics Bowl, the Seminar in Law and Values, the Seminar in Metaphysics and Epistemology, and the undergraduate journal class) from which one or more must be chosen. (This sub-section of electives would be similar

to CSU Bakersfield's set of "Experiential Learning" electives described below.) We have discussed different options for re-designing curricula to center these courses, but so far, we have not implemented changes.

The initiative for the Careers and Life Decisions course would involve assisting students through the decision-making process of choosing which kind of career to pursue and in developing the specific skills they need to obtain that career (such as resume writing, interviewing, and getting internships). Students would be required to take this course in the beginning of their third year. This kind of requirement would have a special positive impact on our transfer students (who enter as juniors), who must navigate transitioning into a new student life at CPP while at the same time thinking ahead to transitioning out of CPP into the world of work. A careers and life decisions course would also provide some much-needed guidance for our transfer students to stay on track for a two-year graduation rate. This course has yet to be developed.

One current curricular challenge is how we are going to assist students in completing the non-Western set of electives. Our colleague, Dr. Ding, who has taught the large majority of non-Western courses, is retiring (finishing phased retirement in Fall 2023) and teaching less frequently. Although students must take one of these courses to graduate, we are offering these courses only in the Fall and fewer of them overall. While we think we should keep the non-Western Philosophy requirement, we might rethink consolidating some of the existing courses, which are focused on the philosophies of individual Asian countries, into more topic-focused or "systematic" course offerings (as suggested in the previous program review). We have also considered shifting this requirement away from merely "Asian philosophy" options, expanding the category to include other forms of comparative or non-dominant philosophical traditions. For example, Dr. Aragon's Latine Social Philosophy course draws heavily on Latin American philosophy and has *de facto* served to meet the requirement through course substitution. (This shift would be broadening the range of courses that would meet the requirement, along the lines of U of Texas, Rio Grande Valley's "Diversity and Pluralism in Philosophy" set of electives, discussed below.)

Comparing CPP Philosophy's curriculums with its peer programs at [CSU Fullerton](#) and [CSU San Bernardino](#): both the Fullerton and the San Bernardino Philosophy majors require fewer ethics and social and political courses. CPP's major requires two ethics courses, whereas the other two majors require one course from sets of courses that include ethics and social and political philosophy. The Fullerton major program requires more courses in the history of philosophy than CPP's major, with Fullerton requiring five and CPP requiring three. CPP is distinct from the other two majors in requiring a non-Western philosophy course, and in requiring the Philosophy Proseminar (focused on teaching skills for doing well in upper-level courses) to be taken near the start of the major and a Senior Seminar focused on undergraduate research near graduation. In general, the CPP major is less oriented toward 'core areas' of philosophy (including logic and Western metaphysics and epistemology).

[Fullerton's Philosophy, Social, Moral, and Legal Philosophy for the Professions Concentration](#) is much like CPP's Law and Society Subplan. Both programs require three history of philosophy courses, an upper-level applied ethics course, another course in ethical theory or social and political philosophy, and an upper-level seminar (although for Fullerton's concentration, this seminar is not necessarily a values-oriented one). However, Fullerton's concentration is structured differently in that it does not require a lower-level applied ethics course. Fullerton seems to emphasize history of philosophy courses as a basic entry point to philosophy rather than ethics. One interesting part of Fullerton's concentration is its internship requirement, which we would like to learn more about.

We also look to two aspirational programs, [CSU Bakersfield](#) and [University of Texas, Rio Grande Valley](#), to help show strengths of the CPP curricula and to identify new curricular ideas. As with CPP's major, the CSU Bakersfield major requires a Proseminar class that is focused on teaching skills, and a Senior Seminar. In addition, Bakersfield's major has a set of experiential learning electives, including Ethics Bowl, an upper-level Philosophy for Children course (now called PHIL 3620 P4C: Practicum), a directed study in the instruction of philosophy (at the primary, secondary, and undergraduate levels), and a community-based internship in practical philosophy. These are high-impact practices courses, and the CPP Department has envisioned something along the lines of this set of high-impact electives. Also, we would like to learn more about the internship in practical philosophy, which the 2022-2023 catalog describes this way:

This course involves supervised field experience in the community in applying specific philosophical skills in dealing with individuals and in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement, and academic requirements such as conferences, readings, and reports are arranged in consultation with the work supervisor and faculty supervisor.

The course's emphasis on application of skills learned in philosophy in career-oriented settings is attractive.

In addition, CSU Bakersfield has three emphases: Ethics and Moral Reasoning; Law, Justice, and Social Policy; and Mind and World. Each of these require four 'breadth courses' from lists of non-Philosophy courses. So, for example, the Ethics and Moral Reasoning emphasis has breadth courses including COMM 3020 Ethical Issues in the Media, CRJU 4600 Criminal Justice Policy Making, and NURS 4210 Healthcare Ethics. The Law, Justice, and Social Policy emphasis has breadth courses including COMM 3010 Mass Media Law, CRJU 3110 Advanced Criminal Law, and PLSI 3170 Legal Reasoning. It's interesting to note that there's no overlap in the courses between these closely related emphases. The Mind and World emphasis has breadth courses including ten psychology classes as well as two AI classes in computer science.

UT Rio Grande Valley's major includes a set of "Diversity and Pluralism in Philosophy" electives. Like CPP curricula's non-Western electives, this set includes Asian philosophy and religions. It also includes a range of Latin American and Latina/o/x American philosophy courses at different course levels, including PHIL 1305 Introduction to Latin American Philosophy, PHL 3365/MASC 3365 Chicana and Latin American Feminisms, and PHIL 4305 Special Topics in Latin American Philosophy, as well as with different course focuses, including Mexican/Mexican-American Philosophy. And the set of electives is diverse on multiple dimensions, including a course on Race, Sexuality, and Class, and one on Feminist Philosophy.

In sum, CPP Philosophy is already somewhat unique in our curricular focus on moral, social and political philosophy and in requiring fewer courses in the history of philosophy than some of our peer institutions, while we remain in line with general expectations of philosophy curricula within the discipline. Moreover, we are excited to find other programs that have already implemented some of the curricular revisions that we have been considering, for example, Bakersfield's set of experiential learning electives.

Table 5 and *Table 6* provide data associated with high non-passing rates and equity gaps.

Table 5 – High – DFW's by Non-Pass Rate⁶

Non-Passing					
Year Term	Course	Course Title	Enroll	Non-passing %	Impact
All Academic Years - Quarter	PHL350	Philosophy of Mind	25	24%	6
All Academic Years - Quarter	PHL320	American Philosophy	22	23%	5
All Academic Years - Quarter	PHL218	Logic and Computing*	200	20%	39
All Academic Years - Quarter	PHL202	Critical Thinking*	90	19%	17
All Academic Years - Quarter	PHL459	Epistemology	26	19%	5
All Academic Years - Quarter	PHL309	Moral Philosophy	188	18%	33
All Academic Years - Quarter	PHL485	Comp. Phil., The East and West	40	18%	7
All Academic Years - Quarter	PHL311	Philosophical Issues in Law*	116	17%	20
All Academic Years - Quarter	PHL475	Global Justice	35	17%	6
All Academic Years - Quarter	PHL430	Ethics, Environment and Society	58	16%	9
All Academic Years - Quarter	PHL340	Current Debate about Sexuality*	104	15%	16
All Academic Years - Quarter	PHL359	Epistemology	52	15%	8
All Academic Years - Quarter	PHL390	Predicate Logic	54	15%	8
All Academic Years - Quarter	PHL316	Nineteenth-Century Philosophy	27	15%	4
All Academic Years - Quarter	PHL450	Philosophy of Mind	20	15%	3
All Academic Years - Quarter	PHL205	Bus and Professional Ethics	13	15%	2
All Academic Years - Semester	PHL2180	Logic and Computing*	88	23%	20
All Academic Years - Semester	PHL2010	Intro To Philosophy*	38	21%	8
All Academic Years - Semester	PHL2020	Critical Thinking*	33	18%	6
All Academic Years - Semester	PHL3030	Philosophy of Religion	11	18%	2
All Academic Years - Semester	PHL3810	Race and Racism*	75	15%	11
All Academic Years - Semester	PHL2030	Intro to Philosophical Issues	53	15%	8
All Academic Years - Semester	PHL3140	History of Modern Philosophy	96	14%	13
All Academic Years - Semester	PHL3110	Phil Issues in The Law*	69	14%	10
All Academic Years - Semester	PHL3040	Phil and Religion of Japan	36	14%	5
All Academic Years - Semester	PHL3830	Philosophy of Science	32	13%	4
All Academic Years - Semester	PHL4750	Global Justice	15	13%	2
All Academic Years - Semester	PHL3100	Social and Political Phil	66	12%	8
All Academic Years - Semester	PHL3010	Philosophy of The Arts	17	12%	2
All Academic Years - Semester	PHL2040	Ethical Prob In Contemporary Life*	92	11%	10
All Academic Years - Semester	PHL3090	Moral Philosophy	71	11%	8
All Academic Years - Semester	PHL3450	Confrontations with the Reaper*	62	11%	7
All Academic Years - Semester	PHL3530	Cognitive Science*	35	11%	4

*GE Courses

Table 6 provides equity gaps for the courses listed above (Table 5) as having high non-pass rates. The data includes 2018 to 2021. Some of the courses may not have equity gap data.

⁶ CSU Dashboard “In Which Courses Do They Struggle” Report

<https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/where-do-they-struggle>

Table 6 - High – DFW's by Equity Gap⁷

Equity Gaps												
Course	Non-URM		URM		% DFW		Not Pell Recipient		Pell Recipient		% DFW	
	Pass	DFW	Pass	DFW	Non-URM	URM	Pass	DFW	Pass	DFW	Not Pell	Pell
PHL2010*	1,454	142	1,434	326	8.90%	18.5%	1,579	227	1,309	241	12.6%	15.5%
PHL2020*	2,363	420	2,500	851	15.10%	25.4%	2,695	654	2,168	617	19.5%	22.2%
PHL2030	16	2	30	6	11.1%	16.7%	18	4	28	4	18.2%	12.5%
PHL2040*	388	45	503	84	10.40%	14.3%	462	51	429	78	9.9%	15.4%
PHL2180*	74	21	95	36	22.10%	27.5%	84	26	85	31	23.6%	26.7%
PHL3010	13	2	16	5	13.30%	23.8%	14	2	15	5	12.5%	25.0%
PHL3030	11	1	12	5	8.30%	29.4%	15	2	8	4	11.8%	33.3%
PHL3040	13	4	19	4	23.50%	17.4%	13	4	19	4	23.5%	17.4%
PHL3050	11	0	7	3	0.00%	30.0%	9	2	9	1	18.2%	10.0%
PHL3090	39	2	35	8	4.90%	18.6%	34	4	40	6	10.5%	13.0%
PHL3100	37	8	41	15	17.80%	26.8%	36	9	42	14	20.0%	25.0%
PHL3110*	113	10	124	19	8.10%	13.3%	120	15	117	14	11.1%	10.7%
PHL3140	53	9	47	15	14.50%	24.2%	49	12	51	12	19.7%	19.0%
PHL3450*	244	23	312	31	8.60%	9.0%	266	21	290	33	7.3%	10.2%
PHL3530*	170	22	159	17	11.50%	9.7%	174	18	155	21	9.4%	11.9%
PHL3810*	190	49	383	92	20.50%	19.4%	276	72	291	69	20.7%	18.9%
PHL3830	48	4	49	5	7.70%	9.3%	51	3	46	6	5.6%	11.5%
PHL4750	7	0	8	3	0.00%	27.3%	6	2	9	1	25.0%	10.0%

*GE Courses

⁷ Source: Tableau: <https://analytics.cpp.edu/#/site/production/views/CourseEquityGaps/OutcomeTable?iid=2>

Table 7 – General Education Courses⁸

Course	Course Title
PHL 2010	Ultimate Questions: An Introduction to Philosophy
PHL 2020	Critical Thinking
PHL 2040	Ethical Problems in Contemporary Life
PHL 2050	Business and Professional Ethics
PHL 2060	Philosophy Through Children’s Literature
PHL 2180	Logical and Computing
PHL 2200	Religions of the World
PHL 3110	Philosophical Issues in the Law
PHL 3330	Bioethics
PHL 3400	Current Debates About Sexuality
PHL 3450	Confrontations With the Reaper
PHL 3530	Cognitive Science
PHL 3540	The Philosophy and Science of Implicit Bias
PHL 3810	Race and Racism
PHL 3830	Philosophy of Science

**Please remove any classes that do not relate to your program*

Table 8 – List of Honors Courses⁹

Course	Course Title
PHL 2010H	Introduction to Philosophy Honors
PHL 2020H	Critical Thinking Honors
PHL 3330H	Bioethics Honors
PHL 3450H	Confrontations with the Reaper Honors
PHL 4990H	Special Topics for Upper Division Students

**Please remove any classes that do not relate to your program*

The Department has no bottleneck courses, that is, courses which students have difficulty enrolling in due to limited seats or because they are offered infrequently. Occasionally, students have difficulty enrolling in a required course, such as PHL 2900 Philosophy Proseminar because it is offered in only one section at a time that conflicts with a student's work schedule. We work individually with students to resolve that kind of difficulty.

Table 5 provides data, by course, on Philosophy majors unofficially withdrawing from a course or receiving a D or F (that is, DFWs). The ‘impact’ of a course is found by multiplying the enrollment of Philosophy majors in that course by the DFW rate for Philosophy majors (which is the number of Ds, Fs or unofficial withdrawals for the course divided by the total enrollment). So, for example, the impact of Logic and Computing (PHL 218) for all quarters (from 2011 to

⁸ Source: Catalog https://catalog.cpp.edu/preview_program.php?catoid=36&poid=9591

⁹ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/ClassSchedule/CourseAttribute?.iid=1>

Spring 2018) is found by multiplying the enrollment of Philosophy majors in all the quarter offerings of the course (which is 200) by the DFW rate for Philosophy majors (which is 0.2), resulting in an impact of 40 (or 39, indicating that the DFW rate isn't exactly 0.2). Courses with impact less than 15 have little impact on Philosophy majors overall.

Only Logic and Computing has had an impact of 15 or more on both quarters and semesters. We have attempted to address this by having a [Supplemental Instruction](#) (SI) program. The Department employed a student as an SI Leader who had excelled in the logic course and led non-required study sessions outside of class. The SI Leader reviews material from class and aims to get students to collaborate in the reviewing process. This program proved to be valuable for some students, but because attendance at study sessions is not required, its impact on the classes overall was limited. Also, the program required funding. Unfortunately, this funding, which had come from the CLASS Dean's Office, has ended. We are interested in finding future funding for re-instituting this program.

Regarding how courses in related disciplines support for the Philosophy Program, students in the Law and Society Subplan, who have unrestricted electives to fill, are encouraged to take a range of courses related to law.

2.3 Student Retention and Graduation Rates – [Graduation Initiative 2025](#)

Figure 2 provides graduation data for students entering the Philosophy Department as First-Time Freshman only. Any on-campus transfers that started in another major as a freshman are not accounted for in the First-Time Freshman Graduation Rates for Philosophy. For orientation, the figure below shows that 25% of students who started in 2010 graduated in four years or less, five years or less, and six years or less. This means that three quarters of students who started as Philosophy majors either graduated after 6 years or didn't graduate at all. However, please note that (a) students who started as Philosophy majors might have quickly moved to another major on campus, and (b) the number of students who started in 2010 was 4 (that is, $n=4$). Overall, generalizations are difficult to make given the small sample sizes for each year. But as reference, CPP 6-year graduation rate for 2015 was 70.2%, only slightly higher than the department's.

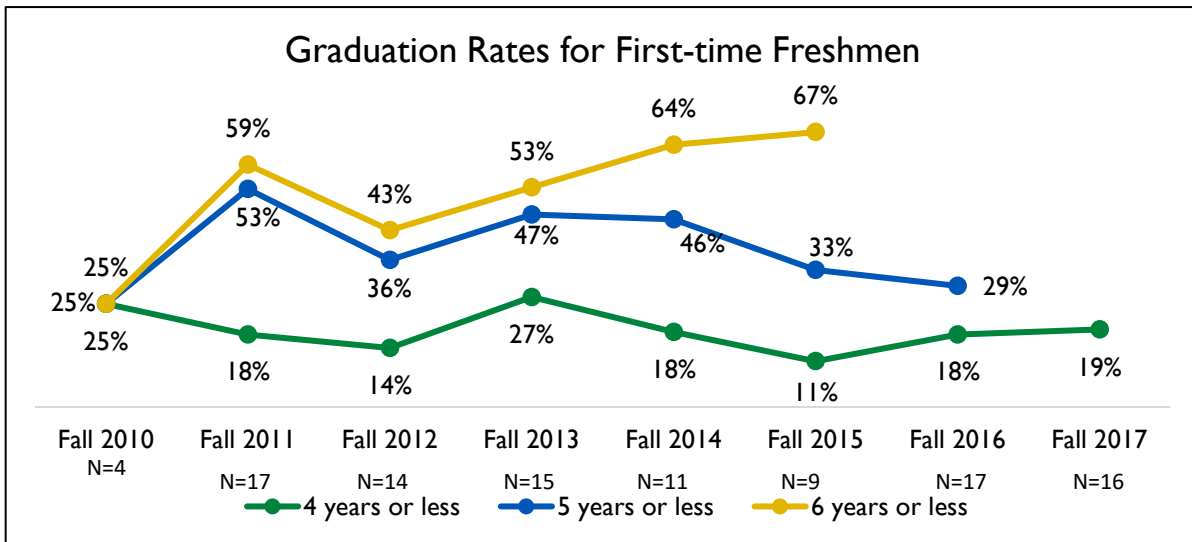


Figure 2 – First-time Freshmen Graduation Rates for Philosophy¹⁰

Note: Timeline indicates the entering cohort year

Figure 3 provides graduation data for students entering as a Philosophy major as off-campus fall term Transfers. Any transfers entering in a term other than fall or are on-campus transfers are not accounted for in the Fall Entering Transfer Graduation Rates for the Philosophy program. For orientation, the figure shows that 9% of students who started in 2012 graduated in two years or less and 33% of those who started in 2011 graduated in four years or less. Again, the small sample sizes for each year make it difficult to generalize from this data.

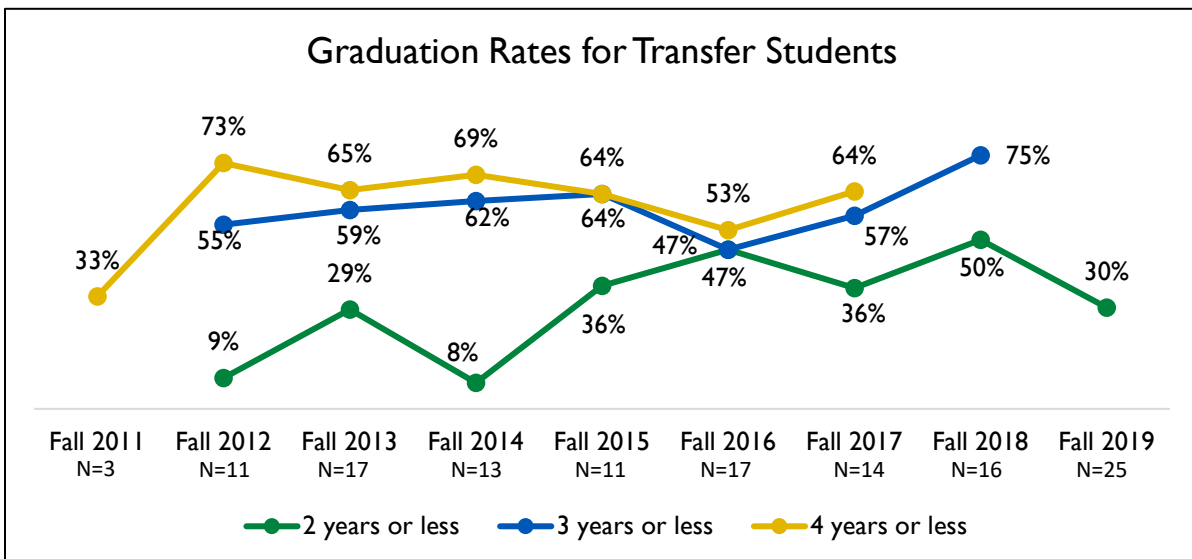


Figure 3 – Transfer Student Graduation Rates for Philosophy¹¹

¹⁰ Source: Tableau

<https://analytics.cpp.edu/#/site/production/views/GraduationRatesDashboard/FTFGradRates?.iid=2>

¹¹ Source: Tableau

<https://analytics.cpp.edu/#/site/production/views/GraduationRatesDashboard/FTFGradRates?.iid=2>

The data below depicts six-year graduation rates for underrepresented minorities (URM) and Pell-eligible First-time freshmen majoring in Philosophy. For orientation, Figure 4 indicates that 33% of URM students who started in 2010 and 83% of non-URM students who started in 2011 graduated in six years or less. Figure 5 below indicates that 50% of students who receive the Pell Grant and started in 2010 graduated in six years or less. The sample sizes for each year are too small to provide a basis for generalization. The Office of Assessment and Program Review could not find this data for transfer students.

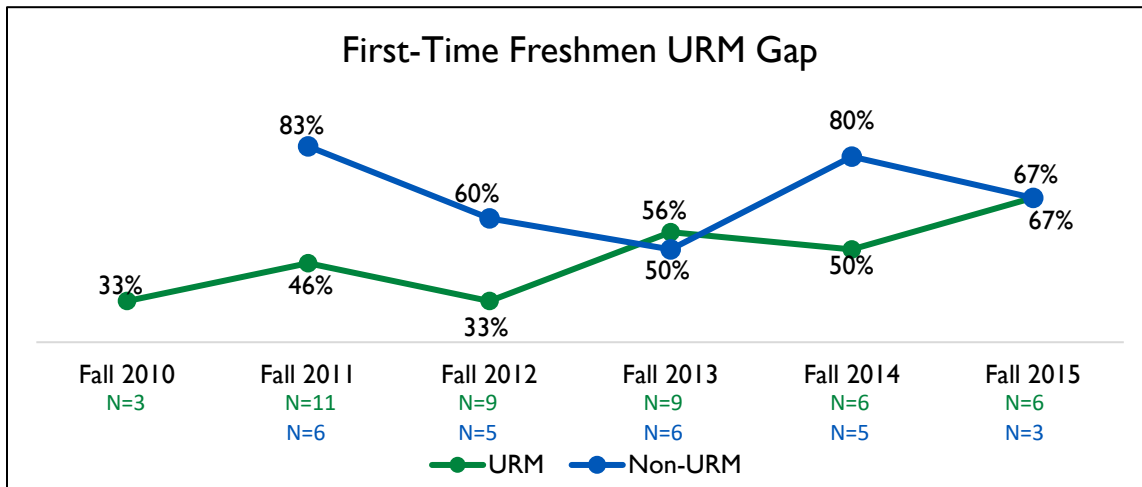


Figure 4 – First-time Freshmen URM Gap for Philosophy¹²

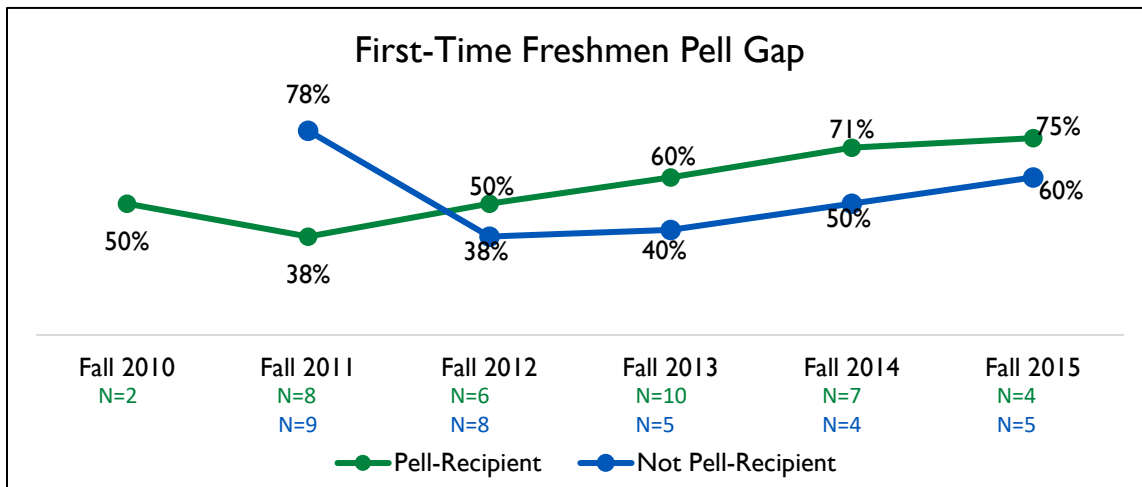


Figure 5 – First-time Freshmen Pell Gap for Philosophy¹³

¹² Source: Tableau https://analytics.cpp.edu/#/site/production/views/GraduationRates_0/FTFURMGap?.iid=1

¹³ Source: Tableau https://analytics.cpp.edu/#/site/production/views/GraduationRates_0/FTFPellGap?.iid=2

Table 9 and Figure 6 provide a snapshot of starting degree vs graduation degree.

Table 9 – Snapshot of Starting Degree for Student Population¹⁴

Major at Entry	Major at Graduation	# Students
Philosophy	Philosophy	6
Liberal Studies	Philosophy	2
Music	Philosophy	2
Physics	Philosophy	2
Communications	Philosophy	1
Aerospace Engineering	Philosophy	1
Psychology	Philosophy	1
English	Philosophy	1
Animal Science	Philosophy	1
Undeclared	Philosophy	1
History	Philosophy	1
Biology	Philosophy	1
Urban and Regional Planning	Philosophy	1

*The information above is for first-time full-time freshmen who graduated in 2019, 2020, or 2021

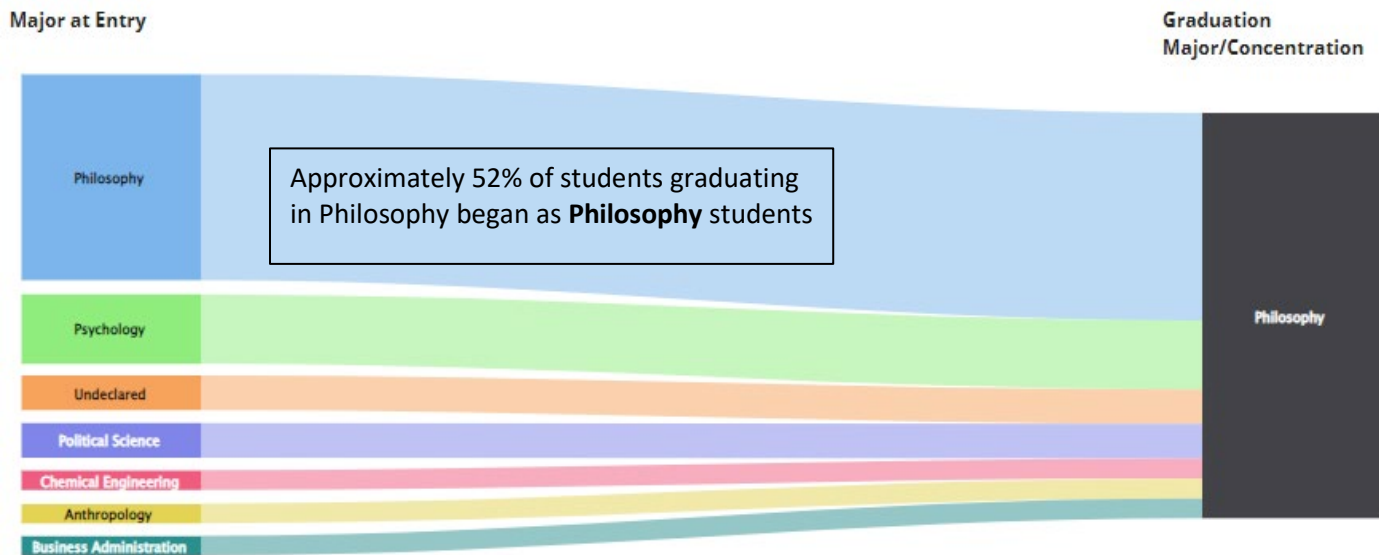


Figure 6 – CSU Major Migration for all First-Time Freshmen Who Graduated in 2019, 2020, 2021¹⁵

¹⁴ CSU Dashboard “What Paths Do They Follow” Report <https://csusuccess.dashboards.calstate.edu/public/db-what-paths-do-they-follow>

¹⁵ CSU Dashboard “What Paths Do They Follow” Report <https://csusuccess.dashboards.calstate.edu/public/db-what-paths-do-they-follow>

The Department's current efforts for improving student persistence and graduation rates include curricular strategies that create cohorts, non-curricular efforts that create community, and advising.

Our primary curricular strategy for creating cohorts is to strongly encourage students to take the Philosophy Proseminar (PHL 2900) in their first Spring semester, and the Senior Seminar in Philosophy (PHL 4610) in the Fall semester of their graduating academic year. Both the Proseminar and Senior Seminar require students to write a term paper on a topic of their choice (with some restrictions in the Senior Seminar), where the class is centered around the development of this paper while frequently receiving feedback from other students in the class. The classes tend to create a friendly and constructive environment. The Proseminar helps establish a cohort, which is followed by working with many of the same students in major courses and the Senior Seminar. (In the case of transfer students, who enter as juniors, and many of whom aim to graduate in two years, the Spring Proseminar is immediately followed by the Fall Senior Seminar. Thus, many transfer students have a good chance of forming a cohort that lasts for most of their two years.)

Non-curricular efforts that create community include faculty support for the Philosophy Club, events such as World Philosophy Day, faculty presentations of their research, presentations by outside speakers, and some social events. The Philosophy Club has faculty advisors who work with the Club to build an informal community for students. The World Philosophy Day event, which the Department initiated in Fall 2016 ([World Philosophy Day](#), a UNESCO International Day, is the third Thursday of every November), offers a variety of talks, including by alumni and faculty, a panel of current students, an Ethics Bowl demonstration, and a lunchtime student-alumni mixer. The event has become much anticipated by students, and it has been very effective at creating and maintaining a philosophical community.

Faculty periodically present papers on which they are working in a Brown-bag work-in-progress series, which are hosted by the Philosophy Club. Also, since 2014, the Department has had a summer reading group for students and faculty. The faculty choose a book that they think would be engaging for students and set up five or so meetings during the summer to discuss the book. Typically, the Department is able to have the author visit campus (or, more recently, meet on Zoom) to give a talk. These research-oriented events, along with research presentations in World Philosophy Day, have been successful in making students aware of philosophy as a living conversation in which they can take part.

The Department also has several social events during the school year, the most prominent of which is an end of the year banquet put on by the Philosophy Club for graduating students.

In addition to creating community and cohesion among students, the Department supports student persistence and graduation rates by faculty advising. All seven tenured/tenure-track faculty serve as advisors for either the Philosophy or Science, Technology, and Society programs, in which capacity, faculty help students progress toward graduation.

To further improve student retention and graduation rates, the Department plans to work in conjunction with the CLASS Student Success Center to have more advising contact with students. To date, advising is required once a year in a spring term advising event for all non-graduating students. Otherwise, advising is largely taken on the initiative of students. To make advising more systematic, the Department needs to increase required advising, perhaps requiring students to meet with their advisors at least once a year.

The equity gaps shown by Table 6 are calculated by comparing DFWs for non-URM students and URM students by course, and by comparing DFWs for students who are not Pell recipients with students who are Pell recipients by course. In both cases, numbers for a particular course, for example, Introduction to Philosophy PHL 2010, include all students (*not* only philosophy majors, as with Table 5) who took the course between 2018 and 2021.

In looking at the data from Table 6, it's notable that the courses with the greatest equity gaps comparing non-URM and URM students, namely, Philosophy and Religion of China (PHL 3050) with a gap of 30 percentage points and Global Justice (PHL 4750) with a gap of 27.3 percentage points also have very few students between 2018 and 2021, 29 and 18 students respectively. To elaborate, for Global Justice, the total number of non-URM students is 7 (and 7 passed), and the total number of URM students is 11 (8 passed, and 3 did not). Similarly, for Philosophy and Religion of China, the division of non-URM and URM students results in numbers too small to show a problem for these classes. In fact, when comparing students who aren't Pell recipients with those who are, for both the Philosophy and Religion of China and Global Justice, the students who didn't receive Pell Grants were substantially more likely to get DFWs.

However, there are substantial equity gaps of more than 5 percentage points difference in comparisons of non-URM and URM students for high-enrolled lower-level general education courses, such as Introduction to Philosophy (PHL 2010) and Critical Thinking (PHL 2020), and courses that are required for either the Philosophy Major with the General Subplan Logic or the Law and Society Subplan, such as Logic and Computing (PHL 2180), Moral Philosophy (PHL 3090), History of Modern Philosophy (PHL 3140), Social and Political Philosophy (PHL 3100), and Philosophical Issues in the Law (PHL 3110). (Neither these General Education nor major courses had a gap of more than 5% when comparing students who are not Pell recipients with students who are.)

The Department has taken a number of steps to address equity gaps. For Logic and Computing (PHL 2180), we had established a Supplemental Instruction program (as described above), in which students could receive help from a SI Leader peer who had excelled in the class. For Critical Thinking (PHL 2020), the Department has worked with the university's Learning Resource Center (LRC) since Fall 2021 to find a student tutor for the class in the LRC. As of Fall 2022, the LRC has one student tutor for students in Critical Thinking, and the Department will continue attempting to identify students who have done well in the course to work for the LRC.

More generally, the Department has created an environment in which URM students and students who receive Pell Grants are welcome. A committee of three faculty members and three students wrote the [Department's Equity Statement](#) in Fall 2020. This document states ways that white supremacy and other systems of social oppression and domination affect institutions of higher education, the academic field of philosophy, and the Department. The document ends with ten resolutions, including resolutions to:

- rewrite Department's Retention, Tenure, and Promotion (RTP) document in a way that highlights social justice and equity work in areas of teaching, research, and service, including criteria for evaluation;
- rewrite the document for the evaluation of contingent faculty in a way that highlights social justice and equity work in teaching, including in criteria for evaluation;

- develop a mechanism for safe and anonymous reporting of experiences of inequity and injustice in the Department; a resolution to build anti-racist and equity language explicitly into departmental advising policy;
- rewrite the Department's learning outcomes to explicitly name social justice aims as a learning outcome and to integrate equity-minded learning processes into the statement of learning outcomes;
- redesign the Philosophy major curriculum in ways that center student interests, historically underrepresented perspectives, and social justice and equity work; and
- work on starting a Minorities and Philosophy (MAP) chapter for the CPP campus.

In Spring 2022, the Department rewrote its RTP document to include social justice and equity work in criteria of evaluation for teaching, research, and service. Also in Spring 2022, the Department rewrote the document for evaluating contingent faculty to include social justice and equity work in criteria for teaching. The Department is in the process of rewriting its learning outcomes. And the Department is also in the process of redesigning its curricula. So far, curriculum redesign has led to the piloting of Skills Labs, including an oral presentation lab piloted by Dr. Wieseler which highlighted that bias can impact communication in the workplace and examined imposter syndrome (which has been found to be particularly common among people from underserved groups [Bravata, et al., 2019]). In addition, the Department is reorienting its curricula to highlight high-impact practices courses, which have also been found to benefit students from underserved groups (Finley and McNair, 2013). We have yet to address other resolutions.

Table 12 – Alignment Matrix for General and Law and Society Option

Program Learning Outcome	PLO/SLO Alignment	Student Learning Outcome	Core Competencies					Strategic Vision		
			Critical Thinking	Information Literacy	Oral Communication	Written Communication	Quantitative Reasoning	Innovation and Creativity	Civic Engagement	Problem Solving
Reasoning Skills	Philosophy graduates will deploy an array of reasoning skills in order to insightfully represent, analyze, and offer solutions to complex philosophical problems.	Student work, written or oral, will <ul style="list-style-type: none"> • identify theses in others' work and clearly articulate theses in their own work • identify and evaluate reasons for philosophical theses • identify and evaluate background concepts, distinctions, and assumptions • identify and evaluate objections to theses or to arguments offered for theses • show charity in interpreting and evaluating others' positions 	X		X	X		X		X
Written and Oral Communication	Philosophy graduates will express, in written and verbal form, lucid understandings of philosophical questions or issues and of their own stances on those questions or issues.	Student work, written or oral, will manifest a high level of clarity and argumentative direction, both <ul style="list-style-type: none"> • globally, with respect to overall organization and presentation of ideas • locally, at the level of sentences, paragraphs, sections, etc. 			X	X				
Philosophical Background and Context	Philosophy graduates will address philosophical problems taking due account of existing research on those problems.	Student work, written or oral, will <ul style="list-style-type: none"> • utilize reliable and philosophically insightful sources • draw upon major philosophical research resources in philosophy • make use of library resources (databases, document delivery, etc.) to identify and access relevant philosophical literature 		X	X	X				X

Program Learning Outcome	PLO/SLO Alignment	Student Learning Outcome	Core Competencies					Strategic Vision		
			Critical Thinking	Information Literacy	Oral Communication	Written Communication	Quantitative Reasoning	Innovation and Creativity	Civic Engagement	Problem Solving
Disciplinary Knowledge	Philosophy graduates will possess a rich and critical knowledge of Western and non-Western philosophical traditions, as well as of the main issues within the primary branches of philosophy (value theory, epistemology, metaphysics, etc.)	Student work, written or oral, will <ul style="list-style-type: none"> • accurately represent the views of important figures in the history of philosophy • exhibit understanding of a variety of philosophical periods (ancient, modern, contemporary, etc.) or traditions (Western, Asian, African, etc.), as well as demonstrate an ability to critically engage the philosophical presuppositions of these periods and traditions • exhibit understanding of key questions within the primary branches of philosophy (value theory, epistemology, metaphysics, etc.) 	X		X	X			X	
Disciplinary Fluency	Philosophy graduates will engage philosophical problems or questions with sophistication, depth, and creativity.	Student work, written or oral, will <ul style="list-style-type: none"> • recognize how philosophical problems or questions relate to multiple branches of philosophy • display understanding of influential primary sources in philosophy, including seminal philosophical book(s) • manifest philosophical creativity (e.g., through presentation of an original thesis, argumentative strategy, or counterexample) 	X		X	X		X		X

Table 13 – Overall assessment plan

PLO/SLO Alignment	SLOs	Courses where each SLO is addressed.	Assessment activity (signature assignment) used to measure each SLO.	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
Philosophy graduates will deploy an array of reasoning skills in order to insightfully represent, analyze, and offer solutions to complex philosophical problems.	Student work, written or oral, will <ul style="list-style-type: none"> • identify theses in others' work and clearly articulate theses in their own work • identify and evaluate reasons for philosophical theses • identify and evaluate background concepts, distinctions, and assumptions • identify and evaluate objections to theses or to arguments offered for theses • show charity in interpreting and evaluating others' positions 	PHL2030, PHL2900, PHL4900	Proseminar final papers, Proseminar presentations, Senior Seminar thesis, Senior Seminar presentation	Rubric-based evaluation of Proseminar papers and presentations, Rubric-based evaluation of Senior Seminar thesis and Senior Seminar presentation, Critical Thinking exam	Percentage of students rated excellent/competent/marginal/poor on reasoning-related items on paper and presentation rubrics, including change from Proseminar to Thesis; percentage correct on Critical Thinking Exam	Cholbi, Gasdaglis, Turner	Annual (October)	Evaluate where/whether reasoning skills explicitly addressed in major courses; consider alternative assessments (e.g., embedded) for Critical Thinking Exam
Philosophy graduates will express, in written and verbal form, lucid understandings of philosophical questions or issues and of their own stances on those questions or issues.	Student work, written or oral, will manifest a high level of clarity and argumentative direction, both <ul style="list-style-type: none"> • globally, with respect to overall organization and presentation of ideas • locally, at the level of sentences, paragraphs, sections, etc. 	PHL2030, PHL2900, PHL4900	Proseminar final papers, Proseminar presentations, Senior Seminar, thesis Senior Seminar presentation	Rubric-based evaluation of Proseminar papers and presentations, Rubric-based evaluation of Senior Seminar thesis and Senior Seminar presentation	Percentage of students rated excellent/competent/marginal/poor on expression-related items on paper and presentation rubrics, including change from Proseminar to Thesis	Madva, Ross, Turner	Annual (October)	Do inventory of writing expectations in major courses; consider use of common rubric in all courses; identify where oral presentations are required/available in the curriculum
Philosophy graduates will address philosophical problems taking due account of existing research on those problems.	Student work, written or oral, will <ul style="list-style-type: none"> • utilize reliable and philosophically insightful sources • draw upon major philosophical research resources in philosophy • make use of library resources (databases, document delivery, etc.) to identify and access relevant philosophical literature 	PHL2030, PHL2900, PHL4900	Proseminar final papers, Proseminar presentations, Senior Seminar thesis, Senior Seminar presentation	Rubric-based evaluation of Proseminar papers and presentations, Rubric-based evaluation of Senior Seminar thesis and Senior Seminar presentation	Percentage of students rated excellent/competent/marginal/poor on research and information literacy--related items on paper and presentation rubrics, including change from Proseminar to Thesis	Aragon, Madva, Ross	Annual (October)	Identify where research/information literacy taught in curriculum, including which courses require original research

PLO/SLO Alignment	SLOs	Courses where each SLO is addressed.	Assessment activity (signature assignment) used to measure each SLO.	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
Philosophy graduates will possess a rich and critical knowledge of Western and non-Western philosophical traditions, as well as of the main issues within the primary branches of philosophy (value theory, epistemology, metaphysics, etc.)	Student work, written or oral, will <ul style="list-style-type: none"> accurately represent the views of important figures in the history of philosophy exhibit understanding of a variety of philosophical periods (ancient, modern, contemporary, etc.) or traditions (Western, Asian, African, etc.), as well as demonstrate an ability to critically engage the philosophical presuppositions of these periods and traditions exhibit understanding of key questions within the primary branches of philosophy (value theory, epistemology, metaphysics, etc.) 	PHL2030, PHL2900, PHL4900	Proseminar final papers, Proseminar presentations, Senior Seminar thesis, Senior Seminar presentation	Rubric-based evaluation of Proseminar papers and presentations, Rubric-based evaluation of Senior Seminar thesis and Senior Seminar presentation	Percentage of students rated excellent/competent/marginal/poor on tradition and issue knowledge-related items on paper and presentation rubrics, including change from Proseminar to Thesis	Aragon, Cholbi, Gasdaglis	Annual (October)	Identify where students encounter traditions (W and non-W) in curriculum; do 'audit' of students transcripts to gauge exposure to primary branches, especially General option versus Law and Society
Philosophy graduates will engage philosophical problems or questions with sophistication, depth, and creativity.	Student work, written or oral, will <ul style="list-style-type: none"> recognize how philosophical problems or questions relate to multiple branches of philosophy display understanding of influential primary sources in philosophy, including seminal philosophical book(s) manifest philosophical creativity (e.g., through presentation of an original thesis, argumentative strategy, or counterexample) 	PHL2030, PHL2900, PHL4900	Proseminar final papers, Proseminar presentations, Senior Seminar thesis, Senior Seminar presentation	Rubric-based evaluation of Proseminar papers and presentations, Rubric-based evaluation of Senior Seminar thesis and Senior Seminar presentation	Percentage of students rated excellent/competent/marginal/poor on creativity and depth-related items on paper and presentation rubrics, including change from Proseminar to Thesis	Cholbi, Madva, Ross	Annual (October)	Identify where students will read long texts in curriculum; evaluate whether thesis is best opportunity for students to exhibit creativity

Table 14 – Assessment Data Collection Timeline

Assessment Data Collection Timeline for B.A. Philosophy, General and Law and Society Options						
Student Learning Outcome	Academic Year					
	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Student work, written or oral, will <ul style="list-style-type: none"> • identify theses in others' work and clearly articulate theses in their own work • identify and evaluate reasons for philosophical theses • identify and evaluate background concepts, distinctions, and assumptions • identify and evaluate objections to theses or to arguments offered for theses • show charity in interpreting and evaluating others' positions 	X		X		X	
Student work, written or oral, will manifest a high level of clarity and argumentative direction, both <ul style="list-style-type: none"> • globally, with respect to overall organization and presentation of ideas • locally, at the level of sentences, paragraphs, sections, etc. 		X		X		X
Student work, written or oral, will <ul style="list-style-type: none"> • utilize reliable and philosophically insightful sources • draw upon major philosophical research resources in philosophy • make use of library resources (databases, document delivery, etc.) to identify and access relevant philosophical literature 	X			X		
Student work, written or oral, will <ul style="list-style-type: none"> • accurately represent the views of important figures in the history of philosophy • exhibit understanding of a variety of philosophical periods (ancient, modern, contemporary, etc.) or traditions (Western, Asian, African, etc.), as well as demonstrate an ability to critically engage the philosophical presuppositions of these periods and traditions • exhibit understanding of key questions within the primary branches of philosophy (value theory, epistemology, metaphysics, etc.) 		X			X	
Student work, written or oral, will <ul style="list-style-type: none"> • recognize how philosophical problems or questions relate to multiple branches of philosophy • display understanding of influential primary sources in philosophy, including seminal philosophical book(s) • manifest philosophical creativity (e.g., through presentation of an original thesis, argumentative strategy, or counterexample) 			X			X

The program primarily assesses its Student Learning Outcomes (SLOs) in the Senior Seminar in Philosophy by assessing students' ability to demonstrate proficiency in core critical thinking skills in a thesis (capstone) project. Each year, students complete thesis projects in the Senior Seminar in Philosophy, the instructor and second reader score them on a rubric that encompasses the program SLOs, and we assess whether or not students are indeed reaching mastery in this culminating project. Each year, nearly every student who writes a thesis is deemed to have demonstrated the central skills we develop in our program by earning a passing grade (C- or better). For example, in the last two years (Fall 2020-Spring 2022), 23 students received an A or A- in the Senior Seminar, 24 received a B+/B/B-, and 6 received a C or C+. The few students who do not complete the thesis, typically repeat the process in the following semester or year. We have taken the consistent and widespread success on the Senior Seminar theses to be evidence that the core skills embedded in our Student Learning Outcomes are being met. And we find that our students in general produce strong theses that demonstrate mastery of the program SLOs.

We might improve this particular assessment practice in the future by collectively evaluating the Senior Seminar theses according to our rubric, rather than inferring from the evaluation of the instructor and second reader that the program SLOs have been met.

We also are a reflective and engaged department, which means that we are continually engaged in a variety of forms of informal assessment. We regularly discuss with students in our classes, office hours, and other co-curricular activities how the program is or is not working for them. We have in the past gathered student feedback through surveys. We maintain lasting relationships with our alumni, which affords us opportunities to gather their feedback on what was effective during their time at CPP and what has been the most impactful aspects of their education after leaving CPP. In this way, we regularly gather informal and indirect evidence of the effectiveness of our program, and this evidence further supports our belief that we are successfully meeting our program's SLOs.

However, we have also come to the conclusion that we need to be more direct in "homing" the SLOs in the curriculum and, in so doing, identifying places to more effectively assess our SLOs, especially in terms of "Developing" skills-based SLOs. The curricular redesign project is our attempt to re-organize the curriculum to: a) directly instruct students on the development of core skills through the Skills Labs; b) center high impact practices (like Ethics Bowl or the UJEPS Editors course) in the curriculum; and c) improve career readiness by providing more guidance on transitioning into life after CPP. But this project also opens up space for us to re-think our program's SLOs and how we communicate their value and applicability to students. And it also encourages us to re-envision our assessment practices to better track development and not merely mastery of core skills.

The Curriculum Matrix and Assessment Plans above reflect the past plans of the program. While the structure of the plans in the tables above reflect our general thoughts about how the learning outcomes of our program are developed and mastered, we have not followed our Assessment Plan since the initiation of the curricular redesign project. Instead, we have focused our efforts on re-envisioning the entire assessment process—from articulating our program's mission, vision, and goals to revising SLOs to identifying effective practices for gathering evidence—in a manner that aligns with the aims of curricular redesign. Assessment partly motivated our considering curricular redesign in the first place; both direct and indirect evidence motivated the redesign as a "closing the loop" strategy, and, so far, we have found that this strategy shows promise (even though our evidence is limited).

What we found through our formal and informal assessment practices is that we largely take for granted that the *development* of core skills identified in our SLOs happens through our curriculum. The Senior Seminar thesis projects consistently demonstrate that our students can successfully perform these skills after working through the philosophy curriculum, and we have evidence of their development in the successful work of our students throughout the curriculum. But we have not directly assessed the development of these skills.

Moreover, we found through informal assessment practices incomplete or inconsistent attention given to certain skills, like skills in oral communication. All students practice this skill in the Proseminar. As part of the Senior Seminar, each student has to present their work while they are still developing it, and so this served as some form of consistent assessment of oral communication. And many of our classes have some kind of oral communication assignment, like a teaching project, presentation of a text, or final project with a presentation component. But again, we have not consistently and directly assessed the development of oral communication skills. A second motivation for curricular redesign was to find “homes” in the curriculum (primarily through Skills Labs) for our skills-based SLOs and, concurrently, to designate space for direct assessment of those skills in the curriculum.

We also gathered indirect evidence through formal and informal assessment practices that we could do a better job of directly articulating the nature and value of the foundational skills we teach and helping students to better understand the nature and value of their education in philosophy. Our students are consistently and overall satisfied with their education in philosophy at CPP; we hear this from students and alumni all the time. But we have also received feedback that it is difficult to articulate *why* their philosophical education is valuable, especially in cases where interlocutors are already incredulous about the value of philosophy (as in job interviews where the interviewer asks, “what do you even do in philosophy?”). Additionally, we found that students were looking for greater guidance in and preparation for entering the job market after graduation. The curricular redesign was also motivated by a desire to improve students’ career readiness by both improving their meta-cognition of the nature and value of the skills they develop through their education in philosophy as well as instructing them directly in practical career decision making and preparation (writing resumes, establishing professional networks, interviewing, etc.). And we plan to develop assessment practices to provide evidence of the effectiveness of these curricular efforts and places to improve the preparation of students to transition out of CPP.

The resulting curricular redesign project is both innovative and exciting, and we have made consistent, even if not rapid, progress toward its implementation. The initial Teagle grant in 2020 provided us with resources to begin to craft the Skills Labs and career readiness projects. The Assessment Practice and Discovery Mini-Grant funded a one-day retreat in Summer 2021 for a re-envisioning of our departmental SLOs and learning goals. Our Spring 2022 SPICE grant enabled us to pilot four Skills Labs. And throughout, we have continued to move the project forward in regular department meetings, on top of the regular work of the department.

However, our progress on the redesign project was obviously negatively impacted by the pandemic. Halfway into the first semester of our Teagle grant, the pandemic broke out and moved all of CPP online; all our faculty rapidly transitioned our teaching to online modalities and took on heaps of additional work to train new or improve existing pedagogy for a fully online learning environment. The additional burdens of the pandemic, of course, lasted long past Spring 2020, and we as a faculty have devoted exceptional amounts of time and energy to not just ensuring effective teaching practices but also caring for our students. Despite this, we

made steady progress on the project through Spring 2022. This academic year, we have largely stopped moving on the project, as two of our seven full-time faculty—one of who, Dr. Gasdaglis, is a principal architect of the redesign—are on a full-year sabbatical.

We have developed a new framework for thinking about and articulating our program's SLOs, specifically by articulating the core "virtues" we aim to cultivate in students through the development of skills SLOs. We have started developing individual labs for directly teaching (and assessing) those SLOs and piloted some of those labs. We have considered options for revising our curricula to incorporate the Skills Labs. But the assessment work of the next couple years will be to: a) decide how to re-organize the curricula, specifically by centering high-impact practices and incorporating Skills Labs; b) identify practices to directly assess the developments of the skills identified by our SLOs and the overall effectiveness of the redesign; c) revising our Curriculum Matrix and Assessment Plan to execute those practices; and d) identify evidence-based interventions to the redesigned curriculum to better achieve the aims of the redesign.

2.5 Student Support, Satisfaction and Services

2.5.1 Co-Curricular

Our department has two consistently active student clubs: the Philosophy Club and Phi Sigma Tau (CPP's chapter of national philosophy honors society). These two clubs usually work together to host regular student meetings to discuss philosophical ideas, work, or popular media (like an episode of a television show or a movie); organize our faculty work-in-progress brownbag series; invite and host guest speakers; travel as a group to professional conferences; help with World Philosophy Day; organize our annual end-of-year banquet; and more. These organizations exemplify the central mission of the department by helping to build a vibrant and empowering philosophical community; our clubs are surprisingly active given the size of our department and the regular student turnover that comes along with a major with mostly transfer students.

Beyond the philosophy clubs, one of our former students was part of organizing the new Pre-law club on campus, and we have now incorporated some of their activities in the pre-law advising we have been doing this academic year.

Outside of the student organizations, we as a department organize a number of extremely valuable co-curricular activities for our students. We host a Summer reading group for students and faculty to read and critique a newer book in philosophy together. We regularly organize guest speakers to come and share their work, including a standing invitation to the author(s) of the book selected for the Summer reading group. We share our work with students and encourage them to provide feedback, primarily in the brownbag series. We participate in voluntary independent studies and reading groups with students.

But the biggest co-curricular activity we organize is our annual World Philosophy Day celebration. Each year, on the third Thursday of November, we celebrate World Philosophy Day with CPP Philosophy students, alumni, and faculty, as well as other members of the CPP community. Our celebration involves student, alumni, and faculty presentations and panels, a student-alumni mixer, and presentations about the value and career readiness of a degree in philosophy. The event typically garners over 200 attendees throughout the day (though less this year in our return to in-person), who all participate in celebrating philosophy at CPP. For

students, this day represents a rare opportunity to be in community with so many others who are interested in and value philosophy while also being able to share that community with friends and family members outside philosophy. World Philosophy Day does a really good job of building community and belonging among our students, and they regularly comment on how valuable the celebration was, especially for getting to know each other. The success of this co-curricular event is partly evidenced by the high proportion of student attendees that stay for nearly all of the day's events (5 to 6 hours).

Finally, we have a very robust undergraduate research record. Every student in our department does an original research project as a thesis for the Senior Seminar in Philosophy. Many of those students use their thesis to qualify for [Research Distinction](#) through [the Office of Undergraduate Research](#) (OUR). Many others submit their thesis work to present at the annual student Research, Scholarship, and Creative Activities (RSCA) conference at CPP, and a few of our students have won the RSCA presentation award for the humanities division and competed in the statewide competition. We have had students participate in the [Research through Inclusive Opportunities](#) (RIO) and [McNair Scholars](#) programs. Recently, as we have had more students pursuing graduate degrees in philosophy, we have had students present their work at undergraduate and professional philosophy conferences and earn travel awards to do so. And we have had a number of students publish their original research in undergraduate journals (such as our own Undergraduate Journal of Ethics, Policy, and Social Justice); one of our recent graduates published her research in a professional journal prior to graduation. Every faculty member actively engages and mentors students in undergraduate research.

2.5.2 Academic Advising

All full-time faculty primarily advise students in one of the two Philosophy Subplan/Options or in the Science, Technology, and Society Program (STS). Drs. Gasdaglis, Kim, and Madva advise students in the General Option; Drs. Aragon and Wieseler advise students in the Law and Society Option; Dr. Ross advises STS students; and Dr. Turner provides general advising for all majors. For nearly all of the technical advising—petitioning for replacement courses, adding a major or minor, permission to add/drop classes, etc.—students go to Dr. Turner, who is also assisted by our department Administrative Support Coordinator (ASC). The other faculty advisors primarily advise students on their degree progress, which classes they might be interested in taking, career planning, and other advising issues and questions related to their Philosophy or STS majors. Our faculty, thus, provide academic, career, and life advice; but our primary role is as mentors. We aim to support and guide students in finding and pursuing their own academic and life paths, and we put a lot of effort in putting student in touch with resources and opportunities beyond the major to help them succeed.

Each Spring, we hold an advising meeting that is mandatory for all Philosophy students. At the meeting, we inform students of upcoming classes, major requirements, advising resources, extracurricular activities, and more. In the past couple years, we have begun to develop new advising documents to share with students to help the information from the meeting remain accessible and helpful for students. We also hold orientation sessions during the Summer for advising incoming first-year and transfer students. Beyond these advising events, students avail themselves of faculty advisors as needed. We also make active use of the services provided by advising professionals in the CLASS Student Success Center, including the services of our department's dedicated advisor. Our students find that these services help them a great deal in navigating basic degree requirements.

We have for a few years now been considering creating a more formalized advising process. For one thing, we have found greater difficulty in communicating requirements and extracurricular opportunities to majors, as email appears to be increasingly less effective as a means of mass communication. Another issue we have encountered is that students are not receiving the road-mapping message around taking their Proseminar course in the Spring of their first year and their Senior Seminar (thesis) course in the Fall of their final year; consequently, we have students who fail to take the Proseminar course before the Senior Seminar, and this requires us to make some counter-intuitive exceptions to accommodate these students. We have decided to move the Proseminar to the Fall in order to increase the likelihood that incoming students will immediately take the course. The hope is that by moving the course to the Fall we will reduce the number of students who end up taking the Proseminar concurrently with the Senior Seminar. Finally, as we introduce more structure to the major through curricular redesign, we need to find a reliable means for effectively communicating expectations and options.

For these reasons, we have considered the following lines of actions: requiring students to meet with their Subplan/Option advisor at least once a year; holding an additional mandatory meeting in the Fall semester; and creating online materials to aid in academic, career, and lifelong learning advising. However, all of these additional advising activities require time and effort that, frankly, our faculty do not have. To implement a more robust advising program, we need more faculty or additional release time. The typical alternative to release time for supporting faculty in advising, faculty development opportunities, are not all that helpful, as they also add work to the plate of already over-committed faculty.

2.5.3 Student Satisfaction

We, as a department, do not regularly conduct student questionnaires, focus groups, or exit surveys. However, before the pandemic, we discussed institutionalizing a Senior exit survey and conducted a pilot survey (Spring 2019). What this process demonstrated for us is just how limited any data acquired through these kinds of methods are for such a small department. For example, the Spring 2019 survey was completed by 6 graduating Philosophy majors.

With that said, the survey results demonstrated that (at least some of) our students are very satisfied with their educational experience in CPP Philosophy. They wrote in free response questions, for example, that CPP Philosophy helped them to develop core critical thinking skills that helped them to be better writers, speakers, and even better people. They also wrote about the department's ability to create a supportive community by, in particular, faculty developing strong relationships with students. We also gleaned some helpful information from students by reading that at least some would have liked more direct development of oral communication skills and more direct career preparation. And we also saw a repeated theme of the value of our high-impact practice courses (especially Ethics Bowl).

This feedback parallels informal feedback that we have gathered through personal conversations, class feedback, and departmental events (like World Philosophy Day). Overall, our students are very satisfied with their Philosophy education at CPP. They regularly discuss how their education has helped them to: better understand themselves, their world, and their own role in crafting a better world; become clearer thinkers and communicators; develop valuable and transferable critical thinking skills; and foster their own curiosity and courage to stand for their views. They also attach these comments to

specific experiences and courses, and we have found that many of our students have transformational experiences in our high-impact practice courses. Moreover, our students consistently report that they know the CPP Philosophy faculty care for their success and well-being, and that our faculty provide exceptional support to our students. And our students also regularly comment on the value of the robust and vibrant community we have built at CPP Philosophy.

We have also taken to heart feedback about needing more direct instruction on oral communication and more direct preparation for transitioning from CPP to one's life and career after college. In fact, this feedback was part of the impetus for the curricular redesign project and, in particular, the Skills Labs. Going forward, we hope to implement more of the curricular redesign project and integrate assessment practices that will capture student satisfaction with the revised curricula.

2.6 Stakeholders

We also do not regularly conduct Alumni or employer surveys.

However, we have a robust and active alumni network grown and sustained by our full-time faculty. Our faculty have consistently maintained longstanding relationships with alumni in the past, and since around 2016, we have actively worked at creating and updating our own internal contact lists.

We are regularly in contact with around 100 CPP Philosophy alumni, and we have found that our alumni network is one of the more active on campus. For our annual World Philosophy Day celebration, we personally invite a handful of alumni to be "Featured Alumni" speakers and panelists. We also invite our entire alumni network to participate in the day's events; in particular, we encourage our alumni to attend our lunchtime student-alumni mixer. Each year, we have upwards of 15 alumni who attend large portions of our celebration. In addition to World Philosophy Day, we have also invited alumni to participate in California Center for Ethics and Policy (CCEP) events, Ethics Bowl demonstrations and reunions, and other departmental activities.

Through our alumni network, we have found that our alumni feel that CPP Philosophy does an excellent job of preparing them to build meaningful lives, engage in lifelong learning, and find successful career paths. We are especially good at preparing our students to enter the law professions, which is the main career path that many of our students have when selecting CPP Philosophy. We have a number of very successful lawyers among our alumni who still attest to the value of their Philosophy education at CPP. We have also increasingly sent students on to Ph.D. programs in Philosophy, where we now have alumni in a number of prestigious programs. And we have alumni who are still active in the departmental community by participating in some of our special programming (as mentioned above), joining reading groups with students and faculty, continuing to develop their research with faculty input and mentoring, and even just stopping into the department or faculty offices for a visit. The overwhelming majority of the feedback that we receive from our alumni is that CPP Philosophy prepared them to build meaningful lives and successful careers.

However, we also hear about the difficulties and challenges that confront our alumni. We know that our alumni often shift career paths and life plans (like anybody else). And we hear that our alumni value the relationships and community that they built with faculty and other students

during their time at CPP in confronting life's challenges. Our full-time faculty remain deeply committed to the success and well-being of our alumni, even many years after they have left CPP, and our alumni report that this is a valuable feature of our program.

With that said, we know we could do more to directly support our students as they transition into their post-CPP lives. And we also know that we could do more to put current students in contact and conversation with our alumni network. Between curricular redesign and our many extracurricular efforts, we hope to better prepare our students to enter careers that they will find satisfying and in which they can succeed. But we would appreciate any ideas that reviewers might have for direct career preparation.

It should be said, the CPP Career Center, in the past, has been an active hindrance to our efforts to prepare our students for career success. We have on multiple occasions received feedback from students that career advisors encouraged students to pursue different majors if they were interested in finding successful careers. We have worked some to encourage our students to take advantage of CPP resources for career preparation, but we have found that this actually hinders rather than aids their ability to imagine and realize career plans. We hope to find better support from university resources in the future.

3 FACULTY

3.1 Overview of Faculty

Figure 7 to Figure 10 provide data over 5 years on the historical Full Time Equivalent-Faculty (FTE-F), Full Time Equivalent-Student (FTE-S), Student to Faculty Ratio (SFR), and Major to Faculty Ratio (MFR). The following definitions are from the Office of Academic Resources. Full Time Equivalent-Faculty is an aggregate measure of faculty workload based on payroll appointment fractions. Student to Faculty Ratio is an aggregate measure of students served based on units in course sections and student level. For FTE-S reporting, graduate student (master or doctoral) is considered full-time with 12 units; all others are considered full-time with 15 units. Student Faculty Ratio is FTE-S divided by FTE-F. Lastly, Major Faculty Ratio is the number of stateside degree-seeking students enrolled at census by the FTE-F for tenure-line faculty in the department.

Please note that the data for the following contains information for both undergraduate and graduate programs.

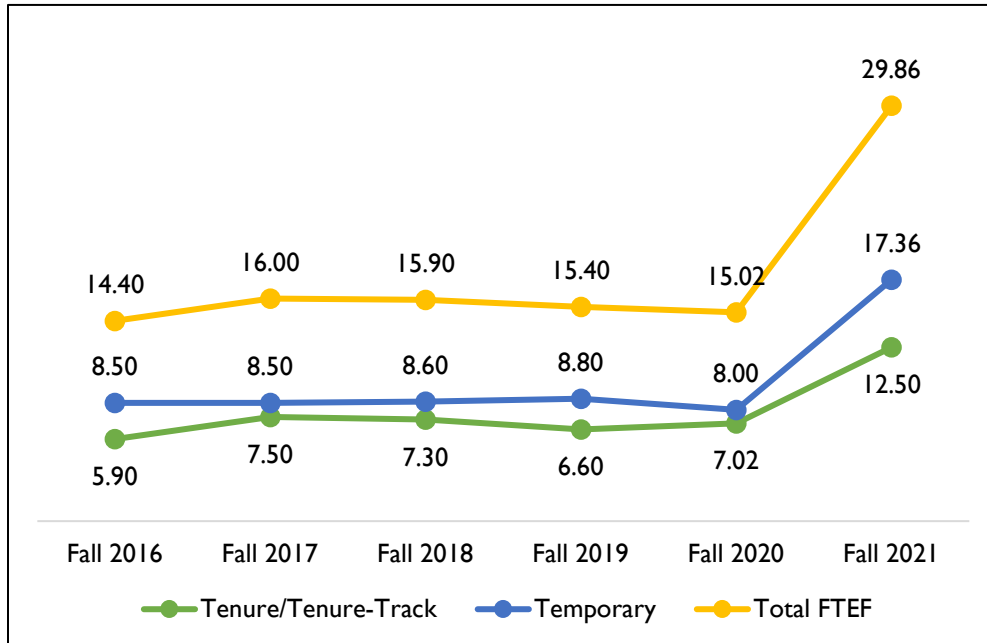


Figure 7 – Full Time Equivalent-Faculty (FTE-F)¹⁶

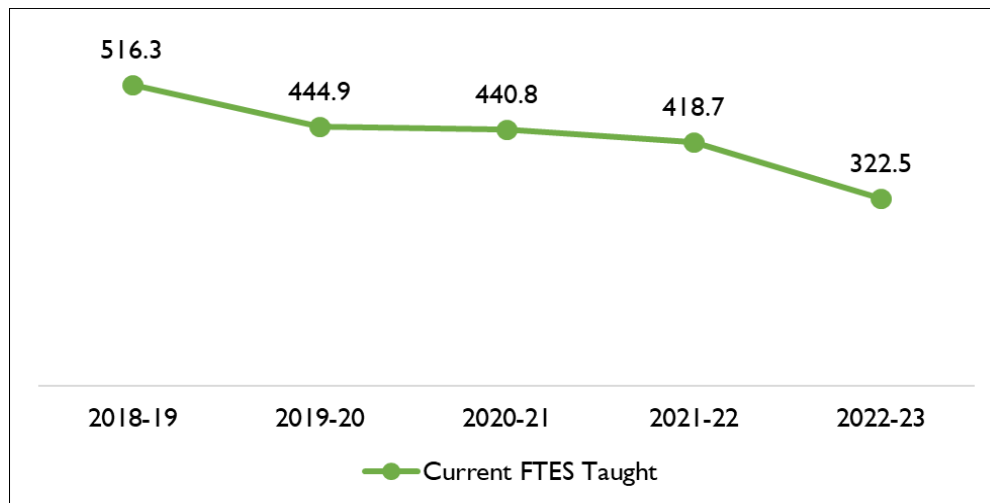


Figure 8 – Full Time Equivalent-Student (FTE-S)¹⁷

¹⁶ ARAR “FTE-Faculty with Status Detail Tenure-Track and Temporary Faculty”, Falls 2011-2021 Report https://www.cpp.edu/arak/campus-data/fte_faculty_with_status_detail-tenured_tenure-line_and_temporary_faculty_falls_2011_to_2020.pdf

¹⁷ ARAR “FTE-Faculty with Status Detail Tenure-Track and Temporary Faculty”, Falls 2011-2021 Report <https://www.cpp.edu/arak/campus-data/headcount-ftef-ftes-mfr.shtml>. FTE-S data include Tenure/Tenure-track and Temporary faculty, and not disaggregated.

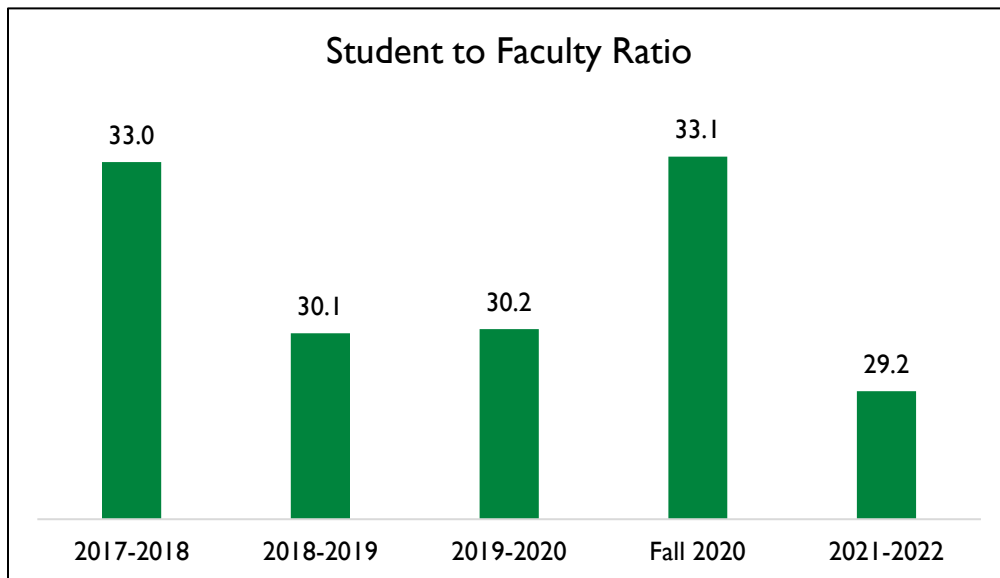


Figure 9 – Student Faculty Ratio (SFR)¹⁸

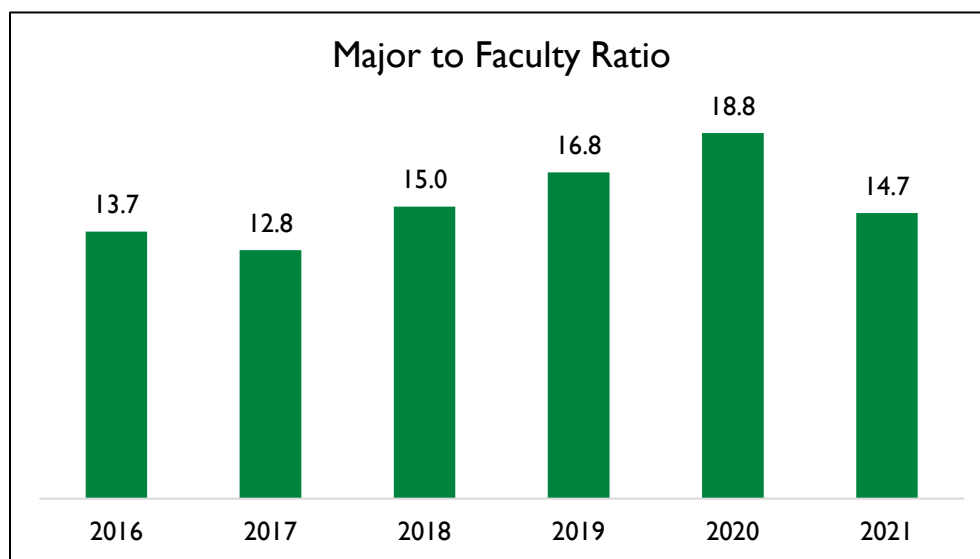


Figure 10 - Major to Faculty Ratio (MFR)¹⁹

¹⁸ ARAR "Student Faculty Ratio (SFR)" Report <https://www.cpp.edu/~arar/campus-data/student-faculty-ratio.shtml>

¹⁹ ARAR "Major to Faculty Ratio", Falls 2011-2021 Report
<https://www.cpp.edu/arar/campus-data/headcount-ftef-ftes-mfr.shtml>

We currently have seven full-time tenured and tenure-track faculty. An additional faculty member is in the phased retirement program. Out of the seven remaining, two are full professors, three are tenured associated professors, one is an associate professor without tenure, and one is an assistant professor.

Name	Rank	Areas of Specialization and Competence
Corwin Aragon	Associate Professor (with tenure)	Social and Political philosophy (including issues of global justice), Normative Ethics, Feminist Philosophy, Critical Philosophy of Race
John Ding	Professor (FERP)	Comparative Philosophy, Social and Political Philosophy, Asian Philosophy
Katie Gasdaglis	Associate Professor (with tenure)	Kant's theoretical philosophy, Philosophy of Mind, Feminist Philosophy
Brian Kim	Associate Professor without tenure	Epistemology, Rational Choice, Decision Theory, Philosophy of Science, Pragmatism
Alex Madva	Associate Professor (with tenure)	Philosophy of Mind and Cognitive Science, Philosophy of Race and Feminism, Applied Ethics, Philosophy of Social Science, Social and Political Philosophy, Phenomenology
Peter Ross	Professor	Philosophy of Mind, Metaphysics, Cognitive Science
Dale Turner	Professor	Informal Logic, Philosophy of Education
Christine Wieseler	Assistant Professor	Biomedical Ethics, Feminist Philosophy, Philosophy of Disability, 20 th -century Continental Philosophy

Some areas of philosophy that are not well covered by current full-time faculty:

- Philosophy of law
- Philosophy of language
- History of Philosophy: Ancient philosophy, medieval philosophy, early modern, 20th century
- Philosophy of religion
- Metaethics
- Aesthetics
- Moral Psychology
- Philosophy of art

Full-time faculty have a 4/4 teaching load and teach nearly all of our upper-division major courses. Each full-time faculty member typically also regularly teaches one lower-division and one upper-division GE course. Nevertheless, the majority of courses are taught by adjunct lecturers. We also have thirteen adjunct lecturers:

Fidel Arnecillo
David Chadd
Gwendolyn Dolske
Michael Duncan
Scott Galloway
Darryl Henry
Tom Keith

Gwynn Markle
Alex Novac
Stephen Parise
Linda Reardan
Adam Stowell
Luca Struble

However, with recent changes in the GE curriculum over the last few years, we have had to scale back our number of lower-division GE offerings, and with additional changes to come (in response to AB-928, which requires a single lower-division curriculum among the CSUs, UCs, and CCC), we will likely have to scale back further.

Currently, faculty have little to no bandwidth to take on additional service, teaching, or research.

Our faculty are required to teach a 4-4 load with regular class sizes of 30+ students, in addition to maintaining an active research agenda and serving as leaders in the campus community. We are committed teachers, who prioritize inclusive and equitable pedagogy and teaching practice and aim for active engagement in our classes. In other words, we do not take shortcuts in our teaching, which makes the teaching load quite demanding. Moreover, almost every faculty member engages in high-impact practices, since, as described in section 2.2, high-impact practices are a main pedagogical initiative for the department, and these add to our normal teaching workload. And we all participate in a wide-range of co-curricular activities as part of our regular teaching (like serving as second readers for the Senior Seminar thesis or advisors on student research projects) that also stack on top of our regular teaching load.

We often teach less than a 4-4 load, but this reduction is earned through exceptional time and effort serving in leadership roles on campus, securing internal release time and grants, or winning external grants. In other words, we reduce our teaching load by doing exceptional amounts of additional work—the negative feedback loop here is obvious. We have been quite successful at securing both internal and external grants and being awarded release time in exchange for service, but the release time is always secured through time-consuming work writing proposals, attending workshops, etc.

Given the size of our department, we engage in a larger service load than peers at peer-institutions; where other philosophy departments in the Cal States often have eight or more full-time faculty to do the teaching and service work of the department, we have seven (apart from Dr. Ding, who is in phased retirement and, consequently, has not done service work for a few years) and have had many years with fewer than seven. With two members of the full-time faculty on sabbatical this year, we have five full-time faculty that have performed a successful search, prepared for program review, served on College committees, comprised every departmental committee, and served in a great variety of campus leadership roles, all in addition to maintaining active research programs and teaching multiple GE and major courses a semester.

Our faculty, frankly, outperform reasonable expectations of research productivity on a default 4-4 teaching load. Multiple faculty members have published edited volumes over the past few years. We all regularly publish articles in well-respected journals in the discipline and many of us have recently published chapters in edited collections. We regularly present and participate in professional conferences, and many of us have even taken up prominent leadership roles in

national organizations and conferences. For example, our faculty are typically quite involved in the Pacific Division of the American Philosophical Association. Beyond this, we regularly discuss each other's work, organize reading groups, and jointly participate in disciplinary activities (like traveling to nearby conferences or talks).

While our faculty are active researchers, this work is largely pushed into late nights, weekends, and Winter and Summer breaks. And even then, our breaks, especially the winter break, are often filled with teaching preparation, professional development, and campus service.

Given this workload, it would be impossible to accommodate more students without making significant sacrifices in either our research, service, or high-impact practices. More resources, in the form of additional full-time faculty and teaching reductions, would allow us to better serve our students.

3.2 Faculty Support

While research officially constitutes 20% of our time, it is quite difficult, given our workload, to engage in substantial research activity during the school year. Despite this, we are still quite productive; however, our faculty uniformly desire adequate time to conduct research during the academic year. There are a few opportunities for teaching reductions, such as the Provost's Teacher-Scholar Program (which typically awards 3-units of assigned time, that is, a release from one class) and exceptional service assigned time. These opportunities are greatly appreciated and offer faculty an opportunity to develop important projects. For example, in recent years, faculty have used these teaching reductions to write successful book proposals, develop new GE courses, and help launch an undergraduate journal. But, as discussed above, each of these opportunities requires time to pursue, often to fruitless ends, and many of the programs change in their levels of support from year to year.

Faculty are provided \$1000 a year for professional development. This typically allows faculty to attend one out of state conference a year. Given changes in federal taxes, faculty must use significant personal funds if they want to stay connected to and expand their professional communities and networks. At a bare minimum, it would be useful to have funds to attend one large professional conference and one conference in one's specialized research field, but currently we do not have the funds to do so.

Despite, much of department life being swamped by teaching and service needs, we, nevertheless, have fostered and nurtured a tight-knit and supportive philosophical community. We meet regularly to discuss each others research and teaching, and we regularly provide career mentorship and advice to younger scholars. This is especially true for newer faculty as they learn how to navigate the university. The department is also full of committed teachers who have gone above and beyond to learn about and implement best practices in their classrooms. And we have developed a spirit of innovation in serving our students.

While some of us work in somewhat disparate areas of philosophy, we have been able to coalesce around more or less applied areas of philosophy. By doing so, we have been able to develop a tradition of joint research. In the past, faculty have been co-sponsors of grants (for example, Dr. Madva and Dr. Aragon have secured multiple grants, including a California Humanities grant, as part of their work with the California Center for Ethics and Policy or CCEP). And our faculty have also been co-authors (for example, Dr. Madva and Dr. Gasdaglis co-authored a paper published in *Ergo*, an open access journal of philosophy, and Dr. Turner and Dr. Ross have co-authored papers published in *Pacific Philosophical Quarterly*, and

Synthese). Also, as noted above, faculty periodically present their current research for the department's faculty and students. In these brown-bag work-in-progress sessions, faculty receive valuable feedback and develop as teacher-scholars.

In Spring 2023, Dr. Turner and Dr. Ross are co-teaching PHL 4890 Seminar in Metaphysics and Epistemology on the issue of moral perception. This is the first time in many years that the Department has run a co-taught course, largely due to the expense and administrative difficulties in having two full-time instructors teach one course. Nevertheless, co-teaching is valuable, not only through getting a colleague's view on the course's material but also through observing a colleague's teaching strategies.

The California Center for Ethics and Policy (CCEP) is housed in the Philosophy Department and also offers opportunities for faculty to engage in interdisciplinary work. Both the college (CLASS) and university also offer numerous opportunities for presenting faculty research. However, these talks are geared toward the general audiences of the college and university, and they do not replace the opportunity to present to peers in our research fields.

The following professional development information is a list of workshops provided by the Center for the Advancement of Faculty Experience (CAFÉ). The image depicts the number of faculty, department chairs, and teaching assistants who attended events.

Year	Event	Count of Event
2018-2019		
2018-2019	ACUE Full course	1
2018-2019	Faculty Orientation	1
2019-2020		
2019-2020	Academic Integrity in Blackboard	1
2019-2020	ACUE microcredential	4
2019-2020	Building Community in Remote Classes	1
2019-2020	CAFE Remote Course Design	22
2019-2020	Creating Hybrid & Online Courses	1
2019-2020	Faculty Orientation	1
2020-2021		
2020-2021	Accessibility Workshops with Annette Koh	1
2020-2021	ACUE microcredential	4
2020-2021	CAFE Inclusive & Equitable Hybrid & Flipped Course Design	5
2020-2021	CAFÉ Summer Institute - What's in a Grade June 1 - June 30	2
2020-2021	CANVAS week May 24, 2021 - May 28, 2021	3
2020-2021	Communicating in Canvas	1
2020-2021	Faculty Evaluation	1
2020-2021	Faculty Orientation	2
2020-2021	Intro to Teaching CANVAS	5
2021-2022		
2021-2022	First Day of Remote Class	1
Grand Total		57

4 UNIVERSITY SUPPORT AND RESOURCES

4.1 Personnel

The Philosophy Department has one full-time Administrative Support Coordinator (ASC II). Our administrative coordinator, Vanessa Aldaz, is the face of the department. She handles all foot traffic and deals with questions or concerns that our faculty, majors, and non-majors who take our classes, have and either answers their questions herself or, if she cannot adequately address their problems/concerns, she routes them to people who can. In addition, our ASC provides essential assistance to the department chair including, but not limited to: uploading our fall/spring schedules, creating contracts for adjunct faculty and making sure that they are signed for processing, communicating messages to full-time and adjunct faculty and to students about upcoming events/due dates, updating the department website and social media, assisting in organizing departmental events, processing payments/reimbursements to faculty and guest speakers, and managing the departmental budget. Since our ASC is the person who makes the department run on a day-to-day basis, students simply cannot succeed without her. This was made abundantly clear when our previous ASC retired. We went for a considerable period of time without any consistent administrative support. Everything we normally do suffered, and as a result students did not get timely information, were not routed quickly to faculty who could help them, and so on.

We are a well-functioning and relatively small department. As such, our non-teaching personnel, so long as we have the one ASC we are supposed to have, are adequate to meet the needs of our department. Having said that, much would be lost if our ASC position were to be combined with the ASC position in another department, or if the College centralized its administrative support. As we move to a more normal “post-pandemic” world, having an ASC who serves as the face of the department sets the tone for how the department is perceived by students, how quickly and efficiently their problems/concerns can be addressed, and, ultimately, how successful they can be in the major.

4.2 Facilities and Space

The Philosophy Department currently has no need for and does not use special facilities of any kind. All our classes are taught in standard smart classrooms or online. Our adjunct faculty need up to date functional computers to do their job. The newest computer in an adjunct faculty office is approximately 10 years old. We are rectifying this situation by purchasing two new desktop computers, one for each office that houses adjunct faculty.

However, we are running out of office space for tenure/tenure track faculty and do not have adequate office space for our adjunct faculty. For example, we currently have two offices for 13 adjunct faculty. Moreover, at the moment, we lack the space for all our faculty to have offices and have no space available that could be dedicated for a philosophy student lounge. We understand that space is a problem for most of the departments in the College of Letters, Arts, and Social Sciences, and that some departments have space concerns more dire than ours. However, as the university grows, space will continue to be a serious concern and one that merits workable solutions that ultimately involve more construction. We also confront the universal challenge at CPP for adequate class space.

4.3 Library²⁰

Located in the center of campus, the University Library supports learning, both virtual and in person, and research endeavors of undergraduate and graduate students and faculty and staff in every discipline. Librarians work to prepare students not just for academic success, but for informed decision-making in careers and as citizens. Librarians work directly with students through a program of course-integrated library instruction, and with faculty on research assignment design and course preparation. This summary report provides an overview of student usage of library services, details outreach efforts, and identifies program-applicable journals and databases for the specific academic program and has been prepared by the subject librarian.

Library Staff

The current library staff has 42 FTE including:

- senior administrators (2 FTE employees);
- librarians (7 FTE Tenured and Tenure-Track Faculty and 3 FTE Temporary Faculty Librarians; and
- library staff (24 FTE).

In addition, there are 3 FTE tenure-track faculty and 2 FTE temporary faculty positions and 1 FTE library staff position in recruitment. The Library generally employs from 25 to 50 student assistants during the academic year.

Library Hours

At the current time, the University Library is available 24/7 virtually. Library hours are outlined below:

DAYS	FALL & SPRING SEMESTER HOURS	SUMMER HOURS
Sunday	Noon – 8 p.m.	Closed
Monday – Thursday	7:30 a.m. – 11 p.m.	7:30 a.m. – 5:30 p.m.
Friday	7:30 a.m. – 5 p.m.	7:30 a.m. – 4:30 p.m.
Saturday	10 a.m. – 6 p.m.	Closed
TOTAL SERVICE HOURS	89.5 Hours Per Week	40 hours per week

²⁰ This summary overview has been compiled by the University Library for the academic program review process conducted by the Academic Senate.

Subject Librarian

The University Library assigns specific librarians to support specific disciplinary areas. Hannah Cole was recently hired by CPP and started as the research librarian for Philosophy in January 2023. Subject librarians provide the following services:

- Design and deliver library-related course-integration instruction at the request of teaching faculty;
- Develop online tutorials and guides for specific courses or projects as well as more general online research guides for the disciplinary area;
- Available on a by-appointment basis to meet with individual students or with small groups of students for personalized research consultations in-person, via Zoom or chat, or by phone or email. <https://www.cpp.edu/library/reference-instruction/contact-subject-librarian.shtml>

Outreach Efforts

Philosophy has not had a designated subject librarian for much of the period in question. Thus very little, if any, outreach has been done toward this program. As the statistics below illustrate, they have also made correspondingly little use of library services such as research consultations or instruction sessions. We are currently recruiting for a librarian to support this subject area; it is hoped that greater attention toward this program will yield greater interaction with their faculty and students in the coming years.

Research Assistance

Research assistance is available in a variety of ways– in-person, via online chat, by telephone, or via email. Library faculty provide reference service (this includes assistance that is 15 minutes or less) and offer one-on-one research consultations (by appointment consultations that generally run longer than 15 minutes). The chart below outlines the number of reference questions and research consultations conducted in the specific disciplinary area over the last five fiscal years:

	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
Reference Questions	0	1	1	5	5
Research Consultations	0	2	1	4	5
Totals	0	3	2	9	10

Course-Related Instructional Statistics

The chart below outlines the number of course-integrated instructional sessions offered by library faculty at the request of teaching faculty teaching specific credit courses in the academic program. Total number of attendees and contact hours are also provided. These statistics cover sessions offered for specific credit courses over the last five fiscal years. The course-integrated instructional sessions offered were for PHL 4610 (Senior Seminar) and PHL 490 (Senior Seminar).

	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
Number of Course-Integrated Instructional Sessions	0	2	0	0	1
Total Number of Attendees	0	20	0	0	10
Total Number of Instructional Contact Hours	0	13.3	0	0	6.7

Library Workshop Instructional Statistics

During the last five fiscal years, the library has offered library workshops, however none were specifically targeted to the discipline of philosophy.

Online Research Guides

Library faculty created online research guides for specific courses and disciplines. The full list is available on the library website here: <https://libguides.library.cpp.edu/>

For this subject area, the subject librarian has developed and maintained the following research guides listed below. The chart also includes the number of views by fiscal year which indicates usage.

Online Research Guide Title + Link	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
PHL 4610: Senior Seminar in Philosophy	23	69	34	20	23
Philosophy	896	735	571	372	450
Totals	919	804	605	392	473

Online Tutorials & Modules

Library faculty create online tutorials and modules for specific courses and disciplines. Listed below are the relevant tutorials and modules for this academic program and the number of views which indicates usages.

Online Tutorial Title + Link	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
APA Citation	0	0	n/a	n/a	n/a
Bronco Scholar Accessibility	0	0	0	0	n/a
Chicago Author-Date	0	0	n/a	n/a	n/a
Chicago Style Citation	0	0	n/a	n/a	n/a
Engineering Tutorial	0	0	0	0	n/a
EZ Research Tutorial	2	1	0	2	n/a
Finding Bibliographic Information	0	0	n/a	n/a	n/a

Finding Books in OneSearch	0	0	0	0	n/a
Google Books	0	0	0	0	n/a
Google Scholar	0	0	0	0	n/a
IEEE Citation	0	n/a	n/a	n/a	n/a
Interlibrary Loan	0	5	1	0	n/a
Masters Theses & Projects	0	0	0	0	n/a
MLA Citation	0	0	n/a	n/a	n/a
Research 101-1: Finding a Topic	n/a	n/a	0	0	n/a
Research 101-2: Information Types	2	2	0	0	n/a
Research 101-3: Finding Information	5	3	0	0	n/a
Research 101-4: Evaluating Information	5	2	0	0	n/a
Research 101-5: Using and Citing Information	5	2	0	1	n/a
Research 101-6: Scholarship is a Conversation	1	0	n/a	n/a	n/a

* n/a: program data not available

Library Resources

There are 5 electronic resources that support the disciplinary area. These resources include both journals and databases. These resources and the number of searches by fiscal year are indicated in the chart below.

Electronic Resource Titles	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
Philosopher's Index	19,706	22,733	24,269	24,002	16,061
PhilPapers	5,983	6,428	11,141	17,850	10,943
JSTOR Arts & Sciences I-XIII	97,705	104,948	91,749	124,859	93,245
Project Muse	1,156	1,127	1,772	1,389	4,270
Academic Search Premier	66,719	79,847	93,461	91,333	94,714

Compiled by Shonn Haren, Interim Head, Research & Instruction Services (RIS) & Pam Anan, Interim Head, Collections, Acquisitions & Resource Discovery Services (CARDS) – 12 September 2022

Reviewed by Pat Hawthorne, Dean, University Library – 17 September 2022

The current library only recently became sufficient. Until November 2022, we had no assigned subject matter librarian. The lack of a subject matter specialist impedes the scholarship of both students and faculty. We are thrilled that the library recently assigned us a subject matter librarian and hope to build a strong and lasting relationship with our newly assigned librarian. The content resources serve the department well, primarily because interlibrary loan is so efficient at providing materials our library does not have. It is likely that we could do without the Philosopher's Index, since PhilPapers provides the same services and is more user friendly.

Our programs engage with the library to strengthen student success in many ways. For example, our lower division proseminar course (PHL 2900) focuses on how to conduct philosophical research. Students learn about how to use the library's resources and are required to make use of those resources. In our capstone Senior Seminar course (PHL 4610) students are again required to make use of the library's offerings and are encouraged to take in person and online workshops provided by the library.

4.4 Other Campus Resources

The Department utilizes the Learning Resource Center, and the Bronco Advising Center (including the CLASS Center for Student Success). We encourage our students to meet with tutors provided by the Learning Resource Center and the Writing Center and most of our students interact regularly with the advisors in the CLASS Student Success Center. The CLASS Student Success Center is an invaluable resource for both faculty advisors and students and has played a significant role in ensuring that our students graduate in a timely manner.

We have not traditionally made use of the resources provided by the Center for Community Engagement. We hope to change this, since we have several new courses that potentially could be formally designated as service-learning courses.

From about Fall 2018 to Fall 2020, we were part of the Supplemental Instruction (SI) program for PHL 2180 Logic and Computing. The SI program employs a student as an SI leader to conduct non-required study sessions outside of class.) Logic and Computing is a difficult class, and many students need additional help to succeed. We received funding to hire and train student learning assistants. However, this funding dried up in Fall 2021. We found that this program helped students be successful in the logic course and would like to reinstate the program. However, we need funding to both hire and train the students and provide assigned time for a faculty supervisor.

4.5 Budget

The Philosophy Department has three funding sources. We have an Operations and Expenditures budget provided by the college. This budget can be wildly unstable, since it depends on the college budget, however, it has stabilized over the last two years at about \$8,300 per year. This budget allows us to operate. We use this budget to pay for supplies, our photocopier machine (we share costs with the Department of Economics) and so on. This year we used a significant proportion of our operating budget to purchase desktop computers for two of our adjunct faculty offices. We have sometimes supplemented faculty travel/development out of this budget, and this year we will provide some funds for both adjunct travel and student travel. If you consider the last two expenditures unimportant (and we do not), then our operating budget is adequate for the continued operation of the department. This year the department chair and the administrative coordinator are undertaking something akin to a budget audit to see where funds go and how much funds are needed to adequately run the department.

We have approximately \$19,000 in our Foundation account. Our Foundation account exists to house donations. It primarily consists of two donations, a \$10,000 donation many years ago and an ongoing monthly donation. We use Foundation funds to pay for end of year awards for our students, including the Pai award (a service award), the Outstanding Graduating Senior award, and the Outstanding Senior Thesis award. We attempt to fund these awards from the interest earned on the principal so that we can fund these awards well into the future.

Finally, we have a student engagement budget. Typically, we receive about \$3,500 per year deposited into this account. We use student engagement funds to pay for books for all students who participate in our summer reading group, to pay honorariums for speakers, and to provide supplemental funding for World Philosophy Day. One concern about this budget is that it's unclear that we receive proper funding, given that the department houses both the philosophy major and the interdisciplinary STS major. Our general concern is that the STS students are not counted in determining the funding we receive for student engagement.

One looming concern is that in addition to our normal operations and student engagement efforts, the department puts on an annual celebration of World Philosophy Day, and it sends an Ethics Bowl team regularly to regional competitions and occasionally to the national competition. We typically receive additional funding from the Dean's Office (about \$6,000 per year) to pay for these activities. However, it is becoming clear that we will need to at least partly fund these activities in other ways as we move forward. The Dean has made a few suggestions about how we might secure funding for these activities, but none of the suggestions provide long-term stable funding. This is an ongoing concern for the department since Ethics Bowl, in particular, is part of a more general commitment to high-impact practices and the celebration of World Philosophy Day is an important part of our effort to reach out and engage our students and the Cal Poly community more generally.

5 CONCLUSION

We are a small tight-knit community, and we pride ourselves on our commitment to our students. We strive to create a safe learning environment in which students feel comfortable and encouraged to take intellectual risks. For example, every incoming student takes PHL 2900 (Proseminar) in which a small group of students form a learning community to learn how to read and write philosophy and how to give presentations. This course culminates with a paper on a topic the student chooses. It is one of the first courses a new major takes in our program. It is one of many high-impact practice courses we offer in which each student receives intense feedback from the professor and their classmates. The course encourages students to try out new ideas, listen carefully and comment thoughtfully on the ideas of their classmates and sets the stage for the remainder of their career as philosophy majors at CPP.

Our students end their career in our department by writing a culminating senior thesis. Students work closely with the instructor of our capstone course (PHL 4610) and a second reader to develop and craft and defend a significant and often original philosophical paper. Students in this course are encouraged to write on topics they care deeply about and again receive intense feedback from the instructor, the second reader, and their peers.

Additional courses like Ethics Bowl, the Clinical Ethics Practicum, and our new course in which students edit the new Undergraduate Journal of Ethics, Policy, and Social Justice all embrace deep mentoring, multiple iterations of feedback and the development of a community of inquiry. Moreover, we are in the midst of redesigning our curriculum to make it more inclusive and to provide high-impact practices throughout the student's pathway to graduation. One way to sum these strengths is to say that we are genuinely and deeply student/learning centered.

A related strength of the department is that we foster undergraduate research, partly demonstrated by the number of our faculty who have been designated as [Faculty Mentor Research Stars](#) by the Office of Undergraduate Research. This stems from our commitment to being teacher-scholars and engaging our students in multiple high-impact practice courses, including at least two (PHL 2900 and PHL 4610) that every undergraduate philosophy major takes. In addition, all our students are encouraged to publish in the department's new undergraduate journal and to present at undergraduate conferences. Over the last seven years many students have presented papers both locally and across the country. We have recently decided to use some of our operating budget to help fund students who want to present their work.

The positive department culture cannot be emphasized enough. We don't just get along, we genuinely like each other and have over the years developed a culture of shared intellectual inquiry that inevitably rubs off on our students. The culture helps retain high-quality faculty, who genuinely care about our students.

While we have much to be proud of, there are multiple opportunities for improvement. First, we are seeing declining numbers in our major/minor and need to develop and implement a plan for increasing our enrollment by at least 15% over the next several years. Second, traditionally we have had a major presence in General Education. However, over the past 5 years the university and the CSU system have de-emphasized the importance of General Education generally and the humanities in particular. As such, we need to think of innovative ways to maintain our presence in General Education. This is important for us in part because many of our majors come to us as a result of taking GE courses. It is also important since the bulk of our FTES is generated by enrollment in our GE courses.

With respect to pedagogy, we have two challenges. First, the pandemic forced us online. As we return to a post-pandemic environment, we need to come to a consensus concerning how many online courses is best for our student's long-term success, how to determine who is qualified to teach online courses, and who should be given those courses. Second, we are in the midst of a curricular redesign, including the implementation of philosophy skills labs. We have not yet figured out if these labs can be scaled up in such a way that they are feasible and effective. These concerns speak to the need for us to engage in and make use of assessment data in a way that we have gotten away from in the past seven years.

Finally, we have concerns about equity gaps, DFW rates, and meeting our 2025 graduation goals. As noted in 2.3, we have begun work on high DFW rates in our PHL 2020 course (Critical Thinking), but we need to assess where else in the curriculum this is an issue. We have a general concern about how to even read the data concerning our graduation goals, since so few of our students graduate in any given year. We need to consider whether a more robust advising program, including mandatory meetings with advisors in the fall to complement our general mandatory spring advising meeting, might help solve some of these long-standing concerns.

Appendix A: Philosophy, B.A. – General Subplan/Option (120 units)

I. Curriculum Sheet

Cal Poly Pomona

2022-2023 University Catalog

Philosophy, B.A. - General Subplan/Option: 120 units

Offered by: College of Letters, Arts, and Social Sciences, Philosophy Department

- Major Required
- Subplan/Option Required
- Subplan/Option Electives
- Unrestricted Electives
- General Education Requirements

Major Required: 24 units

- PHL 2040 - Ethical Problems in Contemporary Life (3) (C2)
- PHL 2180 - Logic and Computing (3) (B4)
- PHL 2900 - Philosophy Proseminar II: Philosophical Methods (3)
- PHL 3090 - Moral Philosophy (3)
- PHL 3590 - Epistemology (3)
- PHL 4610 - Senior Seminar in Philosophy (3)

Select one from the following: 3 units

- PHL 3040 - Philosophy and Religion of Japan (3)
- PHL 3050 - Philosophy and Religion of China (3)
- PHL 3060 - Philosophy and Religion of India (3)
- PHL 3280 - Philosophy of Asian Martial Arts and Religion (3)
- PHL 4850 - Comparative Philosophy (3)

Select one from the following: 3 units

- PHL 3120 - History of Ancient Philosophy (3)
- PHL 3160 - 19th Century Philosophy (3)
- PHL 3170 - Twentieth Century Philosophy (3)
- PHL 4050 - Great Works in Philosophy (3)

Subplan/Option Required: 6 units

- PHL 3140 - History of Modern Philosophy (3)
- PHL 3600 - Metaphysics (3)

Subplan/Option Electives: 12 units

A. Select One:

(3 units)

- PHL 3120 - History of Ancient Philosophy (3)
- PHL 3160 - 19th Century Philosophy (3)
- PHL 3170 - Twentieth Century Philosophy (3)
- PHL 4050 - Great Works in Philosophy (3)

B. Select One:

(3 units)

- PHL 4400 - Seminar in Law and Values (3)
- PHL 4890 - Seminar in Metaphysics and Epistemology (3)

C. Select Two:

- PHL 3XXX-4XXX - Upper-Division Philosophy courses (6)

Unrestricted Electives: 30-36 units

Select a sufficient number of courses so that the total from "Major Required", "GE", and "Unrestricted Electives" is at least 102 units.

General Education Requirements: 48 units

Students should view their Degree Progress Report (DPR) for information regarding their General Education requirements. Unless specific GE courses are required for their major, please refer to the list of approved courses in the General Education Program in the University Catalog, <https://catalog.cpp.edu>. When viewing the catalog, students should select the catalog year associated with the GE requirements listed in their Degree Progress Report.

Area A. English Language Communication and Critical Thinking (9 units)

At least 3 units from each sub-area

1. Oral Communication
2. Written Communication
3. Critical Thinking

Area B. Scientific Inquiry and Quantitative Reasoning (12 units)

At least 3 units from each sub-area

1. Physical Sciences
2. Life Sciences
3. Laboratory Activity
4. Mathematics/Quantitative Reasoning
5. Science and Technology Synthesis

Area C. Arts and Humanities (12 units)

At least 3 units from each sub-area and 3 additional units from sub-areas 1 and/or 2

1. Visual and Performing Arts
2. Literature, Modern Languages, Philosophy and Civilization
3. Arts and Humanities Synthesis

Area D. Social Sciences (9 units)

At least 3 units from each sub-area

1. U.S. History and American Ideals
2. U.S. Constitution and California Government
4. Social Science Synthesis

Area E. Lifelong Learning and Self-Development (3 units)

Area F. Ethnic Studies (3 units)

American Institutions: 6 units

Courses that satisfy this requirement may also satisfy GE Areas D1 and D2.

Graduation Writing Test

The Graduation Writing Test (GWT) is suspended until Fall 2023. Students entering Cal Poly Pomona before Fall 2023 are not required to take the Graduation Writing Test.

II. Roadmap

Philosophy, B.A. General Option Roadmap: 4-year (120 units)

The following roadmap is a sample advising map to complete the degree program in four years. Please consult your CPP Connect Planner and major advisor as you develop your individualized academic plan.

Year 1 | Year 2 | Year 3 | Year 4

Year 1

Term One: 15 Units

- PHL 2040 - Ethical Problems in Contemporary Life (3) (C2)
- PHL 2180 - Logic and Computing (3) (B4) {Success Marker}
- GE Area A2: Written Communication (3) {Success Marker}
- GE Area D2: U.S. Constitution and California Government (3)
- GE Area F: Ethnic Studies (3) {Success Marker}

Term Two: 15 Units

- PHL 2900 - Philosophy Proseminar II: Philosophical Methods (3)
- GE Area A1: Oral Communication (3)
- GE Area A3: Critical Thinking (3)
- GE Area E: Lifelong Learning and Self-Development (3)
- GE Area C1: Visual and Performing Arts or GE Area C2: Literature, Modern Languages, Philosophy and Civilization (3)

Year 2

Term Three: 15 Units

- PHL 3090 - Moral Philosophy (3)
- GE Area B1: Physical Sciences (3)
- GE Area B2: Life Sciences (3)
- GE Area B3: Laboratory Activity (1)
- GE Area C1: Visual and Performing Arts (3)
- GE Area D1: U.S. History and American Ideals (3)

Term Four: 15 Units

- PHL 3140 - History of Modern Philosophy (3)
- Unrestricted Electives (3)
- Unrestricted Electives (3)
- Unrestricted Electives (3)
- Unrestricted Electives (3)

Year 3

Term Five: 15 Units

- PHL 3590 - Epistemology (3)
- GE Area C3: Arts and Humanities Synthesis (3)
- Major Required (3) (Select one which has not been taken)
 - PHL 3120 - History of Ancient Philosophy (3) or

- PHL 3160 - 19th Century Philosophy (3) or
- PHL 3170 - Twentieth Century Philosophy (3) or
- PHL 4050 - Great Works in Philosophy (3)
- Major Required (3)
 - PHL 3040 - Philosophy and Religion of Japan (3) or
 - PHL 3050 - Philosophy and Religion of China (3) or
 - PHL 3060 - Philosophy and Religion of India (3) or
 - PHL 3280 - Philosophy of Asian Martial Arts and Religion (3) or
 - PHL 4850 - Comparative Philosophy (3)

- Unrestricted Electives (3)

Term Six: 15 Units

- PHL 3600 - Metaphysics (3)
- GE Area B5: Science and Technology Synthesis (3)
- Option Electives (3) (Select one which has not been taken)
 - PHL 3120 - History of Ancient Philosophy (3) or
 - PHL 3160 - 19th Century Philosophy (3) or
 - PHL 3170 - Twentieth Century Philosophy (3) or
 - PHL 4050 - Great Works in Philosophy (3)

- Unrestricted Electives (3)

- Unrestricted Electives (3)

Year 4

Term Seven: 15 Units

- PHL 4610 - Senior Seminar in Philosophy (3)
- GE Area D4: Social Science Synthesis (3)
- Option Electives (3)
 - PHL 3XXX-4XXX - Upper-Division Philosophy courses (3)

- Unrestricted Electives (3)

- Unrestricted Electives (3)

Term Eight: 15 Units

- Option Electives (3)
 - PHL 4400 - Seminar in Law and Values (3) or
 - PHL 4890 - Seminar in Metaphysics and Epistemology (3)
- Option Electives (3)
 - PHL 3XXX-4XXX - Upper-Division Philosophy courses (3)

- Unrestricted Electives (3)

- Unrestricted Electives (3)

- Unrestricted Electives (3)

Roadmap Notes

Success Marker is a course the major department has identified as essential to making progress towards the degree.
Version May 13, 2022

Appendix B: Philosophy, B.A. – Law & Society Subplan/Option (120 units)

I. Curriculum Sheet

Cal Poly Pomona

2022-2023 University Catalog

Philosophy, B.A. - Law and Society Subplan/Option: 120 units

Offered by: College of Letters, Arts, and Social Sciences, Philosophy Department

- Major Required
- Subplan/Option Required
- Subplan/Option Electives
- Unrestricted Electives
- General Education Requirements

Major Required: 24 units

- PHL 2040 - Ethical Problems in Contemporary Life (3) (C2)
- PHL 2180 - Logic and Computing (3) (B4)
- PHL 2900 - Philosophy Proseminar II: Philosophical Methods (3)
- PHL 3090 - Moral Philosophy (3)
- PHL 3590 - Epistemology (3)
- PHL 4610 - Senior Seminar in Philosophy (3)

Select one from the following: 3 units

- PHL 3040 - Philosophy and Religion of Japan (3)
- PHL 3050 - Philosophy and Religion of China (3)
- PHL 3060 - Philosophy and Religion of India (3)
- PHL 3280 - Philosophy of Asian Martial Arts and Religion (3)
- PHL 4850 - Comparative Philosophy (3)

Select one from the following: 3 units

- PHL 3120 - History of Ancient Philosophy (3)
- PHL 3160 - 19th Century Philosophy (3)
- PHL 3170 - Twentieth Century Philosophy (3)
- PHL 4050 - Great Works in Philosophy (3)

Subplan/Option Required: 12 units

- PHL 3100 - Social and Political Philosophy (3)
- PHL 3110 - Philosophical Issues in the Law (3) (C3 or D4)
- PHL 4090 - Contemporary Moral Theory (3)
- PHL 4400 - Seminar in Law and Values (3)

Subplan/Option Electives: 9 units

A. Select Two: 6 units

- PHL 3330 - Bioethics (3) (B5 or C3)
- PHL 3810 - Race and Racism (3) (C3 or D4)
- PHL 4300 - Ethics, Environment, and Society (3)
- PHL 4350 - Clinical Ethics Practicum (3)
- PHL 4750 - Global Justice (3)
- PHL 4820 - Ethics Bowl (3)

B. Select One: 3 units

- PHL 3120 - History of Ancient Philosophy (3)
- PHL 3140 - History of Modern Philosophy (3)
- PHL 3160 - 19th Century Philosophy (3)
- PHL 3170 - Twentieth Century Philosophy (3)
- PHL 4050 - Great Works in Philosophy (3)

Unrestricted Electives: 27-42 units

Select a sufficient number of courses so that the total from "Major Required", "Subplan/Option Required", "Subplan/Option Electives", "GE", and "Unrestricted Electives" is at least 120 units.

General Education Requirements: 48 units

Students should view their Degree Progress Report (DPR) for information regarding their General Education requirements. Unless specific GE courses are required for their major, please refer to the list of approved courses in the General Education Program in the University Catalog, <https://catalog.cpp.edu>. When viewing the catalog, students should select the catalog year associated with the GE requirements listed in their Degree Progress Report.

Area A. English Language Communication and Critical Thinking (9 units)

At least 3 units from each sub-area

1. Oral Communication
2. Written Communication
3. Critical Thinking

Area B. Scientific Inquiry and Quantitative Reasoning (12 units)

At least 3 units from each sub-area

1. Physical Sciences
2. Life Sciences
3. Laboratory Activity
4. Mathematics/Quantitative Reasoning
5. Science and Technology Synthesis

Area C. Arts and Humanities (12 units)

At least 3 units from each sub-area and 3 additional units from sub-areas 1 and/or 2

1. Visual and Performing Arts
2. Literature, Modern Languages, Philosophy and Civilization
3. Arts and Humanities Synthesis

Area D. Social Sciences (9 units)

At least 3 units from each sub-area

1. U.S. History and American Ideals
2. U.S. Constitution and California Government
4. Social Science Synthesis

Area E. Lifelong Learning and Self-Development (3 units)

Area F. Ethnic Studies (3 units)

American Institutions: 6 units

Courses that satisfy this requirement may also satisfy GE Areas D1 and D2.

Graduation Writing Test

The Graduation Writing Test (GWT) is suspended until Fall 2023. Students entering Cal Poly Pomona before Fall 2023 are not required to take the Graduation Writing Test.

II. Roadmap

Philosophy, B.A. Law and Society Option Roadmap: 4-year (120 units)

The following roadmap is a sample advising map to complete the degree program in four years. Please consult your CPP Connect Planner and major advisor as you develop your individualized academic plan.

Year 1 | Year 2 | Year 3 | Year 4

Year 1

Term One: 15 Units

- PHL 2180 - Logic and Computing (3) (B4) (Success Marker)
- GE Area A2: Written Communication (3) (Success Marker)
- GE Area C1: Visual and Performing Arts (3)
- GE Area D2: U.S. Constitution and California Government (3)
- GE Area F: Ethnic Studies (3) (Success Marker)

Term Two: 15 Units

- PHL 2900 - Philosophy Proseminar II: Philosophical Methods (3)
- PHL 2040 - Ethical Problems in Contemporary Life (3) (C2)
- GE Area A1: Oral Communication (3)
- GE Area A3: Critical Thinking (3)
- GE Area E: Lifelong Learning and Self-Development (3)

Year 2

Term Three: 15 Units

- PHL 3100 - Social and Political Philosophy (3)
- GE Area B1: Physical Sciences (3)
- GE Area C1: Visual and Performing Arts or GE Area C2: Literature, Modern Languages, Philosophy and Civilization (3)
- GE Area D1: U.S. History and American Ideals (3)
- Unrestricted Electives (3)

Term Four: 15 Units

- PHL 3090 - Moral Philosophy (3)
- GE Area B2: Life Sciences (2)
- GE Area B3: Laboratory Activity (1)
- Unrestricted Electives (3)
- Unrestricted Electives (3)
- Unrestricted Electives (3)

Year 3

Term Five: 15 Units

- PHL 4090 - Contemporary Moral Theory (3)
- PHL 3590 - Epistemology (3)
- GE Area B5: Science and Technology Synthesis (3)
- Option Electives (3) (Select one which has not been taken)
 - PHL 3120 - History of Ancient Philosophy (3) or
 - PHL 3140 - History of Modern Philosophy (3) or
 - PHL 3160 - 19th Century Philosophy (3) or
 - PHL 3170 - Twentieth Century Philosophy (3) or

- PHL 4050 - Great Works in Philosophy (3)

- Unrestricted Electives (3)

Term Six: 15 Units

- PHL 3110 - Philosophical Issues in the Law (3) (C3 or D4)
- GE Area C3: Arts and Humanities Synthesis (3) or GE Area D4: Social Science Synthesis (3)
 - Unrestricted electives if PHL 3330 (B5 or C3) or PHL 3810 (C3 or D4) is taken.
- Major Required (3) (Select one which has not been taken)
 - PHL 3120 - History of Ancient Philosophy (3) or
 - PHL 3160 - 19th Century Philosophy (3) or
 - PHL 3170 - Twentieth Century Philosophy (3) or
 - PHL 4050 - Great Works in Philosophy (3)
- Major Required (3) (Select one which has not been taken)
 - PHL 3040 - Philosophy and Religion of Japan (3) or
 - PHL 3050 - Philosophy and Religion of China (3) or
 - PHL 3060 - Philosophy and Religion of India (3) or
 - PHL 3280 - Philosophy of Asian Martial Arts and Religion (3) or
 - PHL 4850 - Comparative Philosophy (3)
- Unrestricted Electives (3)

Year 4

Term Seven: 15 Units

- PHL 4610 - Senior Seminar in Philosophy (3)
- Option Electives (3) (Select one which has not been taken)
 - PHL 3330 - Bioethics (3) (B5 or C3) or
 - PHL 3810 - Race and Racism (3) (C3 or D4) or
 - PHL 4300 - Ethics, Environment, and Society (3) or
 - PHL 4350 - Clinical Ethics Practicum (3) or
 - PHL 4750 - Global Justice (3) or
 - PHL 4820 - Ethics Bowl (3)
- Unrestricted Electives (3)
- Unrestricted Electives (3)
- Unrestricted Electives (3)

Term Eight: 15 Units

- PHL 4400 - Seminar in Law and Values (3)
- Option Electives (3) (Select one which has not been taken)
 - PHL 3330 - Bioethics (3) (B5 or C3) or
 - PHL 3810 - Race and Racism (3) (C3 or D4) or
 - PHL 4300 - Ethics, Environment, and Society (3) or
 - PHL 4350 - Clinical Ethics Practicum (3) or
 - PHL 4750 - Global Justice (3) or
 - PHL 4820 - Ethics Bowl (3)
- Unrestricted Electives (3)
- Unrestricted Electives (3)
- Unrestricted Electives (3)

Roadmap Notes

Success Marker is a course the major department has identified as essential to making progress towards the degree.
Version May 13, 2022