Instruction--Philosophy

Section 1: Program Information

Catalog Description

Philosophy is the study of the nature of reality, knowledge, and values through a critical analysis of fundamental assumptions or beliefs. The study of logic, ethics, metaphysics and the history of philosophy provides a means of assimilating, systematizing, and evaluating information and the development of philosophical insights. The study of philosophy is valuable for students interested in social sciences, natural sciences, humanities and particularly in law, theology, and education. Philosophy courses satisfy general education requirements for two degrees, an associate degree for transfer in philosophy, and an associate degree in liberal arts with an emphasis in humanities, and lower division transfer. The Honors Program includes one philosophy course: PHIL 106H Introduction to Philosophy - Honors.

Full-time Faculty: *Jamie C. Love; Saldana, Rudy

Section 2: Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

Program Overview

Philosophy develops critical thinking, logic, ethics, and clear communication. Students wrestle with core questions—truth, knowledge, morality, existence—upending assumptions and diving deeper into what it means to be human.

Degrees and Certificates Offered

> **Associate Degree for Transfer (ADT) in Philosophy**
> Not just a transfer path—an invitation to think boldly, reason sharply, and question deeply. Students engage in timeless debates on ethics, justice, and existence, gaining skills that power academic and professional success.

> **Related Multidisciplinary Degree**
> **A.A. in Liberal Arts – Humanities Emphasis**
> More than a transcript line—a rich blend of art, literature, philosophy, music, and culture. A well-rounded foundation for any academic or career path.

Educational Purpose

Philosophy is more than content; it's a discipline of mind. Logic, ethics, and critical inquiry push students to ask: What can we know? What should we do? What makes a good life? The

curriculum shapes habits of clarity, rigor, and sharp argumentation—arming students to not just succeed but to thrive amid complexity and challenge. Philosophy hones deep thinking and precise writing. It fosters independence and ethical insight. Whether breaking down a syllogism or challenging moral claims, students learn to solve problems with care and clarity. These skills aren't just academic—they fuel civic engagement and professional growth.

Program Role and Preparation
Aligned with CSU GE and IGETC, Philosophy supports general education, degree completion, and transfer. No local degree or certificate yet—but its impact spreads wide: future lawyers, educators, policy analysts, public servants, and thinkers all build on its foundation.

Skill Development
Students master analysis through close reading, clear writing, and sharp argument. A new course that has not been entered into the course rotation yet, *PHIL 109: Logic, Critical Reasoning, and Writing*, teaches argument dissection and construction as well as how to write in a rigorous philosophic manner while fulfilling GE requirements for Critical Thinking and Writing. *PHIL 108: Ethics* grounds reasoning in real-world moral complexity. These skills travel beyond classrooms—to labs, boardrooms, and courts.

Cross-Disciplinary Reach
Philosophy leaps across time, fields, and cultures. New courses currently being built, like *PHIL 150: Philosophy of Law*, and *PHIL 160: Philosophy of Art*, complement foundational courses like *PHIL 106: Introduction to Philosophy* by sparking flexible, integrative thinking—arming students to tackle today's career challenges.

Creativity and Global Insight
Philosophy stretches minds—inviting imagination and openness. *PHIL 101: Great Religions of the World* explores global traditions, nurturing humility and curiosity. Other courses dive into justice, aesthetics, and truth—always with an eye on different human perspectives. The result? Students grow creative, reflective, and globally aware.

Critical Thinking in Action
From informal logic to symbolic systems, from ancient sages to incisive modern critiques—students dissect arguments, expose hidden assumptions, and weigh conflicting perspectives. Starting with *PHIL 106: Introduction to Philosophy* and *PHIL 108: Ethics*, moving through *PHIL 110: Logic,* an introductory course in reasoning, and *210: Symbolic Logic*, course in advanced reasoning and culminating in *PHIL 130: History* of Ancient Philosophy and *PHIL 131: History of Modern Philosophy*, where students learn not to memorize answers but to master the art of asking sharper, deeper questions.

Communication Mastery
Essays, debates, seminars—honors courses like PHIL 106H: *Introduction to Philosophy, Honors* and the newly available *PHIL 108H: Ethics, Honors* shine here—train students to sharpen ideas, stay composed under fire, and engage with respect. They don't just hold opinions—they build airtight arguments. Skills that fuel wins in classrooms, careers, and communities.

Student Outcomes

Philosophy readies students to transfer with confidence and contribute insightfully. The ADT matches CSU requirements, strengthening analytical and ethical skills for careers in law, education, business, and public service. But it's more than a degree—it builds intellectual courage, sparks independent thinking, fuels healthy skepticism, and hones reasoned judgment.

Support for College Values

Philosophy embodies Citrus College's mission: forming informed, ethical, engaged citizens. It sparks lifelong learning through critical reflection, open inquiry, and respectful dialogue. In an age of noise and misinformation, these habits aren't optional—they're essential. Philosophy at Citrus doesn't teach what to think. It teaches how to think objectively, clearly, deeply, and with purpose.

Section 3: Course Curriculum

Curriculum Currency and Review

Every Philosophy course at Citrus College has been reviewed and approved by the Curriculum Committee within the past six years—ensuring content remains fresh, rigorous, and relevant. With no prerequisites and stable minimum qualifications, the curriculum is solid, current, and open to all learners.

General Education and Transfer Alignment

Courses like *PHIL 101: Great Religions of the World*, *PHIL 106: Introduction to Philosophy*, *PHIL 108: Ethics*, *PHIL 110: Logic*, as well as *PHIL 130: History* of Ancient Philosophy and *PHIL 131: History of Modern Philosophy* aren't just checkboxes—they power students through CSU GE and IGETC, especially in Area 3B: Arts & Humanities.

Relevance to Workforce and Industry Needs

Philosophy doesn't stay in the classroom. It travels—into courtrooms, boardrooms, hospitals, and policy meetings. Employers in law, healthcare, business, public service, and education seek skills philosophy students have: clear thought, precise speech, ethical depth, and calm, strategic reasoning under pressure. These aren't soft skills—they're survival tools in a complex world.

Course Formats and Scheduling

Courses come in full-term, 8-week sprints, or condensed 6-week intercession—on campus, hybrid, or fully online. Evening and weekend options keep doors open for working students, making it possible to stay on track without giving up flexibility or momentum.

Limitations and Scheduling Constraints

The core rotation runs reliably, but electives like *PHIL 131: History of Modern Philosophy* may appear less frequently due to staffing and enrollment priorities. New and proposed courses— *PHIL 109: Logic, Critical Reasoning, and Writing*; currently written to be added to the

curriculum, *PHIL 150: Philosophy of Law*, and *PHIL 160: Philosophy of Art*—expand the program's footprint, ignite curiosity, and drive momentum toward degree and transfer goals.

Summary
Citrus College's Philosophy Program delivers a sharp, transfer-ready curriculum that adapts to changing student needs while building timeless skills. With wide-ranging topics and flexible formats, it anchors student success—shaping minds, sharpening judgment, and opening doors.

Section 4: Student Success Data – Philosophy

The Philosophy program at Citrus College delivers bold, challenging coursework grounded in critical thinking, ethical reflection, and sharp logic. Core classes—PHIL 101, 106, and 108— aren't just boxes to check. They're launching pads. These courses equip students with the intellectual firepower to transfer, graduate, and thrive—wherever life takes them. Philosophy students bring a mix of different backgrounds, strengths, challenges, and ways of learning. A single teaching model is not used; rather, different pedagogies are employed. We draw from a toolbox of proven methods, shift when needed, and track what matters: results. What are we after? Clear thinking. Genuine engagement. Recognizable growth. Every class students are pushed to think harder, supported when struggling, and equipped to succeed.

Comparative Summary Table: College-Wide vs. Philosophy (GE Courses Only)
Scope: Fall 2019 – Fall 2023
Source: Program Review Power BI Dashboards

Metric	College-Wide (GE)	Philosophy (PHIL GE)
Retention Range	89%–91% (stable across 5 years)	75%–89% (lowest baseline, notable rebound in 2023)
Success Range	71%–74% (stable; slight dip in 2021)	41%–54% (underperforms by 13–23 pts; never exceeds 54%)
Enrollment Range	26,945–37,251 (↓27% decline from 2019–2021, partial rebound ↑ ~2.4% by 2023)	~100–200 (declined by 59% since 2019)
Notable Patterns	Stable performance and resilience post-COVID	PHIL shows systemic marginalization: lowest success, steepest enrollment decline, but recent improvement in retention
Structural Notes	Protected under AB 1040/1460 mandates; well-mapped in GE pathways	Excluded from AB mandates; displaced by Guided Pathways; lacks curricular protection

Program Review—Philosophy—2025

Key Takeaways:

- **Philosophy (PHIL)** is the most vulnerable GE subject based on available metrics.

- Despite **recent gains in retention**, **PHIL's success rates remain critically low**—indicating a need for intervention.

- **Enrollment losses (–59%)** reflect not student disinterest but **structural exclusion** from scheduling and advising priorities.

- PHIL lacks **institutional safeguards** like Ethnic Studies or other legislatively protected disciplines.

The decline is unmistakable—and steep. In Fall 2019, 465 students enrolled in Philosophy courses. By Fall 2023, that number had fallen to just 190. A nearly 60% reduction. More than double the college-wide decline of 27% over the same period. This is directly related to the fact that Philosophy classes are very much conversationally based as a result of the Socratic method that is foundational to the discipline's practice. In 2019, classes were either forced to move to asynchronous courses that rely on message boards, emails, and reading, or unstable Zoom calls. This is not the only reason for the trend, but there are also converging systemic pressures: the prolonged aftershocks of the COVID-19 pandemic, significant restructuring of general education and transfer requirements, and statewide policy shifts—most notably AB 1460 and AB 928—that continue to reshape the academic landscape across California.

Two key legislative changes—**Assembly Bill 1460** (CSU ethnic studies requirement) and **Assembly Bill 1040** (requiring ethnic studies in community colleges)—have reshaped general education priorities. These initiatives have real merit. But they may also be pulling students away from traditional humanities offerings like Philosophy. Add to that the streamlining effects of **Guided Pathways**, and students now have fewer chances to explore elective courses that challenge them to think differently.

Philosophy experienced the most severe enrollment decline of any general education discipline —a 59% drop between 2019 and 2022—yet achieved a striking 13.7% rebound in 2023, the highest recovery rate among all measured areas. This resurgence emerged not because of structural support, but in spite of its absence. Philosophy remains marginalized by AB 1040/1460 mandates, displaced by Guided Pathways, and largely invisible in general education advising and course scheduling. Compounding these challenges, the program has consistently posted the lowest success rates among GE offerings, ranging from 47% to 54%, and has faced considerable volatility in retention. Yet, the discipline's rapid recovery reveals a persistent—if unaided—student interest. While college-wide enrollment gains remained modest and centered in protected disciplines, Philosophy's growth came from the margins. It is not obsolete; it is institutionally overlooked. Without deliberate reintegration into GE pathways, curricular planning, and advising systems, Philosophy remains at risk—not because students have lost interest, but because the structure fails to reflect their interest. Its rebound is not merely a statistical anomaly—it is a signal of intellectual demand, and a call for equitable curricular restoration.

Program Review—Philosophy—2025

Confusion still lingers—among students, advisors, even faculty—about where Philosophy fits in the curricular landscape. "Liberal Arts" is a big tent: humanities, social sciences, natural sciences, and math. But Philosophy carves out its own space and is properly placed under the Humanities, although it can—and does—inform all disciplines. Philosophy dives deep into critical thinking, logic, ethics, metaphysics, and the history of ideas. It's not just riding under the Liberal Arts umbrella—it's holding up the roof. But what does that distinction mean? Too often, Philosophy is lost in advising and program maps. The result: muddled messages, misdirected course choices, and missed opportunities. When students don't see Philosophy clearly, they don't choose it. And that costs everyone. Clearer communication and precise catalog descriptions are needed to help students understand Philosophy's unique role and its contribution to intellectual development and transfer goals.

Philosophy Is Not a Social Science:

A Clarification of Disciplinary Identity
Confusion continues to blur the boundary between Philosophy and the Social and Behavioral Sciences (SBS). But this confusion is not trivial—it distorts how Philosophy is taught, scheduled, funded, and understood. At its core, Philosophy is a **Humanistic discipline**. While it occasionally employs empirical tools, its native language is conceptual, analytical, and normative —not statistical.

Yes, both Humanities and the Social Sciences examine human experience. But they do so with **fundamentally different lenses**. Philosophy speaks the language of logic, moral inquiry, and first principles. It is concerned not just with what *is*, but with what *ought* to be. It builds arguments from the ground up—reasoned, rigorous, and reflective. In contrast, fields like sociology, political science, and psychology lean heavily on data, surveys, and behavior models. They observe and describe. Philosophy interrogates and evaluates.

This difference matters.

Philosophy does not do guesswork. Though speculative in nature, it is disciplined thought—clear definitions, sharp distinctions, structured reasoning. While the social sciences track patterns, Philosophy pulls the thread beneath them. It asks not just "why," but "why that why?" Its power lies in cutting through the noise to frame the real question and trace it to its roots.

Too often, this conceptual role is downplayed or obscured—especially when Philosophy is administratively housed under Social and Behavioral Sciences. That placement flattens Philosophy's intellectual profile and makes it harder for students and advisors to see what it truly offers: a tradition of inquiry aimed at clarity, coherence, and meaning.

In an academic landscape increasingly shaped by metrics, mandates, and mapped pathways, we must not forget what makes Philosophy distinct. It is not another version of the social sciences. It is the framework beneath them—the reasoned mirror in which all disciplines can examine their assumptions.

The result? Students misplace their interests, underestimate Philosophy's value, or get steered down the wrong path. Clearer advising and sharper program maps aren't just helpful—they're essential. All too often, when asked to consider taking another Philosophy course, students respond with, "I would if I knew sooner about how much I would like taking philosophy, but this is my last semester…"

Not Interchangeable: Unique Disciplines, Unique Insights
Legally and academically, Philosophy isn't a Social Science. It's a Humanities discipline through and through—right alongside literature, art, and cultural history (which is not the same as history taught as a social science). As California Education Code §66720 makes clear, Philosophy fulfills the Arts and Humanities GE requirement, *not* the Social and Behavioral Sciences. Why? Because its focus is interpretive, analytical, and ethical issues and claims—not the empirical of how many people have "X" belief. Philosophy can do empirical work, but the drudgery of probabilistic data collection was left to the sciences in the Enlightenment since the number of people with a particular belief does not tell you if it is true or not; it just tells you that is how many people believe something.

The bottom line is Philosophy has its own scope. Its has its own methods, and its own role in the Humanistic intellectual ecosystem. That role must be understood, respected, and clearly communicated if students are to make informed academic choices and thrive.

The current housing of the Philosophy program within a Social and Behavioral Sciences department compounds these issues. First, the administrative grouping blurs disciplinary boundaries, making it harder for students and advisors to distinguish Philosophy's distinct methodologies and aims. Shared departmental structures foster overlapping advising messages and can unintentionally convey that Philosophy is merely a subset or extension of social sciences, rather than the origin of all academic pursuits. This diminishes its standalone academic identity.

Second, this placement influences curriculum presentation and resource prioritization. Philosophy courses risk being positioned as ancillary rather than core intellectual pursuits, which affects how they are marketed to students and integrated into transfer pathways. This blurs Philosophy's identity, dulls its visibility, and drains its prestige. Potential students—those who might thrive on deep reasoning and ethical reflection—look elsewhere. And the impact isn't just external. Internally, it muddies the waters for crafting and communicating clear, program-specific Student Learning Outcomes. Why? Because support, resources, and priorities get tangled in a broader departmental web. Philosophy loses definition—and momentum—due to homogenization.

Finally, the administrative alignment impacts budget decisions, faculty hiring, and scheduling priorities. Philosophy may lose out on necessary support, leading to fewer course offerings and less flexibility, which restricts student access and slows program growth. This dynamic creates a cycle where reduced visibility lowers enrollment, which in turn undermines institutional commitment.

Philosophy has also felt the effects of its current departmental placement, which has contributed to some ongoing challenges around program visibility, degree clarity, and academic advising. Structural barriers—however unintentional—can cloud the distinct role Philosophy plays in general education, transfer pathways, and the sharpening of critical reasoning. And yet—even in the margins—Philosophy shines. Students stay. Students succeed. That's no accident. It's the result of dedicated faculty and a curriculum that still hits home.

This isn't a cry for relocation. But it *is* a call for sharper, smarter support—right where Philosophy stands. Acknowledging how departmental structures shape perception, access, and impact is a necessary step forward. If Citrus College is serious about equity, rigor, and student achievement, Philosophy deserves a seat at the table—clearly defined, well-supported, and meaningfully included in planning and resource decisions.

Because here's the bottom line: despite a broader enrollment dip—driven by visibility challenges and structural constraints—students who take Philosophy succeed. They stay. They engage. They grow. That fact alone is worth protecting.

Retention and course success rates have remained consistently strong, and in some cases, have even improved. Once students enroll in a Philosophy course, they stay. They engage deeply with the material. They grow intellectually. That resilience speaks volumes. It's a testament to sharp instruction, relevant content, and a curriculum that hits the mark for CSU GE and IGETC transfer. Even in a tough landscape—where structural hurdles make it harder to draw students in —Philosophy keeps delivering. Strong outcomes. Lasting impact. No shortcuts.

Summary
The Philosophy program at Citrus College is under systemic strain. Despite its foundational role in general education and transfer preparation, it faces declining enrollment, stagnant success rates, and diminished visibility—largely due to structural reforms like AB 1460/1040 and Guided Pathways. This memo outlines immediate, actionable steps to preserve Philosophy as a vital academic discipline, not to be reduced or displaced by Ethnic Studies or narrowly tailored curricular models.

1. **Quantitative Snapshot**

   - **Enrollment:** Down 59% from Fall 2019 to Fall 2023

   - **Success Rate:** Static at ~50%, despite course relevance and instructional investment

   - **Retention:** Recovering to 89% in Fall 2023, but still below college-wide GE benchmarks

2. **Philosophy Is Not Redundant—It Is Foundational**
Ethnic Studies is now mandated. We respect this. But in the rush to fulfill legislative requirements, we are sidelining disciplines essential for developing:

   - Logical reasoning and argumentation

- Ethical literacy, not moral relativism

- Civic and democratic understanding of Philosophy offers structured inquiry into justice, truth, knowledge, and value. It should not be interpreted as optional or replaceable by any other discipline.

3. **Structural Obstacles**
   - **Lack of GE Mandate:** Philosophy is not required under AB 1460/1040, excluding it from new GE pathways

   - **Advising Misclassification:** Philosophy is often blurred with Liberal Arts or pop-psychology, leading to misadvised students or an arbitrary elective

   - **Meta-Major Oversimplification:** Guided Pathways streamlines students out of philosophically essential courses

4. **Strategic Recommendations**
   A. **Course Revitalization**
   - Redesign PHIL 106, 108, and PHIL 110 with applied ethical, legal, and technological themes

   - Develop new courses that speak directly to contemporary challenges (e.g., Philosophy of Law, Tech Ethics, Bioethics)

   B. **Curriculum Integration**
   - Cross-list Philosophy with programs like Humanities, Political Science, and STEM tracks to broaden reach • Propose the selective inclusion of Philosophy in GE pathways or local graduation requirements (i.e., everyone should be required to take an Ethics course to graduate)

   C. **Identity and Visibility Campaign**
   - Launch an institutional messaging campaign: "Philosophy Builds Thinkers" • Update catalog language to clarify the distinct value and outcomes of a Philosophy course

   D. **Institutional Equity**
   - Philosophy must be granted the same scheduling protections and resource prioritization as newer, mandated disciplines

   - Include Philosophy in Guided Pathways revisions that stress critical reasoning and ethical decision-making

Assessment

Philosophy is not optional. It is not a luxury. It is central to the mission of higher education. In this post-mandate era, we must resist the reduction of general education to a single dimension of

identity and reaffirm our commitment to the full breadth of intellectual development. Let's position Philosophy as a partner—not a competitor—in our shared goal of creating critically conscious, ethically grounded graduates.

Moving Forward: Opportunities for Growth

1. Collaborate with Counseling and Advising
Let's make sure students (and their counselors) know what Philosophy offers—not just transfer credit, but real preparation for law, business, medicine, and more. Philosophy isn't just about ideas—it's about usable skills.

2. Systemic Enrollment Pressures and Policy Impact
The Philosophy program's nearly 60% enrollment decline from Fall 2019 to Fall 2023 is more than a disciplinary trend—it reflects a structural shift in the college landscape. During the same period, Ethnic Studies grew by over 300%, propelled by Assembly Bills 1460 and 1040, which require CSU and CCC students to take Ethnic Studies for graduation. Meanwhile, Guided Pathways has streamlined student course-taking behavior, reducing elective exploration and inadvertently deprioritizing Philosophy.

These shifts are not the result of a weak curriculum. Philosophy continues to excel in student retention and success. However, the program has been **functionally crowded out** by state-level mandates and pathway rigidity. Unless Philosophy is made visible in academic planning tools, students may never encounter it as an option.

To preserve its role in general education and transfer readiness, Philosophy must pursue an **independent strategy** that strengthens enrollment through visibility, access, and alignment with student needs—without depending on cross-department collaboration.

3. Build Interdisciplinary Bridges
Philosophy plays well with others. Courses like *Philosophy of Law* and *Philosophy of Art* (now in development) highlight how philosophical thinking connects to real-world fields. Future offerings—like *Philosophy of Science*—can further position the program as a hub of cross-disciplinary thought.

4. Expand Curriculum with Contemporary Focus
There's growing demand for applied ethics. Philosophy can answer that call. Courses focused on technology, healthcare, and the environment would speak directly to today's challenges. *PHIL 109: Logic, Critical Reasoning, and Writing* also strengthens the core—sharpening students 'ability to argue, write, and think clearly under pressure.

Summary
Philosophy is facing real headwinds, but it's not standing still. The program remains intellectually alive, academically rigorous, and deeply relevant. With targeted outreach, smarter advising, and courses that reflect today's ethical and professional landscapes, Philosophy at Citrus College can not only survive—but thrive—as a key part of the liberal arts tradition.

Section 5: Program-Level Student Learning Outcome Assessment

Program Learning Outcomes (PLOs):
The Philosophy Program at Citrus College stands on a solid foundation: teach students to think with clarity, argue with precision, and wrestle meaningfully with complex ideas. The current PLOs cut to the core of what philosophy offers—not just content, but capacities. They develop the intellectual muscle students need to thrive in upper-division work and beyond.

Philosophy students are expected to:

- Master key philosophical terms and concepts.

- Read texts critically, analytically, and with purpose.

- Distinguish between statements of fact and claims that demand justification.

- Use logic to dismantle bad arguments and build stronger ones.

- Recognize intellectual challenges—and respond, not retreat.

- Engage with the great minds of history—and think for themselves.

- Write with force, clarity, and argumentative discipline.

- Apply symbolic logic to test arguments for validity.

- Understand and critically evaluate religious traditions using philosophical tools.

Current Status of the PLOs:
These outcomes hold up. They span logic, ethics, metaphysics, epistemology, and religious thought—while sharpening reading, writing, and critical thinking. No updates are required right now. The outcomes remain robust, relevant, and rigorously aligned with the discipline. They aren't theoretical checkboxes—they're skills students use, in class and out.

But the environment is shifting. With the implementation of **AB 1460**, **AB 1040**, and **Guided Pathways**, students are funneled into narrow degree maps and auto-filled schedules. That's not just a logistical change—it's a visibility crisis. Philosophy risks being overlooked in the very systems that are supposed to guide students toward opportunity.

Response & Forward Focus:

Program Review—Philosophy—2025

This isn't a pedagogy problem—it's a systemic one. If students can't *see* Philosophy in their degree planning tools, they can't *choose* it. That's why the next phase for the program isn't about overhauling outcomes—it's about *amplifying access*. Key goals include:

- Reinforcing enrollment through updated course descriptions and scheduling strategies.

- Advocating for more prominent placement in digital advising platforms.

- Aligning existing offerings with both **CSU/IGETC transfer goals** and *real-world skills employers value*—reasoning, ethics, clarity, logic.

Planned Updates:
No major changes—yet. But small expansions are on the horizon. The program may integrate material from **non-Western traditions** and **emerging fields** like bioethics or philosophy of technology. These additions would deepen cultural relevance and expand student engagement.

Course-to-PLO Alignment:
Every course hits the PLOs from a different angle. They work together, reinforcing skills that grow stronger with each class:

- **PHIL 101–Great Religions of the World**: Develops analytical reading of sacred texts and comparative reasoning (PLOs 2, 6, 9).

- **PHIL 106–Introduction to Philosophy**: The gateway course. Builds vocabulary, introduces core arguments, sharpens reasoning (PLOs 1, 4, 7).

- **PHIL 108–Ethics**: Cultivates moral reasoning, critical evaluation, and ethical articulation (PLOs 4, 5, 7).

- **PHIL 110–Logic**: Focuses on argument structure, fallacies, and practical reasoning (PLOs 4, 8).

- **PHIL 130–History of Ancient Philosophy**: Anchors students in foundational ideas and thinkers (PLOs 2, 6).

- **PHIL 131–History of Modern Philosophy**: Builds historical awareness and analytic precision from Descartes to Nietzsche (PLOs 4, 6).

- **PHIL 140–Philosophy of Religion**: Explores faith, reason, and existence (PLOs 4, 5, 9).

- **PHIL 210 – Symbolic Logic**: Deep training in formal logic systems and deductive proof (PLOs 4, 8).

Summary

Program Review—Philosophy—2025

Philosophy at Citrus delivers. The program's learning outcomes are clear, coherent, and connected across the curriculum. Courses don't just add up—they build up. The result: students who think better, write better, and reason with confidence. As the college evolves, the Philosophy Program will continue to adapt—but never at the expense of its core. The discipline's foundation remains rock solid: logic, clarity, ethics, and the courage to ask the hardest questions.

Section 6: Assessment and Planning

Summary of Past Recommendations and Goals
In the previous comprehensive program review, the Philosophy Program identified several priority areas: keep the curriculum relevant, boost student engagement with philosophical inquiry, and strengthen preparation for transfer by consistently offering PHIL 101 through PHIL 210. Significant strides have been made Course outcomes are now better aligned with transfer pathways, and faculty collaboration has improved both instructional consistency and pedagogical innovation.

Overall Strengths

- **Transfer Readiness:** Every course in our program meets CSU and UC general education requirements. Students leave our classrooms with the tools—and the transcript credits— needed to transition smoothly to four-year institutions.

- **Faculty Depth:** Our instructors bring strong academic credentials and a wide range of expertise, from symbolic logic to political theory, ethics, and religious philosophy. Their knowledge fuels both classroom rigor and student success.

- **Core Skill Development:** Whether writing essays or debating ideas, students learn to reason clearly, argue persuasively, and think critically—skills that serve them well in any discipline or career.

- **Interdisciplinary Reach:** Philosophy doesn't live in a vacuum. Our students often thrive in adjacent fields like law, political science, literature, and even computer science, where logic and structured thinking are in high demand.

- **Student Impact:** Program alumni have gone on to graduate study, teaching, and careers in law, public policy, business, and beyond. The habits of mind they developed here— questioning, reasoning, engaging—stick with them for life.

Overall Weaknesses

- **Enrollment Pressures:** Like many humanities disciplines, philosophy contends with modest enrollments. Courses like PHIL 210, while essential, often struggle to fill— posing scheduling and staffing challenges.

- **Limited Scheduling Options:** Our course offerings are concentrated in daytime slots during fall and spring. Evening and summer options are scarce, complicating access for working students and those with rigid schedules.

- **Student Wellness Concerns:** Philosophy isn't easy. Some students face anxiety or cognitive overload when grappling with abstract, open-ended material. Faculty are responsive, but most aren't trained in mental health support or crisis intervention.

- **Technology Gaps:** Online and hybrid instruction has improved, but more can be done. Some faculty may need additional training and tech tools to bring philosophical rigor into digital formats effectively.

How the Program Promotes Equal Rights and Student Belonging

The Philosophy Program promotes fairness and inclusion not through slogans but through substance. It champions constitutional civil rights and equal access, creating a space where real intellectual exchange thrives. Students don't just talk—they speak up, listen hard, challenge ideas with respect, and reshape their views through sharp, reasoned debate.

Faculty create a space charged with openness to fresh ideas, tough scrutiny based on merit, and a relentless drive toward objective truth—grounded in reason and empirical inquiry. The curriculum spans wide: from ancient Greek philosophy to Buddhist metaphysics, pushing students to probe the very nature of truth while weighing the strength of subjective claims. By tearing down assumptions and testing competing views, students build fierce intellectual rigor and sharp discernment. This isn't just critical thinking—it's cultivating the agility and humility to wrestle with life's hardest questions in a world that never stops changing.

Layered in, dynamic cross-disciplinary ties with history, literature, and political science deepen the conversation and amplify learning. It reminds students that philosophy lives not only in ancient texts but also in today's urgent debates about justice, truth, and meaning.

Recommendations and Goals (Next 3 Years)• Increase Accessibility:

Roll out a fully online or hybrid PHIL 101 course—breaking barriers, reaching more students wherever they are.

- **Sharpen Transfer Pathways:** Dive into articulation agreements with CSU and UC campuses—fine-tune, simplify, and smooth the path for seamless transfers.

- **Build Community:** Bring back the student philosophy club—or start fresh! Fuel connection with lively debates, panel talks, and philosophy movie nights that spark curiosity and conversation.

- **Explore an AA-T Degree:** If the statewide Transfer Model Curriculum allows, pursue the development of an Associate in Arts for Transfer in Philosophy.

Budget Planning (Next 3 Years)

- **Technology Investment:** Expand support for Canvas course development, lecture capture tools, and logic-related software to improve both in-person and online delivery.

- **Professional Development:** Fund faculty to attend pedagogy workshops, ethics & logic training, and interdisciplinary conferences to keep the program sharp and up-to-date.

- **Facilities Upgrades:** Secure access to seminar-style rooms with flexible layouts and A/V capabilities, to better support dialogical, discussion-based learning.

New Goal: Strengthen Program Visibility Without Collaboration
In light of enrollment pressures and external mandates, the Philosophy Program will pursue targeted, independent strategies over the next three years:

- **Audit Advising Platforms**: Ensure Philosophy courses are accurately tagged for CSU GE and IGETC in the Course Catalog and clearly positioned in pathway maps.

- **Expand Flexible Delivery**: Increase availability of asynchronous, short-term (8-week), and late-start online sections—especially PHIL 106 and PHIL 108.

- **Rebrand Course Relevance**: Market PHIL 108 as an ethics foundation for healthcare, PHIL 110 as pre-law or logic prep, and PHIL 101 as global literacy for transfer students.

- **Zero Textbook Cost (ZTC)**: Convert core courses to ZTC/OER to enhance enrollment appeal among cost-conscious students.

- **Protect Gateway Courses**: Prioritize offering high-enrollment GE courses each semester (PHIL 106, 108, 110) to maintain a strong pipeline.

These initiatives will position Philosophy as a flexible, relevant, and valuable part of every student's GE journey—even as the broader system shifts.