

CERRITOS COLLEGE
ANNUAL UNIT PLAN

ACADEMIC YEAR: 2007-2008
NAME OF UNIT:

NAME OF UNIT'S DIVISION: Social Sciences and Humanities

DATE COMPLETED: November 14, 2007

BACKGROUND: This form is designed for use at the unit level. Unit planning is a process in which a unit manager, through a program review process to identify and document the unit's strengths, weaknesses, opportunities, challenges, strategic directions, planning impact, goals and activities, and resource needs. The components of the form are drawn from the "Guide to Planning and Resource Allocation," which was reviewed and/or adopted by the Faculty Senate, Planning and Budget Committee, and Management Leadership Council in Spring 2007.

HOW TO DEVELOP AN UNIT PLAN AND COMPLETE THIS FORM: Review Chapter 3 ("Guidelines for Developing an Annual Unit Plan") of the *Handbook for the Planning Process at Cerritos College* for instructions and suggestions on developing a unit plan. For each section, type in the textbox underneath the "Type text below" line. If you need more space in the textbox, expand the textbox. If no textbox exists, use space or additional lines in the section.

WHERE TO FIND INFORMATION AND/OR DATA ABOUT YOUR UNIT: Units, divisions, and areas can use information and/or data from existing unit or division plans, existing program review reports, internal data, external accreditation reports, grant program evaluations, environmental scans, advisory boards, the Chancellor's Office, etc. In addition, institutional data for instructional units can be accessed from the Office of Research and Planning's website, which can be found by following these steps: (1) Go to <http://www.cerritos.edu/research>, (2) Click on the "Planning Resources" tab on the navigation bar, (3) Click on the respective links to data. Note that data are limited to FTES, WSCH, FTIE, course fill rates, course sections, program awards, success rates, and retention rates.

COMMUNICATION OF HOW UNIT GOALS ARE INCLUDED IN THE DIVISION PLAN: Through a process developed in the division, your division manager will communicate how unit goals are incorporated in the division plan. Specifically, on the "Mapping of Unit Level Goals to Division Level Plan" (see Section 10 of the Annual Division Plan) your division manager will indicate which unit goals in the plans submitted by the unit managers are included in the division plan. Once you receive the map from your division manager, share the completed mapping form with the members of your unit.

WHERE TO SUBMIT THE PLAN: Save an electronic copy of the plan before submission. Submit a copy of your completed plan to your division manager and distribute it to the members of your unit. Note that where there is no division level between the unit and area level, unit plans need to go directly to the area manager.

TIMELINE: Unit managers develop the protocol for completing the unit plan. Division managers develop the protocol for units to submit plans to the division manager and for communicating the "Mapping of Unit Level Goals to Division Level Plan" to unit managers in the division. For 2007-08, the college-wide timeline for planning is as follows:

Unit Managers Submit Annual Unit Plans to Division Managers by **NOVEMBER 15, 2007**
Division Managers Submit Annual Division Plans to Area Managers by **DECEMBER 14, 2007**

Section 1. Unit's Mission Statement

Using information from your unit's program review and from other sources, indicate the unit's mission. What is the unit's purpose? What does the unit intend to accomplish? The unit's mission must support the college's mission.

Type text below

The philosophy department unit exists to realize in its program the institution's dedication to "building futures through learning" via the following goals:

- A. to assist students in their pursuit of AA degrees, transfer to four-year universities, vocational degrees, vocational certificates and enhanced job skills
- B. to enable students to enhance their quality of life and fulfill their personal goals by helping them use education as a means for cognitive and emotional growth
- C. to maintain curriculum that respects and embraces the diversity represented in our student body and region
- D. to help students prepare to become responsible participants of complex democratic societies

Section 2. Unit's Plan for Assessing Student Learning Outcomes

Using information from program review and from other sources, state your unit's plan for developing and assessing course and/or program level Student Learning Outcomes (SLOs). Units will be at different stages of SLO development; some have not begun; others have articulated SLOs; others are developing ways to assess SLOs, and still others are assessing SLOs. Where is your unit in the process? How do you plan to proceed to the next stages of the process? If you have any questions regarding the SLO planning process, please contact the SLO coordinators Jan Connal (x2143) and Frank Mixson (x2820). Type text below:

Philosophy has written SLOs for each of its courses and has included them on the official course outlines. From these we have gleaned and adapted several program SLOs and have included them on a survey (vetted through Research and Development) to be administered this semester and next semester. We are working on developing a statistically rigorous way of assessing students' written answers to questions corresponding to the SLOs.

Section 3. Unit's Characteristics and Trends

Using information from your unit's program review and from other sources, present data to document the unit's characteristics (i.e., description, activities, etc.) and trends. Address any significant trends in data from the unit. Type text below:

A. WSCH

Except for the first summer where prerequisite blocking was enforced, our raw WSCH numbers have increased:

Fall 05 to Fall 06: from 2214 to 2349 hours (an increase of 135 hours);
Spring 06 to Spring 07: from 2139 to 2376 hours (an increase of 237 hours).

This is in contrast to a decrease of 1,667 for our division's Fall 05 to Fall 06 WSCH, and its very modest increase of 313 WSCH for Spring 06 to Spring 07 (237 hours of which, it might be noted, are due to the increase in Philosophy).

The following may have influenced the WSCH:

- i) one full-time member was on sabbatical in the 05/06 academic year;
- ii) a much beloved full-time professor retired;
- iii) another popular and respected full-time professor retired (and has yet to be replaced);
- iv) pre-requisite blocking (affecting all but one of our courses) has been instituted;
- v) our department has suffered on-going class cancellations where students end up satisfying GE requirements through taking courses in other departments, and perhaps as a result never end up exposed to philosophy;
- vi) because we give essay exams, use class discussion and the Socratic Method in order to best teach philosophy, our class size limits are set lower than for other departments in our division, resulting in our student contact hours being smaller than departments with larger class sizes.

B. WSCH/FTIE "Efficiency" Ratio:

Philosophy's WSCH/FTIE ratio has gone up over every set of corresponding terms since the summer of 2005 (the last year for which we have official data):

Summer 2005 to the summer of 2006: an increase from 433 to 449;
Fall 05 to Fall 06: an increase from 395 to 452;
Spring 06 to Spring 07: an increase from 446 to 475;

The following factors may have influenced the WSCH/FTIE Ratio:

- i) class cancellations increase the efficiency rating, however, as suggested above, if the overall effect is to reduce the numbers of students exposed to philosophy, this can be counter-productive
- ii) because we give essay exams, use class discussion and the Socratic Method in order to best teach philosophy, our class size limits are set lower than for other departments in our division, resulting in our student contact hours being smaller than departments with larger class sizes, thus decreasing the WSCH/FTIE ratio

C. Course Retention Rates:

From the 01/02 academic year through the 05/06 academic year Philosophy's retention rates have risen to 84%--an overall 7.2 % increase in student retention. This number is higher than both the division's and college's overall retention rates.

D. Successful Course Completion Rates:

From the 01/02 academic year through the 05/06 academic year Philosophy's successful course completion rates have risen by 4% to 67.4%. This is closing in our department's goal of a 70% success rate, and is higher than both the college's 1.1-% increase (to 64.5%) and our division's 2.5% increase (to 59.6%).

E. Degrees Awarded

We've steadily awarded about four degrees a year, although the AA in philosophy is mostly useful to help students successfully transfer to 4-year colleges to continue to the philosophy BA and beyond.

Section 4. Unit's Strengths and Weaknesses

Using information from your unit's program review and from other sources, indicate the unit's **internal** strengths and weaknesses. Type text below:

A. Weaknesses:

- i) In the academic year of 07/08 two of our four full-time faculty will go on **sabbatical**. We are grateful that our faculty have the opportunity for sabbatical and believe that the intellectual and emotional refreshment they should gain as a result will do much to enliven our department in future years. However, because as chair I have one course release time per semester, and Dr. Stolze as CCFE president has two, between the two of us we will only teach 14 of the 52 courses we typically offer per academic year (not including the summer sessions). If we have part-timers teach the remaining courses, our department will have a full-time to part-time instructor ratio of 27% to 73%.
- ii) Next year our department is scheduled to undergo **program review**. This, plus the business of running our yearly seminar series, advising students, and being supportive of our philosophy club, will leave little time and energy for grading and completing statistical and administrative paperwork, much less for taking on teaching overloads.

B. Strengths:

- i) Our strength is in the passion and dedication our faculty has for the discipline of philosophy, for teaching, and for guiding our students. We possess a wide variety of interests and specialties and we believe this contributes to the breadth, depth and quality of instruction we offer our students. Most of us make an effort to participate in two **professional conferences** per year so as to keep our expertise current, and some of us also attend seminars on teaching.
- ii) Further, if we were assured institutional support for developing **new curricula** (and for allowing time to build student enthusiasm for and participation in new courses). Between the four of us we have the expertise to develop several exciting new courses currently offered at competing community colleges and lower division programs at four-year colleges. These include Philosophy of Science, Epistemology, Metaphysics, Philosophy of Mind, Aesthetics, Philosophy of Love and Sex, Existentialism, and Political and Social Philosophy, to name just a few.
- iii) Our department has spearheaded a new World Cultures Certificate

Section 5. Unit's Opportunities and Challenges

Using information from your unit's program review and from other sources, indicate the unit's **external** opportunities and challenges that affect the unit positively or negatively (e.g., rapid growth in employment opportunities, competition from other units or companies, etc.). Consider recommendations from advisory boards or accrediting bodies. Type text below:

A. One of our biggest external challenges for the next few years **is to increase offerings of Critical Thinking and Writing** (Philosophy 103) courses. In the past we've offered up to ten sections of this per semester, and now we are lucky to retain two or three courses per semester. While we don't have solid evidence of the reason for this, we presume that some of the lack of enrollment in our classes is due to competition from other departments offering their versions of this class. We have anecdotal evidence that philosophy has the reputation of being "the hardest" of the Critical Thinking and Writing courses. In response to this, we've changed the course number from 'Philosophy 202' to 'Philosophy 103' so that it better parallels the labels of competing courses from other departments. We've also noticed that fewer full-timers and more part-timers have been teaching this class. I believe full-timers' hesitancy to teach the class is because of the heavy essay-grading load and additional office hours the course necessitates (if one is to do an excellent job teaching it). Thus the course is often taught by part-timers, who, while being fully qualified to teach, are not paid well enough to dedicate the many extra office hours dedicated to revision of student drafts. As a result, I have volunteered to teach three of these courses next semester, and vow to try to teach at least one per semester in the future. I'm also attending some conferences on new ways to approach teaching critical thinking and writing.

B. A second challenge involves not being able to **offer a greater number and wider variety of classes** when our number of students served doesn't compare favorably to larger "scan-tron driven" courses that serve as many as 60 students at a time.

Because our class size is “low” (typically 40 students per class) it is hard to make the argument that we should be allowed to expand our course offerings (or even make retirement replacements!) unless we show growth comparable to the other more “objective” departments in our division. One certain way to increase numbers of students served would be to raise the minimum class size, give scan-tron exams, and eliminate the intensive writing and discussion-based elements of our classes, as well as the individualized help we give in extra office hours. However, most of us believe our current student-centered approach greatly improves our students’ critical thinking, reading and writing abilities. Thus we are vehemently opposed to making such drastic changes and would consider such a move a disservice to our students and an attack on the integrity of our discipline.

C. A third external challenge facing our department is the **lack of soundproofing** between our two most frequently used classrooms—SS136 and SS137. Not having the soundproofing allows the lecture, films, and activities from one room to be heard by students in the next room. This can be particularly disruptive on exam days. Our department has requested soundproofing every year it has submitted a unit plan, and, I’ve been told, going back 15 years before unit plans were required.

D. A fourth challenge is the **lack of funding for our speaker series**. Although we’ve been able to get a few speakers to come for no more than the price of a complimentary meal, we are quickly exhausting our supply of professional contacts based on friendships. Several times now we have pooled our own money (or sacrificed our department’s supply budget) to pay speakers’ fees. Philosophy has a distinct social and verbal element, and it is important that our students verbally engage in a variety of argument and philosophical styles. Thus we need to obtain funding for our speaker series.

Section 6. Unit’s 3-5 Year Strategic Directions

Using information from your unit’s program review and from other sources and information you have presented in the previous sections, describe where the unit as a whole is heading over the next 3-5 years. Type text below:

- A. In the 08/09 academic year we hope to have hired a temporary full-time philosophy professor to help carry the load of having two full-time members on sabbatical
- B. In the 08/09 academic year we hope to have hired a full-time retirement replacement for John Madden’s position
- C. In the 08/09 academic year we hope to have hired an assistant for 20 hours a week to help with advertising, paperwork, data entry, program review activities (including SLO assessment and record-keeping), and classroom assistance
- D. In the 08/09 through the 2012/2013 academic years we hope to have increased our offerings of critical thinking and writing courses back up to the previous level of 8-10 per semester
- E. In the 08/09 academic year we hope to have established a philosophy course tutorial to aide students in writing for their philosophy courses
- F. By the 09/2010 academic year we hope to have established funding for a philosophers’ speaker series
- G. By the 2012/2013 academic years we hope to have successfully developed and taught at least two new courses
- H. Over the next few years we hope to have gotten a significant start to the World Cultures certificate, perhaps working up to 20 certificates awarded per year

Section 7. Unit’s Planning Impact

Using information from your unit’s program review and from other sources and information you have presented in previous sections and/or will present in subsequent sections, (1) indicate any impact on other units, divisions, and/or areas that would result if the strategic directions, goals, and/or activities of the unit were implemented and (2) indicate any items that merit further examination at another planning level (i.e., an annual division or area plan), in the next planning cycle, or by other units. Type text below:

- A. We have three goals that have to do with hiring personnel: hiring a temporary one-year sabbatical replacement; filling a retirement position vacated two years ago; and increasing our hours for a student aide to twenty per week. Meeting these goals would likely limit the money available to hire other personnel in our division. On the other hand, increasing interest in the philosophy department may help to increase student interest in Cerritos College as a whole. In either case, these hires should be considered in the context of overall division hires.
- B. Attracting more students to our department’s critical thinking and writing classes may take those students away from other similar departments and divisions, and thus affect their WSCH data.
- C. Funds used for supporting a tutorial for philosophy students, for developing new curriculum, for purchasing a scanner, and for funding a speakers’ series may limit funds available for other departments; however it is also possible that increased student success and participation in the division’s offerings may make spending those funds worthwhile

Section 8. Unit's Goals and Activities

GENERAL DIRECTIONS:

Using the information you have presented in the previous sections, present goals and activities that unit wants to accomplish. Goals should support the unit's mission and the college's mission and goals in the Cerritos College Strategic Plan 2005-2008. For a copy of the strategic plan, go to <http://cms.cerritos.edu/strategic-planning>. For a direct link to one of the four strategic plan priorities, go to:

Institutional Effectiveness: http://home.cerritos.edu/business-services/S_plan_lg2.htm#LinkTarget_3405

Learning Centered Institution: http://home.cerritos.edu/business-services/S_plan_lg2.htm#LinkTarget_3494

Resource Management: http://home.cerritos.edu/business-services/S_plan_lg2.htm#LinkTarget_3645

Governance and Leadership: http://home.cerritos.edu/business-services/S_plan_lg2.htm#LinkTarget_3716

Present goals in priority order with the most important goal being number "1." **GOAL #1 is the HIGHEST PRIORITY GOAL.**

For each goal, indicate whether the goal is short-term (1 year) or long-term (2-5 years). Ensure that you number each goal in priority order, if more than one goal exists. For example, your goal with the second highest priority would be "Goal #2" and your first and second activities under Goal #2 would be "Activity #2.1" and "Activity #2.2," respectively.

WHAT TO DO BEFORE YOU BEGIN:

1. Determine the total number of goals and activities and priority of goals.

WHAT TO DO IF YOU HAVE MORE THAN ONE GOAL AND/OR ACTIVITY FOR A GOAL:

1. If you have more than one goal, **highlight** the goal and activity section(s).
2. **Copy and paste** the highlighted goal and activity section(s) after the first goal and activity.
3. Before you begin typing, determine the **priority order** of each goal.
4. To prioritize your goals and activities, mark the priority order number right after the "#" sign in the goal section and type the number of the goal (i.e., "1" indicates the highest priority goal).

Goal #1

What type of goal is it (mark one)? [X] Short-term goal (1 year) [] Long-term goal (2-5 years)

Type Goal here:

Assuming two members of our department take sabbaticals, we'd like to maintain excellent teaching standards and student access to full-timer office hours and accessibility by hiring a temporary one-year full-time replacement philosophy instructor

Activity #1.1

Describe the specific activity necessary to accomplish the goal.

Type Activity here:

- A. Get permission from the administration to hire a temporary one-year full-time philosophy instructor
- B. Conduct a successful search for the full-time temporary instructor position

Goal #2

What type of goal is it (mark one)? [] Short-term goal (1 year) [X] Long-term goal (2-5 years)

Type Goal here:

Maintain excellent teaching standards and restore student access to the benefits of having full-time faculty by hiring a replacement for John Madden, who retired two years ago.

Activity #2.1

Describe the specific activity necessary to accomplish the goal.

Type Activity here:

- A. Get permission from the administration to hire a full-time philosophy professor
- B. Conduct a successful search for the full-time philosophy professor

Goal #3

Hire a student assistant to help with data entry, paperwork, course advertising, SLO documentation and assessment, and other classroom and departmental tasks relevant to teaching and program review

What type of goal is it (mark one): Short-term goal (1 year) Long-term goal (2-5 years)

Type Goal here:

Activity #3.1

Describe the specific activity necessary to accomplish the goal.

Type Activity here:

A. Procure funding to rehire the assistant we have this semester and increase her hours to 20 per week.

Goal #4

What type of goal is it (mark one)? Short-term goal (1 year) Long-term goal (2-5 years)

Type Goal here:

Increase offerings of critical thinking and writing courses to 8-10 per semester

Activity #4.1

Describe the specific activity necessary to accomplish the goal.

Type Activity here:

Increase student retention and success by conducting in-class analyses of published essays scanned and projected so the entire class can participate at once

Activity #4.2

Describe the specific activity necessary to accomplish the goal.

Type Activity here:

Increase student retention and success by offering students academic support via a specialized philosophical writing tutorial

Goal #5

What type of goal is it (mark one)? Short-term goal (1 year) Long-term goal (2-5 years)

Type Goal here:

Increase student participation and interest in the philosophy program and hone their critical thinking, listening and argumentation skills by exposing them to a variety of philosophies and live implementations of various philosophical styles

Activity #5.1

Describe the specific activity necessary to accomplish the goal.

Type Activity here:

Procure funding for a philosophers' speaker series

Activity #5.2

Describe the specific activity necessary to accomplish the goal.

Type Activity here:

Expand course offerings by getting institutional support for developing new courses

Activity #5.3

Describe the specific activity necessary to accomplish the goal.

Type Activity here:

Provide soundproofing for classroom walls in SS136 and SS137

Section 9. Unit's Resource Needs

GENERAL DIRECTIONS:

Do **NOT** complete this section, if there are **NO** resource needs associated with a goal or activity listed in the previous section. For any goal or activity listed in the previous section that has a resource need, respond to the prompts for the appropriate resource need. For each resource need, list the goal and/or activity number associated with the resource need. Next, provide a brief description of the resource need and the requested amount or estimated cost associated with the resource need. Note that capital resources are defined as tangible items with a cost of more than \$500 and a life expectancy greater than three years (excluding computers). Note that additional personnel include faculty and non-faculty personnel.

WHAT TO DO BEFORE YOU BEGIN:

1. Determine the total number and type of resource needs.

WHAT TO DO IF YOU HAVE MORE THAN ONE RESOURCE NEED:

1. If you have more than one resource need, highlight the appropriate resource need section(s).
2. Copy and paste the highlighted resource need section(s) after the first resource need.

Resources Needed: Capital Items

Goal or Activity # #4.1
Description of the Item: Scanner
Requested Amount: \$ \$170

Resources Needed: Facilities

Goal or Activity # #5
Description of Need: Soundproofing for SS136 and SS137 Classrooms
Requested Amount: \$ \$5,000

Resources Needed: Additional Personnel

Goal or Activity # #1
Description of Position: Temporary Full-Time Philosophy Instructor
Estimated Cost: \$ \$50,000

Resources Needed: Additional Personnel

Goal or Activity # #2
Description of Position: Permanent Tenure-Track Philosophy Instructor
Estimated Cost: \$ \$50,000/year

Resources Needed: Additional Personnel

Goal or Activity # #3
Description of Position: Student Assistant (One Year)
Estimated Cost: \$ \$7,200

Resources Needed: Budget Augmentation

Goal or Activity # #4
Description: Funds for a Philosophy Tutorial
Requested Amount: \$ Release Time 3 units for one full-time faculty member

Resources Needed: Budget Augmentation

Goal or Activity # #5
Description: Release Time for Faculty Members to Develop New Curricula
Requested Amount: \$ 6 units of Release Time for two full-time faculty members

Resources Needed: Budget Augmentation

Goal or Activity # #5
Description: Funds for a Philosophy Speakers' Series
\$5,000 per year

Section 10. Unit's Planning Participants

List the individuals who participated in the development of this plan. Add additional lines if needed.

1. **Manager of the unit:** Leslie Stapp (Department Chair)_____
2. _____
3. _____
4. _____
5. _____