

# 2025-2026 Instructional Program Review - Philosophy Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2025-2026. Review period: 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025

## Instructional Program Review Overview

### Section 1. Instructional Program Overview

#### A. Mission Alignment : Version by **Mittendorf, Robert** on **02/08/2026 00:49**

**1. Explain how your program supports the College's Mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).**

The Philosophy Program supports the College Mission and the Students First Framework by providing high-quality, transfer-level instruction in critical thinking, logic, and ethical reasoning. Philosophy courses fulfill California State University General Education, IGETC/CALGETC General Education, AA-T degree requirements, and help students develop the analytic, writing, and problem-solving skills needed for successful transfer and lifelong civic participation. The Philosophy Dept. also offers a Philosophy discipline-specific tutoring center, Arete, which meets three days per week, two hours per day, and is a mix of in-person (hybrid) and online modalities for the greatest degree of student access (M/Tu/ 9:30-11:30am in SS-16 in-person and online; W 3:30 - 5:30 online only).

The program advances the **Students First Framework Lever A (Equitable Access)** by maintaining a Zero Textbook Cost (ZTC) degree pathway and a fully online completion option, reducing financial and scheduling barriers for first-generation and working students. A ZTC pathway means that students can complete their Philosophy AA-T degree without having to pay for textbooks by following a pathway of courses that are ZTC. A ZTC pathway does not mean all Philosophy courses are ZTC courses, but approximately half of all offered sections are ZTC, and at least one ZTC section per course in the degree pathway. Similarly, Philosophy offers a fully online degree pathway, which means a Philosophy AA-T degree can be earned by taking all degree pathway courses online.

Philosophy has also expanded course offerings to dual enrollment students at several local public and private high schools.

Course design improvements, including Regular and Substantive Interaction (RSI) implementation and transparent assignment structures, further support equitable participation.

The program supports **Lever B (Completion)** through progressive skill-building in critical thinking courses, tutoring collaborations with Arete and the success center, and early progress alert outreach. Aligning with **Lever C (Career & Transfer Success)**, Philosophy prepares students for upper-division study and a wide range of professional pathways by strengthening skills in analysis, argumentation, ethical reasoning, and clear communication. Faculty mentoring, transfer guidance, and co-curricular opportunities such as the Philosophy Club, Arete Tutoring, and public events further help students build the academic confidence and professional habits needed to succeed beyond Cerritos. Moreover, the skills developed in philosophy courses prepare students for a variety of transfer pathways in the humanities, social sciences, law, and related fields. Finally, the program contributes to **Lever D (Institutional Health & Culture)** through faculty professional development, student engagement activities such as the Philosophy Club and Arete, and campus events addressing contemporary ethical issues including AI (artificial intelligence), race, immigration, and environmental justice.

#### B. Degrees and Certificates : Version by **Hurtado, Henrietta** on **11/13/2025 23:58**

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
Philosophy	AA-T	60
Religious Studies	AA	60
Religious Studies	Certificate	18

## Section 2. Instructional Program Trends

#### A. Program Data : Version by **Mittendorf, Robert** on **02/08/2026 00:50**

**1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:**

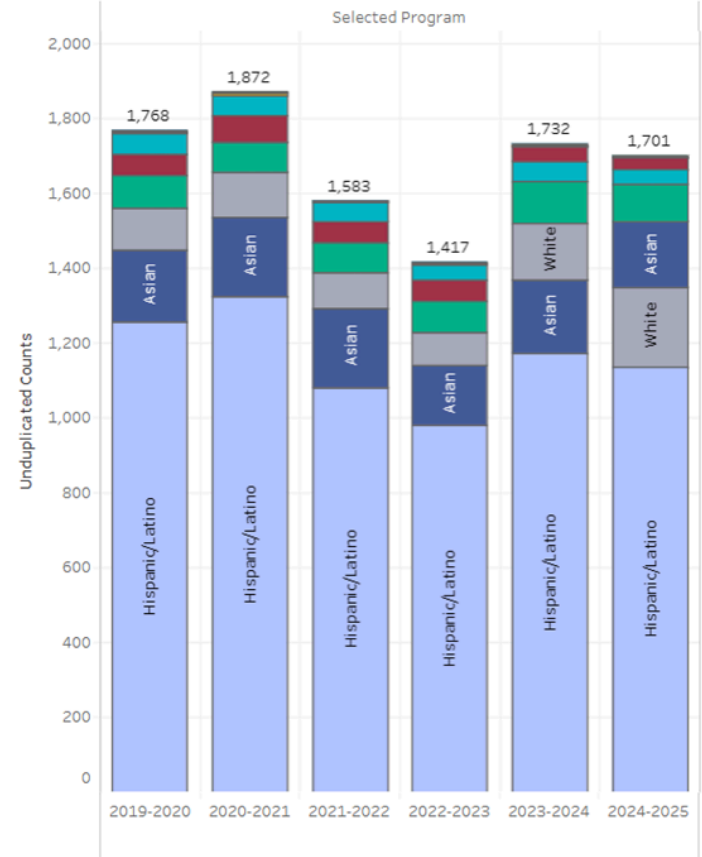
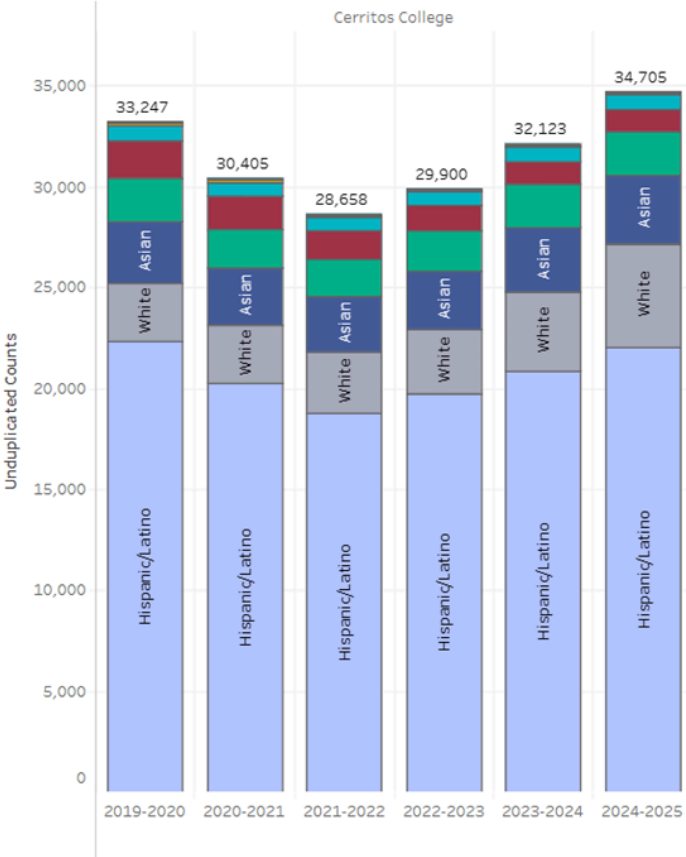
- **How do the demographics of your program and its related courses compare with the college as a whole?**
- **Have they changed over time?**

Philosophy course enrollments closely reflect the overall demographic composition of Cerritos College. Over the past six years, Hispanic/Latinx students have consistently represented the largest group in the program (approximately **65–70%**), similar to collegewide enrollment. Asian students represent roughly **9–12%**, White students **6–9%**, and Black/African American students **4–6%**, with smaller proportions of students identifying as two or more races or other categories. Unknown/undeclared race categories remain low (**2–4%**).

Division: Humanities & Social Sciences | Department: PHIL | Subject: PHIL

Show Annual Plan Question

Show IPR Question



Population to Display: Cerritos College | Select Characteristic to Diaggregate: Race/Ethnicity | Select Display: Graph

Philosophy's **gender distribution** closely matches the college overall, with women consistently making up a slight majority of students — for example, approximately **910 women and 850 men in 2019–20**, and about **930 women and 760 men in 2024–25**, with only a small number reported as unknown. Across the 6-year review period, the relative proportion of women and men remains consistent.

# Headcount & Demographics



Division

Department

Subject

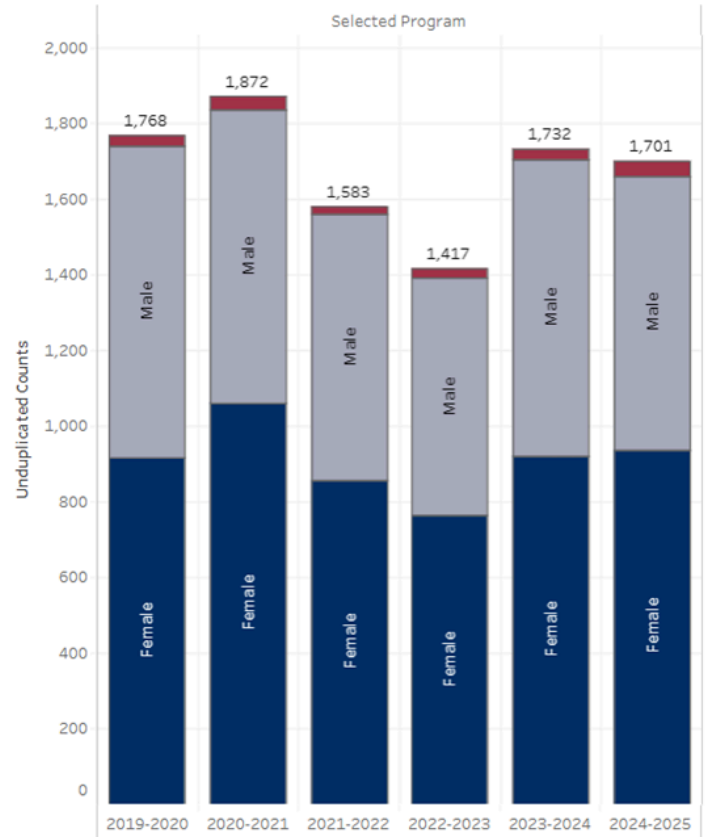
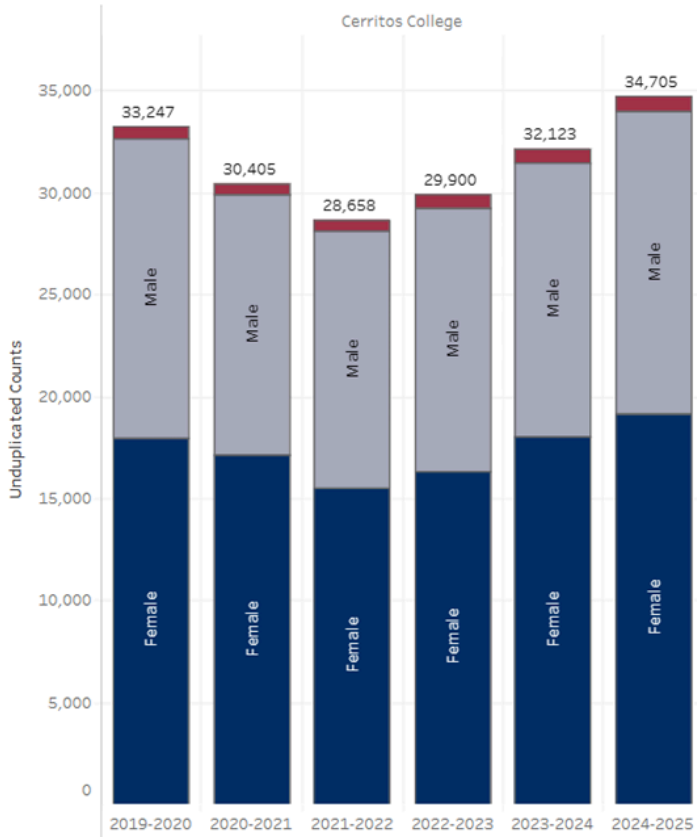
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

PHIL

PHIL



Population to Display

Select Characteristic to Diaggregate

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Cerritos College

Gender

Graph

**Age distribution** is a notable difference with the college, with more students **age 20-24** enrolled in Philosophy than the college as a whole.



# Headcount & Demographics



Division

Department

Subject

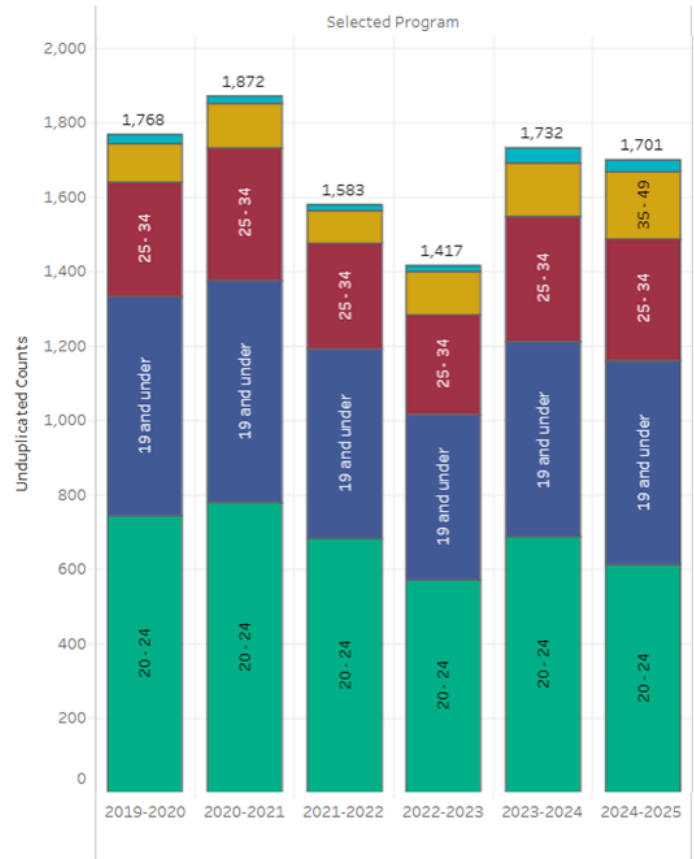
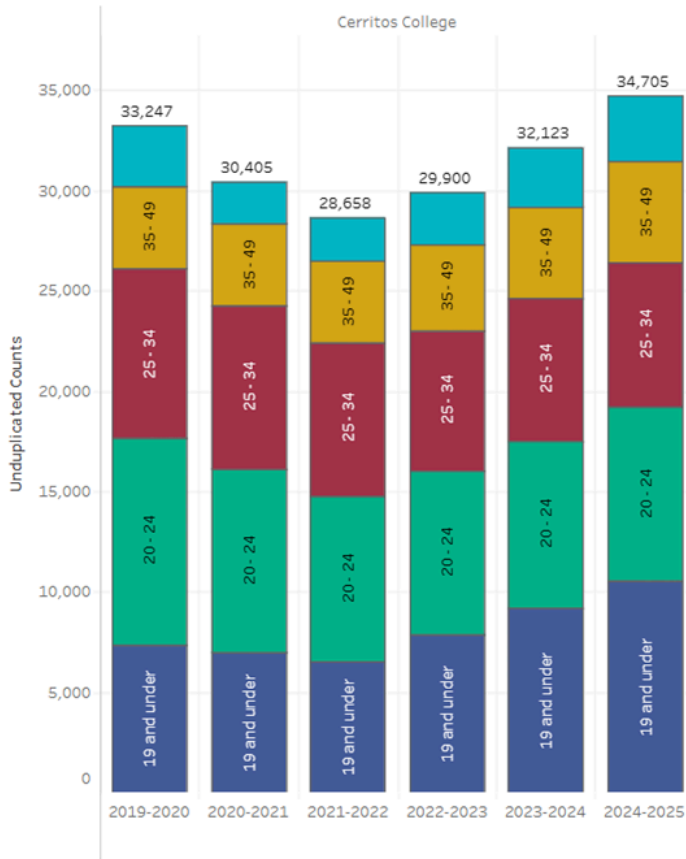
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Humanities & Social Sciences

PHIL

PHIL



Population to Display

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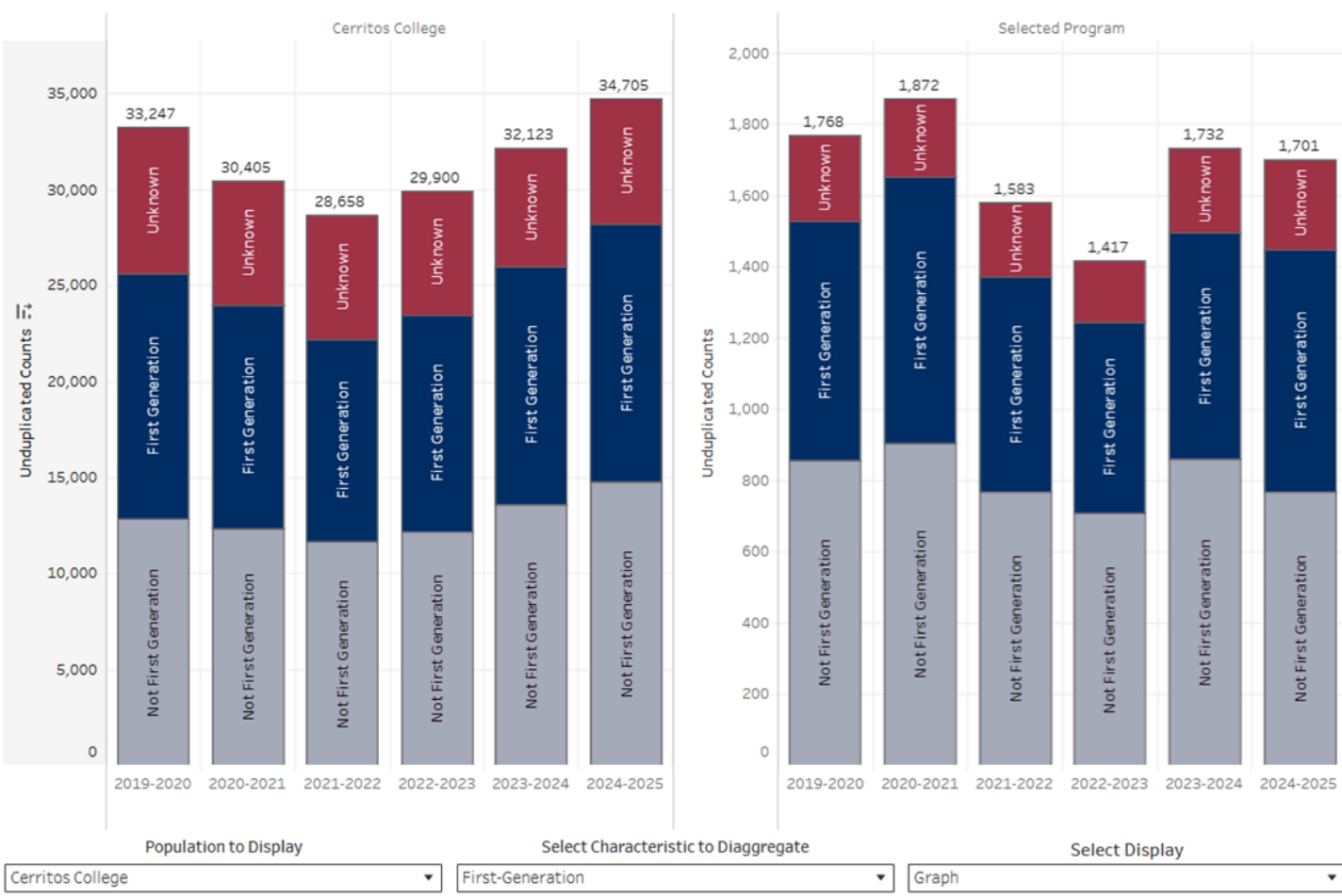
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Cerritos College

Age Range

Graph

The program serves a significant proportion of **first-generation students** (approximately 55–60%), consistent with Cerritos College as a whole.



**Overall:** Demographic patterns have remained stable across the six-year review period, with modest increases in Hispanic/Latinx enrollment mirroring campuswide trends. The Philosophy Program serves a diverse and representative student body, aligned with institutional demographics across race/ethnicity, gender, age, and first-generation status.

**2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:**

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

Philosophy enrollment and headcount trends generally follow the same arc seen across the institution: stability before the pandemic, a temporary decline, and a steady recovery in recent years.

**Headcount:**

Philosophy served 1,768 students in 2019–20, grew to 1,872 in 2020–21, and then declined during the pandemic to a low of 1,417 in 2022–23. Since then, headcount has rebounded to 1,732 in 2023–24 and 1,701 in 2024–25. Although slightly below the earlier peak, Philosophy has recovered most of its lost students, and the small year-to-year change reflects normal fluctuation rather than reduced demand.



# Headcount & Demographics



Division

Department

Subject

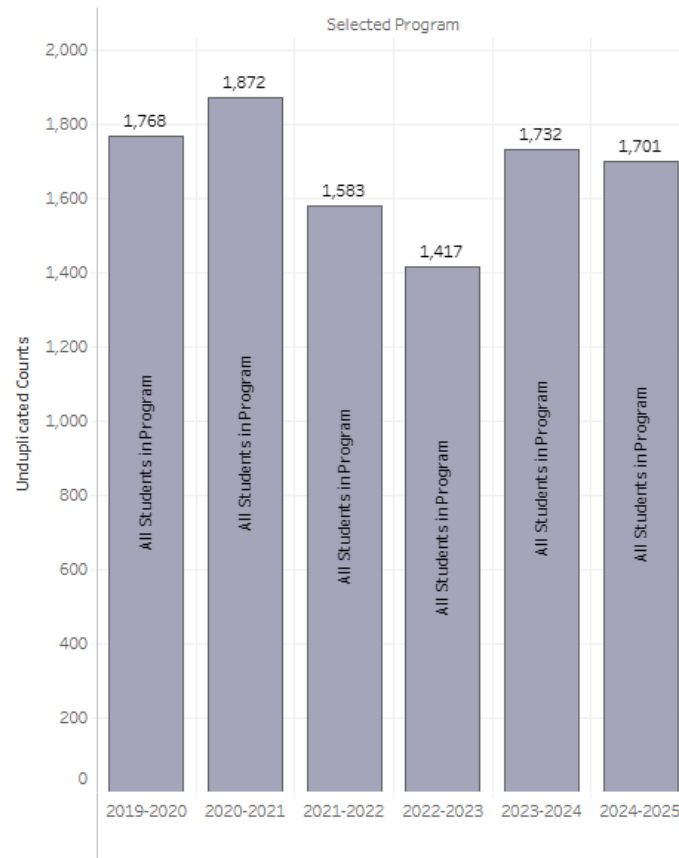
Show Annual Plan Question

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Humanities & Social Sciences

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Population to Display

Select Characteristic to Diaggregate

Select Display

Cerritos College

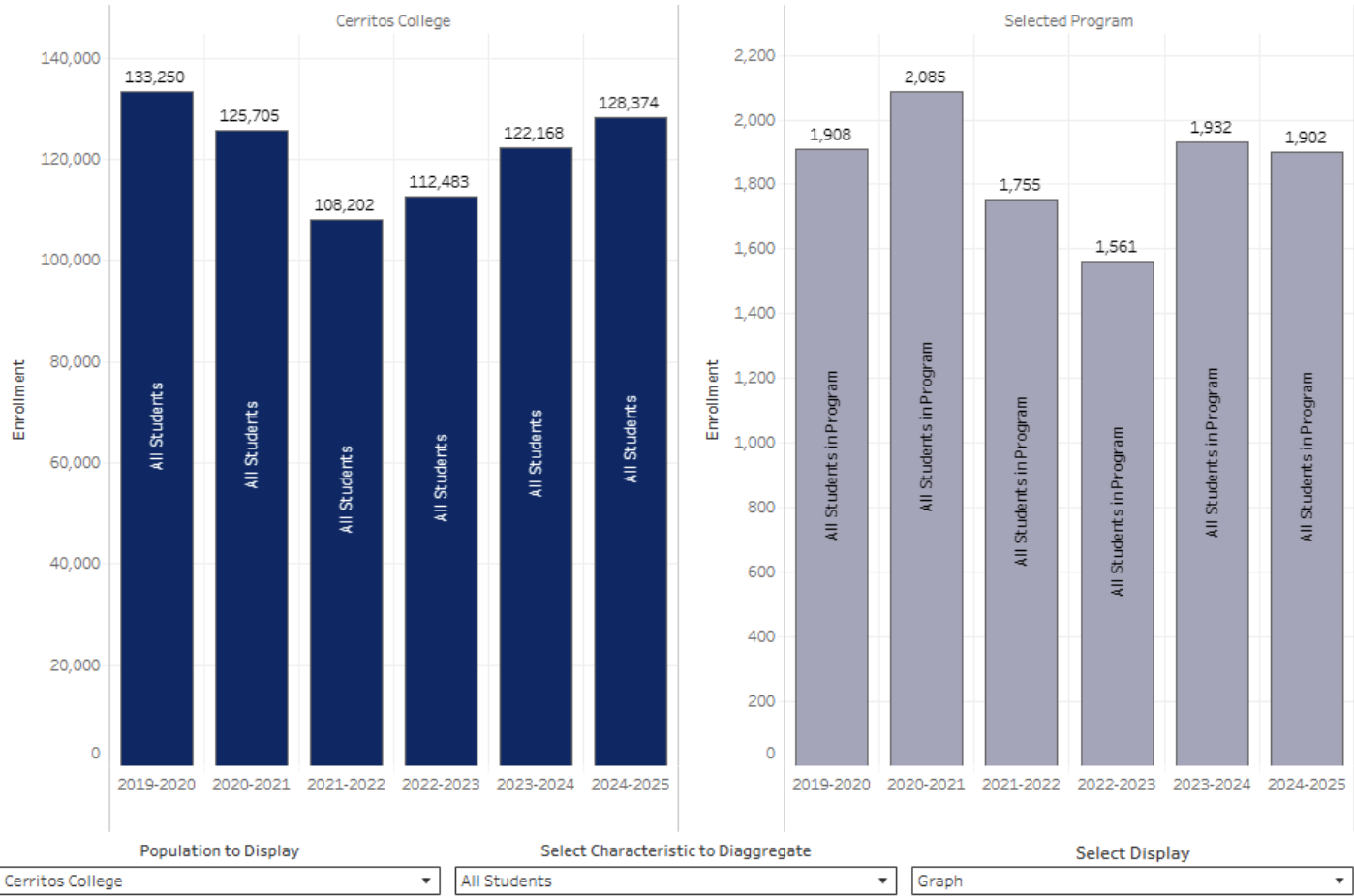
All Students

Graph

## Enrollment

Enrollment trends reflect the program's continued role as a key General Education transfer pathway and demand for philosophy courses in critical thinking, ethics, and logic. Notably, Philosophy experienced a **9.3% increase** in 2020–21 at a time when collegewide enrollment declined, and achieved a **23.8% growth** from **2022–23 to 2023–24**, outpacing institutional recovery rates. Demand remains consistent across face-to-face and online formats, with stable interest in both modalities.

Division: Humanities & Social Sciences | Department: PHIL | Subject: PHIL



Taken together, the data show that Philosophy has largely regained its footing after the pandemic disruption and continues to serve a substantial and stable share of the college's students.

**3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:**

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

**Student Success Rates:**

Student success in Philosophy has remained generally consistent over the review period, with fluctuations aligned to pandemic and recovery cycles. Program success was **68.8%** in **2019–20**, decreased during remote instruction to **63.7%** in **2020–21** and **63.0%** in **2021–22**, and then recovered to **68.1%** in **2022–23** before stabilizing at **63.1%** in **2023–24** and **64.7%** in **2024–25**.



# Course Success & Course Completion



Division

Department

Subject

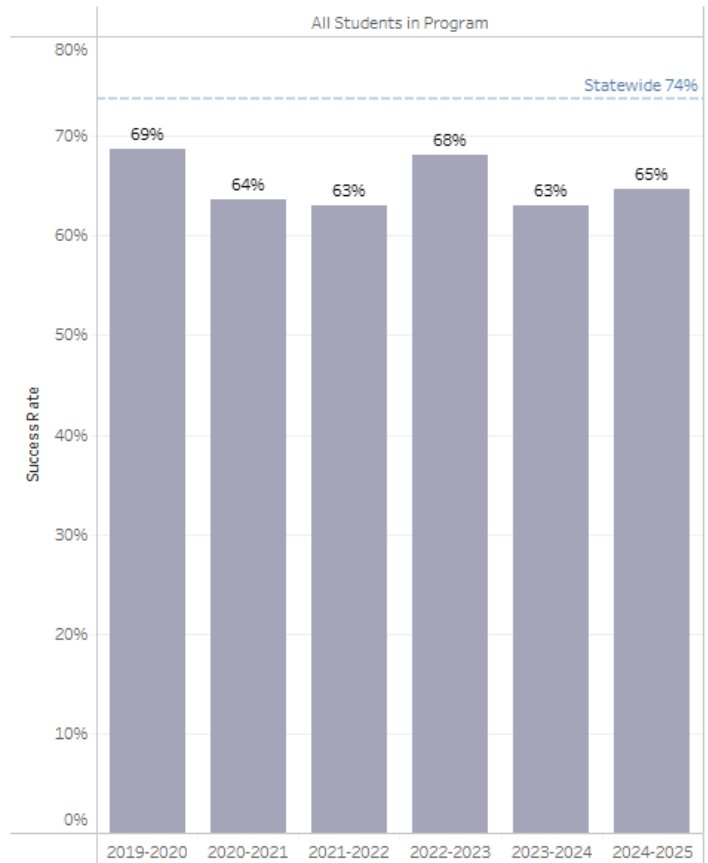
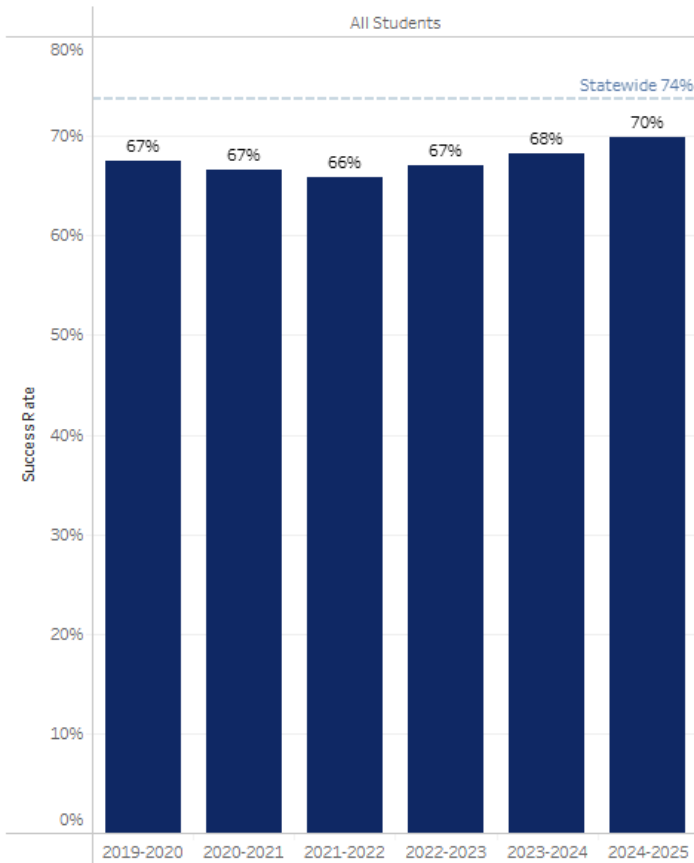
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

PHIL

PHIL



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Success Rate

Cerritos College

All Students

Graph

Graph Legend

All Students in Pr...

Show Statewide 2023-2024 Rate

True

### Completion Rates:

Course completion rates in Philosophy closely parallel collegewide performance across the review period. After a small decline in **2020–21**, Philosophy rebounded quickly, reaching **83–84%** and remaining steady in recent years. In multiple terms, Philosophy met or slightly exceeded the institutional average, and the current rate (**83%**) is essentially identical to the college overall. These results indicate that students who enroll in Philosophy courses persist to completion at rates consistent with broader campus patterns.



# Course Success & Course Completion



Division

Department

Subject

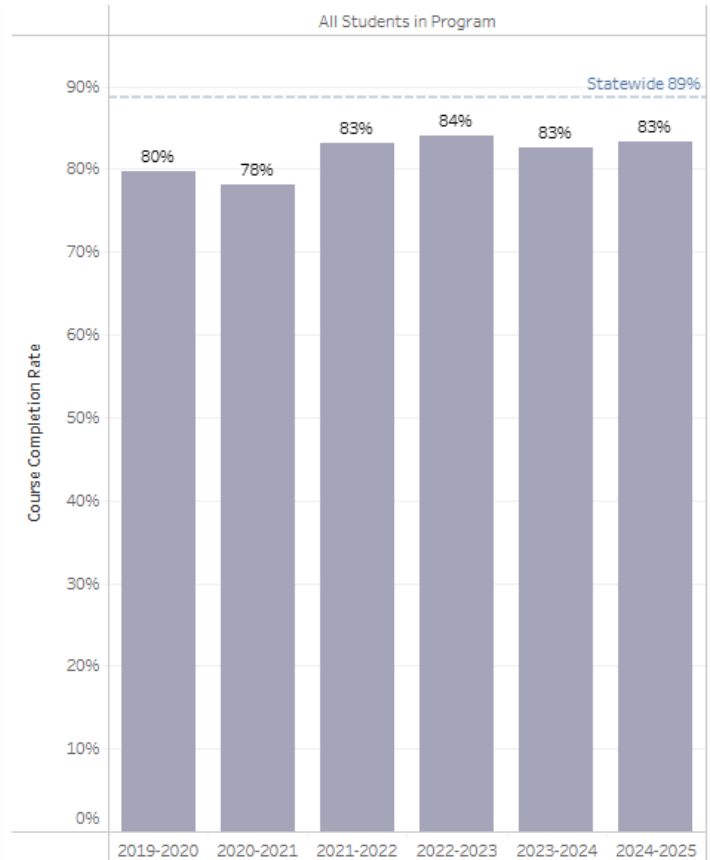
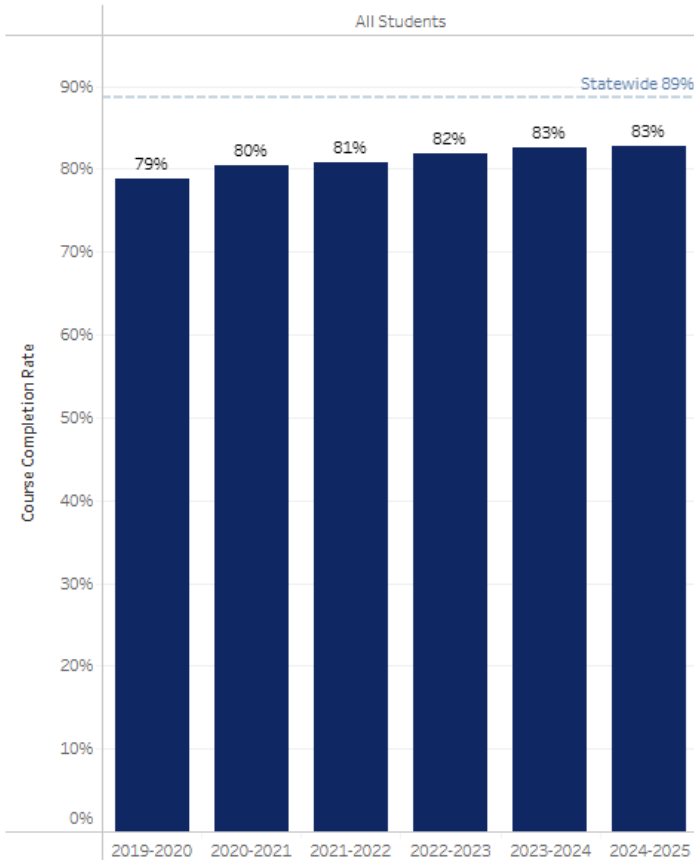
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

PHIL

PHIL



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Course Completion Rate

Cerritos College

All Students

Graph

Graph Legend ■ All Students in Pr...

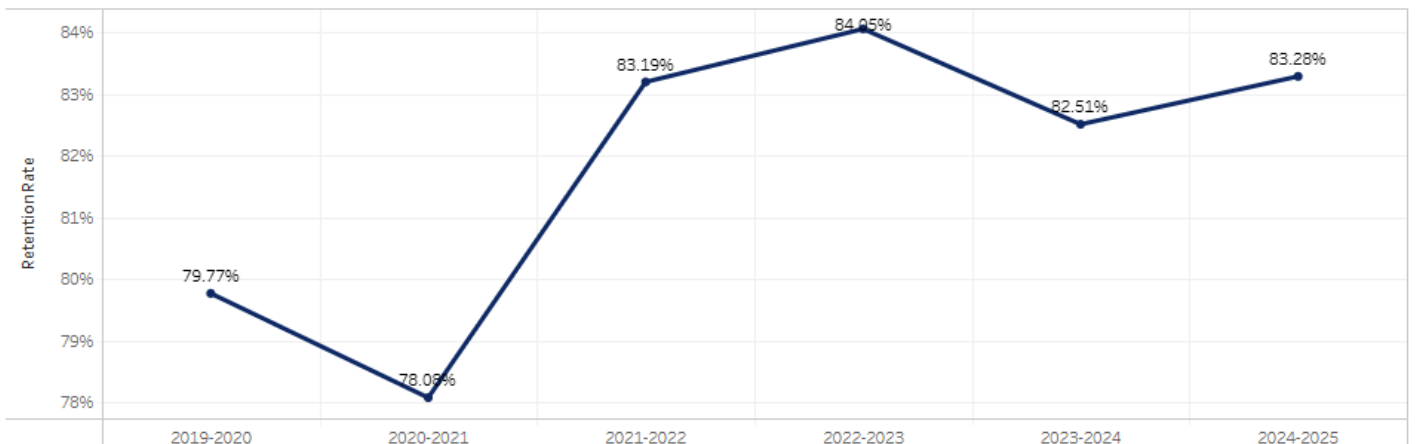
Show Statewide 2023-2024 Rate

## Retention:

Philosophy student retention rates have increased from **79.77%** in **2019-20** to **83.28%** in **2024-25**. Retention in Philosophy is **consistently higher than the institutional average** across the review period. While collegewide retention peaked during the pandemic and has since declined from **75–76%** to about **71%**, Philosophy moved in the opposite direction, rising from roughly **80%** pre-pandemic to the **82–84% range** in recent years. In the most recent year, Philosophy retained **about 83%** of students compared with approximately **71%** collegewide — a difference of more than **10 percentage points**.



## Retention Rates



Population: All students

■ All students

41.67% ■ 100.00%

Disaggregated equity patterns mirror institutional trends, with Hispanic/Latinx student success aligned to program averages, Asian students above average, and Black/African American

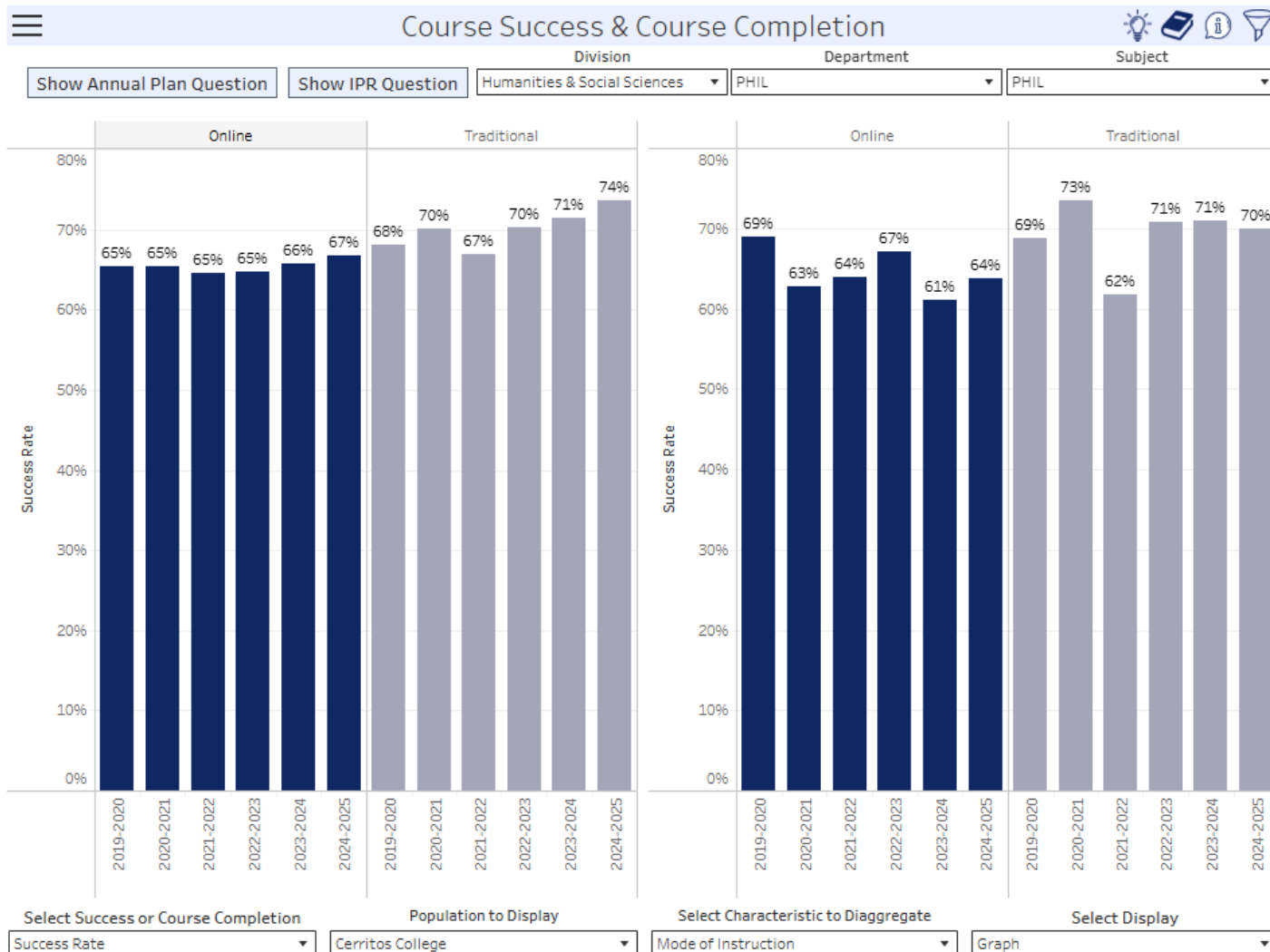
students showing lower success during remote learning followed by improvement in recent years. First-generation students show slightly lower success on average, with steady post-pandemic recovery.

Course-level trends reflect statewide patterns for General Education critical thinking courses. **Philosophy 103** (Critical Thinking) and **Philosophy 106** (Logic) historically show lower success rates than **Philosophy 100** (Introduction to Philosophy) and **Philosophy 104** (Philosophy of Cultural Diversity: Challenge and Change), particularly in online sections. These courses require advanced reasoning skills and serve as common barriers to completion for students needing quantitative and symbolic logic.

**4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:**

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

Success rates in Philosophy show consistent differences across modes of instruction, reflecting state and country-wide trends. In-person sections have averaged approximately **70%** success in recent years, compared to **63–64%** in fully online sections. In **2023-24**, success was **61.1% online** and **71.0% face-to-face**, and **2024-25** results show a similar pattern of **63.7% online**; **69.9% face-to-face**.



To close modality gaps and advance equitable outcomes, faculty have strengthened Regular and Substantive Interaction (RSI) practices, implemented Cidi-Labs Canvas course design, and remodeled online courses with ever increase student-centered focus. The Arete Tutoring Center provides targeted academic support in all courses, but especially courses that are common completion barriers, such as PHIL 103.

Faculty continue to increase Zero-Textbook-Cost (ZTC) course offerings and with Open Educational Resources (OER) materials to reduce financial barriers and have introduced culturally relevant curriculum through Philosophy 110 (Mexican Philosophy) and Philosophy 120 (Asian Philosophy & Religion) to deepen student connection, belonging, and engagement. Ongoing professional development in argument-mapping, online pedagogy, and equity-centered Canvas design supports inclusive, student-centered teaching across modalities.

**5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.**

Program data demonstrates stable enrollment recovery, consistent retention, and rising equity in online outcomes as Regular and Substantive Interaction (RSI) and online course design have been improved and expanded. Demographic patterns remain aligned with the college, with strong representation of first-generation and Hispanic/Latinx students. Success rates in face-to-face sections have consistently remained around **70%**, while online success has stabilized in the mid-60% range following post-pandemic improvements, indicating progress in online course design and academic supports.

## B. Career Technical Education (CTE) Supplemental Questions : Version by Mittendorf, Robert on 11/06/2025 20:25

**1. How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.**

N/A

2. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

N/A

3. What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

N/A

4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

N/A

## Section 3. Instructional Program Learning Outcomes Assessment

### A. SLO Assessment Report : Version by Mittendorf, Robert on 02/08/2026 00:50

Course By SLO	Expected Performance	Performance
PHIL104 - Philosophy of Cultural Diversity: Challenge and Change		
Students differentiate between cultural relativism, ethnocentrism, and stereotyping. (Active from 2021 FA)	100.00%	88.27%
Students understand and engage in the practice of philosophical inquiry relevant to global issues. (Active from 2021 FA)	100.00%	84.86%
Students know important philosophical concepts, philosophers and their contributions to world philosophy. (Active from 2021 FA)	100.00%	83.61%
Students understand and write about environmental ethics, geopolitical movements and the philosophy of liberation, human rights, and social justice, among others international issues. (Active from 2021 FA)	100.00%	82.48%
Students differentiate between cultural relativism and universal moral values. (Active from 2021 FA)	100.00%	85.36%
Students read portions of Eastern and Western philosophical texts and recognize philosophical claims and assess the merit of the evidence. (Active from 2021 FA)	100.00%	88.27%
Students understand and write about critical issues concerning cultural influences and philosophical questions such as, "What is the meaning of life?" "What is good?" "Why does evil exist?" "What is a just society?" (Active from 2021 FA)	100.00%	88.27%
Student identifies, appreciates, and writes about awareness of social change as it is viewed from the perspective of others who are culturally different from himself/herself. (Active from 2021 FA)	100.00%	88.27%
Students demonstrate an understanding and appreciation about what philosophy of cultural diversity is by: a) exhibiting basic literacy in the areas of cultural relativism, cultural diversity, the universal moral community, human rights, global justice, and worldviews; and, b) displaying an awareness of social changes and challenges as they are viewed from the perspective of others who are culturally different from the student. (Active from 2021 FA)	100.00%	88.27%
Students understand and engage in the practice of philosophical inquiry relevant to global cultural issues. (Active from 2021 FA)	100.00%	88.27%
Students demonstrate basic philosophical concepts, philosophers, and their contributions to world philosophy. (Active from 2021 FA)	100.00%	88.27%
Students read and analyze Eastern and Western philosophical texts, recognize philosophical claims, and assess the merit of the evidence (Active from 2021 FA)	100.00%	88.27%

Course By SLO	Expected Performance	Performance
Students use philosophical methods, assumptions, and principles to analyze philosophical ideas and positions, including contemporary problems and issues relevant to the global community. (Active from 2021 FA)	100.00%	88.27%
Students evaluate the philosophical presuppositions, as well as the philosophical presuppositions of others in order to assess the merits of these assumptions. (Active from 2021 FA)	100.00%	86.52%
PHIL109 - Philosophy of the Body, Feminism, and Gender		
Students explain traditional and non-canonical arguments in support of or against the ontology of gender and body. (Active from 2013 FA)	100.00%	64.71%
Students provide examples of theories on gender identity, the nature of the self and personal identity, friendship, and personal relationships. (Active from 2013 FA)	100.00%	64.71%
Students explain traditional and non-traditional theories of feminist conceptions of knowledge, philosophy of language, philosophy of religion, and philosophy of science. (Active from 2013 FA)	100.00%	64.71%
Students compare and contrast male responses to contemporary moral, social, and political feminist theories. (Active from 2013 FA)	100.00%	64.71%
Students relate feminist questions about beauty and art to the traditional and non-traditional canons of theories of the body, feminism, and gender. (Active from 2013 FA)	100.00%	64.71%
PHIL130 - History of Ancient Philosophy		
Students write good philosophical essays which reveal improved skill in the presentation and defense of arguments, especially as they relate to the study of Ancient philosophy (Active from 2014 FA)	100.00%	82.00%
Students understand the impossibility of knowing how the modern world was formed, unless one has studied the power and influence of the Ancient philosophers on religion, politics, law, science, history, and literature (Active from 2014 FA)	100.00%	78.00%
Students know the difference between the Pre-Socratic, the Sophists, and the great systems of Plato and Aristotle (Active from 2014 FA)	100.00%	80.00%
Students compare and contrast the main contributions and ideas of philosophers in the Ancient period (Active from 2014 FA)	100.00%	78.00%
Students understand the role of interpretation of texts in deciding the position and key concepts, theories, and arguments of individual Ancient philosophers (Active from 2014 FA)	100.00%	80.00%
Students list and define key thinkers of Ancient philosophy (Active from 2014 FA)	100.00%	82.00%
PHIL140 - History of Modern Philosophy		
Students define and competently use philosophical terminology in discussions of philosophy. (Active from 2015 SP)	100.00%	87.88%
Students recognize critical philosophical skills to present accurately and to interpret positions of seventeenth and eighteenth century philosophers, based on readings of their primary texts. (Active from 2015 SP)	100.00%	87.88%
Students critically analyze, evaluate, and compare and contrast major arguments, assumptions, principles, styles, and methods of seventeenth and eighteenth century philosophers. (Active from 2015 SP)	100.00%	78.79%

Course By SLO	Expected Performance	Performance
Students explain philosophical arguments, methods, background assumptions, and principles about the nature of reality, God, the self, the sources and limits of human knowledge, and freedom. (Active from 2015 SP)	100.00%	78.79%
Students understand and appreciate the emergence of modern philosophical thinking about the human mind (the relationship between reason and the emotions) and politics (social contract theories). (Active from 2015 SP)	100.00%	87.88%
PHIL160 - Symbolic Logic		
Students assess whether an argument is valid or invalid, based on its underlying logical form. (Active from 2015 SP)	100.00%	57.14%
Students recognize the logical form of sentences in English. (Active from 2015 SP)	100.00%	57.14%
Students translate English arguments into symbolic form. (Active from 2015 SP)	100.00%	57.14%
Students identify validity by means of Venn diagrams and truth tables. (Active from 2015 SP)	100.00%	66.67%
Students recognize competence in the basic analytical method of formal logic by applying rules to prove validity in sentential logic by means of implicational rules, equivalence rules, conditional proof, and reduction ad absurdum proof. (Active from 2015 SP)	100.00%	57.14%
Students identify truth-tree techniques for evaluating arguments. (Active from 2015 SP)	100.00%	57.14%
Students apply inference rules for predicate logic, Universal Instantiation, Existential Instantiation, Existential Generalization, and Universal Generalization. (Active from 2015 SP)	100.00%	71.43%
Students explain some of the philosophical problems relevant to symbolic logic. (Active from 2015 SP)	100.00%	57.14%
PHIL201 - Contemporary Philosophy		
Students develop a philosophical analysis of a contemporary cultural, political, religious, or scientific problem. (Active from 2015 SP)	100.00%	76.47%
Students distinguish between analytic and continental approaches to doing philosophy. (Active from 2015 SP)	100.00%	76.47%
Students demonstrate a basic understanding of methods of philosophy. (Active from 2015 SP)	100.00%	76.47%
Students understand, explain and assess at least three major philosophical movements that characterize the twentieth and twenty-first centuries, including the rise of Continental, Asian, African, Anglo-American, Feminist, Latin American, and Marxist philosophies. (Active from 2013 FA)	100.00%	76.47%
Students explain at least three of the following concepts examined by the above philosophical movements: self and subjectivity; mind and consciousness; alienation, anxiety, and authenticity; gender, modernity, post-modernity, and alter-modernity; race, nationality, and social justice. (Active from 2013 FA)	100.00%	76.47%
Students recognize and explain the role of language, meaning, and truth in philosophical inquiry. (Active from 2013 FA)	100.00%	76.47%
PHIL206 - Philosophy of The Bible II (Christian Scriptures)		
Students understand and critically appreciate the different methods of interpretation (historical, literary, cultural, and philosophical) of the Christian scriptures. (Active from 2015 SP)	100.00%	83.33%
Students compare, contrast, and criticize the philosophy of the nativity narratives in the gospels. (Active from 2013 FA)	100.00%	83.33%

Course By SLO	Expected Performance	Performance
Students explain the significance of the Dead Sea scrolls for the intertestamental period. (Active from 2013 FA)	100.00%	83.33%
Students compare, contrast, and criticize the leading Jewish religious groups of the intertestamental period. (Active from 2013 FA)	100.00%	83.33%
Students explain and evaluate the significance of the quest for the historical Jesus. (Active from 2013 FA)	100.00%	83.33%
Students explain the significance of "Q" in the New Testament Studies. (Active from 2013 FA)	100.00%	83.33%
Students discuss and evaluate the development of the New Testament Canon. (Active from 2013 FA)	100.00%	83.33%
Students explain how the early church was viewed by the Roman government. (Active from 2013 FA)	100.00%	83.33%
Students evaluate the reasons why some first -century Jews accepted Jesus as the Messiah and some rejected him. (Active from 2013 FA)	100.00%	80.95%
PHIL100 - Introduction to Philosophy		
Students explain Socrates' statement, "The unexamined life is not worth living," by applying the statement in at least two of the following areas: epistemology, metaphysics, ethics, and aesthetics. (Active from 2013 FA)	100.00%	65.03%
Students explain the branches of philosophy: epistemology, (coherence, relevance, truth, sources, and limits of knowledge), metaphysics (the nature of reality, self, and freedom), and value theory (ethical theories and aesthetic and philosophy of art theories) (Active from 2013 FA)	100.00%	65.83%
Students demonstrate an enhanced ability to articulate ideas about philosophical issues. (Active from 2013 FA)	100.00%	68.53%
Students demonstrate a basic understanding of the methods of philosophy. (Active from 2013 FA)	100.00%	67.93%
Students evaluate philosophical methods, assumptions, and principles to analyze philosophical ideas and positions including but not exclusive to contemporary problems and issues. (Active from 2013 FA)	100.00%	62.78%
Students evaluate philosophical arguments, methods, assumptions, and principles for epistemology, metaphysics , ethics, and aesthetics. (Active from 2013 FA)	100.00%	62.63%
PHIL102 - Introduction to Ethics		
Students define and competently use philosophical terminology in discussions of ethical concepts such as: acts and values; happiness and the good; prudence and morals; justice and equality; virtue and the virtues; theology and God's will; utilitarianism; Kant and Deontology; and pluralism. (Active from 2013 FA)	100.00%	47.74%
Students compare and contrast competing ethical theories and subject them to critical analysis. (Active from 2013 FA)	100.00%	48.16%
Students define major moral theories in the Western and non-Western. (Active from 2013 FA)	100.00%	46.27%
Students explain philosophical arguments, methods, fundamental assumptions, and principles in ethical theory including Deontology, Utilitarianism, Virtue Ethics, Ethical Relativism, Ethical Subjectivism, and Ethical Egoism. (Active from 2013 FA)	100.00%	50.70%
Students explain philosophical arguments, methods, fundamental assumptions, and principles in ethical theory including Deontology (Kantian theory), Utilitarianism, and Virtue Ethics. (Active from 2013 FA)	100.00%	50.68%
Students apply knowledge of major ethical theories to moral problems. (Active from 2013 FA)	100.00%	45.39%

Course By SLO	Expected Performance	Performance
PHIL103 - Philosophical Reasoning: Critical Thinking in Philosophy		
Students demonstrate an understanding of and appreciation for what philosophical reasoning is by identifying the elements of philosophical arguments and counterarguments, learning how to read primary philosophical texts carefully and critically, completing basic research on topics of philosophy, and writing essays on subject matter relevant to philosophy using style manuals such as the University of Chicago, American Psychological Association (APA) or Modern Language Association (MLA) styles. (Active from 2013 FA)	100.00%	56.20%
Students identify the elements of philosophical arguments and counterarguments. (Active from 2013 FA)	100.00%	55.03%
Students recognize the difference between arguments and non-arguments (explanations, descriptions, and reports). (Active from 2013 FA)	100.00%	56.40%
Students identify the conclusion of an argument. (Active from 2013 FA)	100.00%	55.85%
Students identify and evaluate the support for the conclusion. (Active from 2013 FA)	100.00%	54.66%
Students recognize the context and purpose of an argument. (Active from 2013 FA)	100.00%	54.33%
Students produce written work that follows Standard English and documentation. (Active from 2014 FA)	100.00%	54.72%
PHIL104 - Philosophy of Cultural Diversity: Challenge and Change		
Students demonstrate an understanding and appreciation about what philosophy of cultural diversity is by: a) exhibiting basic literacy in the areas of cultural relativism, cultural diversity, the universal moral community, human rights, global justice, and worldviews; and, b) displaying an awareness of social changes and challenges as they are viewed from the perspective of others who are culturally different from the student. (Active from 2013 FA)	100.00%	75.76%
Students differentiate between cultural relativism and universal moral values. (Active from 2013 FA)	100.00%	75.76%
Students understand and engage in the practice of philosophical inquiry relevant to global cultural issues. (Active from 2013 FA)	100.00%	75.76%
Students demonstrate basic philosophical concepts, philosophers, and their contributions to world philosophy. (Active from 2013 FA)	100.00%	75.76%
Students read and analyze Eastern and Western philosophical texts, recognize philosophical claims, and assess the merit of the evidence (Active from 2013 FA)	100.00%	75.76%
PHIL106 - Introduction to Logic and Argument		
Students translate English arguments into symbolic form. (Active from 2013 FA)	100.00%	48.83%
Students identify the elements and types of arguments. (Active from 2013 FA)	100.00%	51.64%
Students distinguish between inductive and deductive forms of inference. (Active from 2013 FA)	100.00%	45.21%
Students assess the validity (and invalidity) of deductive arguments. (Active from 2013 FA)	100.00%	49.40%

Course By SLO	Expected Performance	Performance
Students identify non-argumentative passages such as explanation, illustration, conditional statements, reports, and unsupported assertions. (Active from 2013 FA)	100.00%	43.11%
Students demonstrate proficiency in critical thinking and understanding of deductive and inductive reasoning and competence in the basic analytical methods of logic. (Active from 2013 FA)	100.00%	48.05%
Students prove the validity (and invalidity) of deductive arguments by means of Venn diagrams and truth tables. (Active from 2013 FA)	100.00%	48.05%
Students apply rules of inference and equivalence in proving the validity of deductive arguments. (Active from 2013 FA)	100.00%	44.74%
PHIL200 - World Religions		
Students identify the major religious traditions of the world and their principal teachings on ethics and metaphysics. (Active from 2013 FA)	100.00%	56.45%
Students analyze the ethical and spiritual teachings and practices. (Active from 2013 FA)	100.00%	55.65%
Students compare and contrast religions with regard to their sacred writings, rituals, and beliefs. (Active from 2013 FA)	100.00%	51.61%
Students identify founders, scriptures, and key philosophers in the world's major religions. (Active from 2013 FA)	100.00%	54.03%
Students analyze philosophical and religious ideas amongst religions, including their concepts of nature, ultimate reality, cosmology, and ethics. (Active from 2013 FA)	100.00%	54.47%
PHIL203 - Philosophy of Religion		
Students compare and contrast Western and non-Western approaches to religion and religious experience. (Active from 2014 FA)	100.00%	61.82%
Students understand the use the vocabulary of the philosophy of religion. (Active from 2014 FA)	100.00%	65.45%
Students explain critically the concepts of God, creation, miracles, faith, salvation, etc. and assess at least two arguments for the existence of God and two arguments against the existence of God. (Active from 2014 FA)	100.00%	67.27%
Students think critically about sacred texts and their interpretation. (Active from 2014 FA)	100.00%	61.82%
Students examine the relationship between science and religion. (Active from 2014 FA)	100.00%	65.45%

## B. SLO Assessment Analysis : Version by Mittendorf, Robert on 02/13/2026 20:26

**1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.**

The Philosophy Dept. collects Student Learning Outcomes data on each course every semester (excluding summer). This data is assessed yearly during unit planning. The results are discussed at monthly Philosophy Department meetings and professional development opportunities are created for faculty based on the results of the data and held at department meetings throughout the year. For example, SLO and completion data shows that the Ethics course has lower than average success compared to Introduction to Philosophy. This may be in part due to Ethics being offered only in the online modality. In response, we invited the DE team to come and give a presentation on CidiLabs, a design software that integrates into Canvas, making courses more engaging to students.

Through this program review process, it was discovered that the Philosophy Department had not yet mapped its program level SLOs (PSLOs) to the course level SLOs (CSLOs). This mapping is now complete. A review of the PSLO to CSLO mapping shows that the Philosophy curriculum reinforces essential philosophical skills across many different courses (rather than leaving them to be achieved in just one place). For instance, the outcome on comparing and contrasting philosophical problems shows 70.79% of students performing at the "Good" level across more than 2,200 assessments, while developing and defending one's own point of view reaches 74.18%. Work with primary and secondary sources posts similarly strong results at 71.33%.

## PHIL SLO Performance - ISLO/PSLO With Courses

PHIL

Date: 02-13-2026

SLO Class:

Terms: 2024 FA, 2025 SP

**Course: PHIL100 - Introduction to Philosophy****PSLO: Students compare and contrast the core of a philosophical problem, issue, or question by referencing the inquiry to a system (history, topic, philosophers, etc.)****Totals for this PSLO**

	Good Performance		Satisfactory Performance		Emergent Performance		N/A		Total	
2025 SP	875	71.84%	78	6.40%	169	13.88%	96	7.88%	1218	100.00%
2024 FA	688	69.49%	186	18.79%	80	8.08%	36	3.64%	990	100.00%
<b>Total</b>	<b>1563</b>	<b>70.79%</b>	<b>264</b>	<b>11.96%</b>	<b>249</b>	<b>11.28%</b>	<b>132</b>	<b>5.98%</b>	<b>2208</b>	<b>100.00%</b>

**PSLO: Students develop and defend students own philosophical point of view.****Totals for this PSLO**

	Good Performance		Satisfactory Performance		Emergent Performance		N/A		Total	
2025 SP	293	72.17%	25	6.16%	56	13.79%	32	7.88%	406	100.00%
2024 FA	253	76.67%	40	12.12%	25	7.58%	12	3.64%	330	100.00%
<b>Total</b>	<b>546</b>	<b>74.18%</b>	<b>65</b>	<b>8.83%</b>	<b>81</b>	<b>11.01%</b>	<b>44</b>	<b>5.98%</b>	<b>736</b>	<b>100.00%</b>

**PSLO: Students read primary and secondary sources in philosophy and understand the important arguments.****Totals for this PSLO**

	Good Performance		Satisfactory Performance		Emergent Performance		N/A		Total	
2025 SP	292	71.92%	27	6.65%	55	13.55%	32	7.88%	406	100.00%
2024 FA	233	70.61%	59	17.88%	25	7.88%	12	3.64%	330	100.00%
<b>Total</b>	<b>525</b>	<b>71.33%</b>	<b>86</b>	<b>11.68%</b>	<b>81</b>	<b>11.01%</b>	<b>44</b>	<b>5.98%</b>	<b>736</b>	<b>100.00%</b>

The biggest challenge for students across all courses appears to be with primary texts (older language and ideas, and likely theoretically dense), where some sections remain in the 70% range and a smaller number dip into the upper 60s. Where we see somewhat lower numbers, such as the 66.85% result for evaluating arguments across major philosophical domains, the assignments typically require greater abstraction and synthesis. In other words, students are succeeding broadly while still being pushed by rigorous expectations in some tougher skills building areas.

**PSLO: Students defend a philosophical position, view, or theory from more than one perspective.****Totals for this PSLO**

	Good Performance		Satisfactory Performance		Emergent Performance		N/A		Total	
2025 SP	437	71.76%	38	6.24%	85	14.12%	48	7.88%	609	100.00%
2024 FA	329	66.46%	107	21.62%	41	8.28%	18	3.64%	495	100.00%
<b>Total</b>	<b>766</b>	<b>69.38%</b>	<b>145</b>	<b>13.13%</b>	<b>127</b>	<b>11.50%</b>	<b>66</b>	<b>5.98%</b>	<b>1104</b>	<b>100.00%</b>

Philosophy students are seeing their skills challenged and developed methodically through each course in the program. We expect that students that achieve the AA-T in Philosophy, or those who simply take more than one philosophy course, will see marked improvement in their critical thinking skills, specifically the ability to analyze problems, identify logical inconsistencies, develop one's own view, and make an argument.

**2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.**

The Philosophy Department has increased enrolment by following student trends in online learning. As a result, Student Learning Outcomes performance rates, have dropped, consistent with college, state, and national trends. To increase performance rates, the Philosophy Department has begun offering professional development at monthly dept meetings. Examples include presentations on Cidi Labs canvas course design, Regular and Substantive Interaction, and argument mapping software (argumentation.io). Next, the department plans to target specific courses with the lowest rates: Philosophy 102, 103, 106 and 200.

Philosophy 103 Critical Thinking is an intensive writing course, so it follows that this course has lower performance rates than others. Philosophy 106 Intro to Logic, is a very cognitively demanding course. Philosophy 200 requires intense reading, writing, and research skills, all individually challenging to develop. Philosophy 102 Ethics is a course with high enrollment and frequently used as a General Education course for non-Philosophy majors. Philosophy 102 is an outlier insofar as it is similar in structure and content to Philosophy 100 Introduction to Philosophy, which has much higher performance rates. Therefore, Philosophy 102 faculty need special attention and training. The department plans to have a peer workshop between Philosophy 100 and Philosophy 102 faculty who teach online courses to compare pedagogical techniques. Moreover, we intend to target students in these courses with more incentives to utilize campus and Philosophy department resources, such as embedded tutoring and the Arete philosophy tutoring center.

## C. Curricular Course Review : Version by Mittendorf, Robert on 02/08/2026 00:50

**1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.**

In accordance with Academic Policy 4020, the Philosophy Department has completed a full review and update of all course outlines. While AP 4020 specifies a three-year review cycle, our department aligns curriculum review with the Program Review timeline so that all courses are examined within each six-year cycle and updated in direct connection with assessment findings, transfer requirements, and equity-centered pedagogy. This approach ensures compliance while also supporting thoughtful, student-focused reflection on course design, alignment with General Education and transfer pathways, and the incorporation of current philosophical scholarship and culturally responsive teaching practices. All courses in the discipline are currently up to date.

## **2. Explain any course additions to current course offerings.**

During this review cycle, the Philosophy Department added two new courses that expand cultural and intellectual representation within the curriculum and strengthen transfer preparation.

### **Approved and Active:**

**PHIL 215: Philosophy of Education** – Cross-listed with EDEL 215, this course examines philosophical theories of education through the study of traditional and contemporary, western and non-western literary works. Students will be introduced to philosophy of education frameworks.

### **Approved by Cerritos College Curriculum Committee and Awaiting Cal-GETC Approval:**

**Philosophy 110 – Mexican Philosophy:** Cross-listed with Chicano Studies, this course centers Mexican and Mexican-American intellectual traditions and introduces students to major figures, movements, and themes often absent from standard Western philosophy courses. It supports our Hispanic/Latinx student population by creating meaningful curricular representation and strengthens pathways into both Philosophy and Chicano Studies.

**Philosophy – Asian Philosophy and Religion:** This course broadens global philosophical engagement by examining classical and contemporary philosophical traditions across East and South Asia. It allows students to encounter diverse ethical, metaphysical, and epistemological frameworks. This also strengthens our course offerings in Religion to help students seeking the Associate of Arts Degree or Certificate of Achievement to graduate faster.

## **3. Explain any course deletions and inactivation's from current course offerings.**

The Philosophy Department deactivated **PHIL 105: Phil of Art and Beauty**; **PHIL 107: Phil of Science and Technology**; **PHIL 108: Phil of the Americas**; **PHIL 160 Symbolic Logic**; **PHIL 204 Philosophy of the Bible I (Hebrew Scriptures)**; and **PHIL 205 Intro to Bio Ethics**.

These courses have failed to meet attendance needs and are regularly cancelled due to low enrollment. None of these courses are required courses for the Philosophy AA-T degree, though they are elective options that could meet the degree unit requirement. The current course offerings more than meet the need of the Philosophy AA-T degree, and the addition of the two new courses, Mexican Philosophy and Asian Philosophy, will better compliment the AA-T degree required courses as elective options and are projected to better match student interests and future-facing trends in the discipline world-wide.

## **4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:**

- **Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**
- **How has degree and/or certificate completion changed over time?**
- **Are there sufficient completers compared with the size of your program?**

Philosophy courses and the AA-T in Philosophy remain well aligned with CSU and UC transfer requirements, particularly in areas of critical thinking, logic, and ethical reasoning. All required courses for the degree have been offered consistently over the past two years, and the program monitors enrollment patterns to ensure timely degree progress and scheduling reliability for students pursuing the AA-T or completing General Education transfer pathways.

Degree completion patterns in Philosophy remain stable, with a small but steady cohort of students completing the AA-T each year and additional students transferring without the degree after fulfilling general education and lower-division preparation requirements. Given the size of the program and its primary role as a general education transfer discipline, the number of completers is appropriate and consistent with statewide patterns in Philosophy programs.

Ongoing efforts to strengthen culturally relevant curriculum, student supports in logic and critical thinking, and online course quality further enhance transfer readiness and student persistence.

## **5. Are any licensure/certification exams required for program completion or career entry?**

- **If so, what is the pass rate among graduates?**
- **Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

N/A

# Section 4. Instructional Program Reflection

## A. Six-Year Program Reflection : Version by **Mittendorf, Robert** on **02/08/2026 00:50**

### **1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.**

Over the last six years, the Philosophy Department has served a student population that reflects the College's demographics, including a majority Hispanic/Latinx and first-generation student body. Enrollment trends parallel institutional patterns: a 9.3% increase in 2020–21, followed by post-pandemic declines and a strong recovery with 23.8% growth between 2022–23 and 2023–24, returning the program to near pre-pandemic levels. This stability underscores the ongoing demand for philosophy as a core transfer and general education pathway in critical thinking, logic, and ethics.

During this six-year period, the dept. expanded culturally grounded curriculum through the addition of Philosophy 110 Mexican Philosophy and Philosophy 120 Asian Philosophy and Religion, deepening representation and affirming students' intellectual traditions within the discipline. In the next six years, the program will continue strengthening equitable learning in logic and critical thinking, maintaining high-quality online and cost reducing Zero Textbook Cost pathways, and fostering philosophical inquiry as a democratic practice — cultivating reasoning, empathy, and reflective judgment essential to active participation in civic and academic life.

### **2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?**

The Philosophy program awarded, on average, 5 AA-Ts per year over the past 6 years. The degree awarding trend has stayed relatively steady over the past six-years at a level consistent with Philosophy departments at other community colleges (<https://www.collegefactual.com/majors/philosophy-and-religious-studies/rankings/most-focused/associates-degrees/far-western-us/california/>). 2024-25 was the lowest awarded year in the six-year cycle with only 2 degrees awarded, though the previous three years outpaced the 6-year average at 7, 8, and 7 degrees per year.



## "What is the Number of Awards conferred campuswide?"

	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
<b>Grand Total</b>	5,095	4,662	5,186	6,321	8,166	9,295
AA/AS	1,511	1,259	1,520	1,765	1,580	2,304
ADT	1,116	1,120	1,059	1,056	1,045	1,190
Cert	2,468	2,283	2,607	3,500	5,541	5,801

## "What is the Number of Awards conferred by Program?"

Hover over title to expand and collapse columns using [+] and [-]. Data can be disaggregated from Division down to Academic Plan.

Division	Department	Award Category	Student Attribute	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24	24 - 25
<b>Total</b>				4	4	7	8	7	2
Humanities & Social Sciences	Philosophy	Associates Degree for Transfer	All students	4	4	7	8	7	2

Each year between 1,500 and 2,000 students take Philosophy courses to fulfill general education and transfer requirements.

The Philosophy Department will continue to offer consistent two-year scheduling of all required courses, develop culturally grounded curriculum (e.g., Philosophy 110 and Philosophy 120), expand Zero-Textbook-Cost course opportunities, present logic, writing, and critical thinking support through Arete tutoring, and improve online success with strengthened online course design.

### 3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

In the past six years, two fulltime faculty members retired. One more unexpectedly than the other. This timing coincided with the college's pullback on hiring of Full Time faculty, so our department has been understaffed for some time. With the most recent retirement, the department is in dire need of a new fulltime instructor to help with Part-Time evaluations, unit planning and program review, shared governance, and course development.

### 4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Full time faculty member, Will Mittendorf, has published several items in the past six years and completed his Ph.D. and accompanying dissertation.

(Forthcoming) "Why Suppressing Conspiracy Theories Requires Particularism," in Research Handbook on Conspiracy Theories and Society, edited by David Coady & Melina Tsapos, Edward Elgar Publishing.

2024. "Racist and Antiracist Conspiracy Theories." Inquiry, 1–25. <https://doi.org/10.1080/0020174X.2024.2375776> (<https://doi.org/10.1080/0020174X.2024.2375776>).

2023. "Should We be Generalists about Official Stories? A Response to Hayward." Social Epistemology Review and Reply Collective 12 (10): 36–43. <https://wp.me/p1Bfg0-8a3>.

2023. "Conspiracy Theories and Democratic Legitimacy" in Social Epistemology, 37:4, 481-493. <https://doi.org/10.1080/02691728.2023.2172700>. (Reprinted in The Philosophy of Conspiracy Theories: Concepts, Methods and Theory, M.R.X. Dentith, ed., New York: Routledge, 2024: 77-89.)

2023. "Reasonable Pluralism and the Procedure-Independent Standard in Epistemic Democracy" in Autonomy, Diversity and the Common Good, edited by Ingolf U. Dalferth, Mohr Siebeck.

### 5. Provide a status update on goals from the last program review cycle.

#### Expand culturally responsive curriculum

Completed. The department developed and approved Philosophy 110: Mexican Philosophy (cross-listed with Chicana/o Studies) and Philosophy 120: Asian Philosophy & Religion, significantly broadening philosophical representation and strengthening alignment with student identities and interests.

#### Improve online teaching quality and student success in logic and critical thinking

Completed and ongoing. Faculty completed Regular and Substantive Interaction training, redesigned Canvas courses using Cidi Labs, implemented transparent assignment design, expanded argument-mapping practices, and increased early-term outreach. Online success rates have stabilized and equity gaps have narrowed.

#### Increase access through Zero-Textbook-Cost pathways

Completed. Philosophy became the first full Zero Textbook Cost pathway at Cerritos, reducing financial barriers and supporting first-generation and working students.

#### Strengthen tutoring and academic support in logic

Completed and ongoing. Arete tutoring partnerships expanded, including targeted referrals and structured practice opportunities in Philosophy 102 and Philosophy 103.

#### Sustain transfer and degree pathways

Completed and ongoing. Degree-applicable courses offered regularly; consistent AA-T completions and successful transfers to UCs and CSUs (including UCLA and UC Irvine).

#### Maintain up-to-date curriculum

Completed. All course outlines have been reviewed and updated this cycle.

### 6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

College support for Zero-Textbook-Cost implementation enabled Philosophy to become the first fully Zero Textbook Cost pathway on campus, reducing financial barriers for first-generation and economically impacted students.

## Section 5. Instructional Program Goals and Resource Requests

### A. Six-Year Program Goals and Resource Requests