

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The philosophy department provides an academically rich, multicultural learning environment that enables students of diverse backgrounds to develop their intellect, character, and abilities. We equip students to be socially responsible citizens who think critically about and seek wisdom concerning the most fundamental aspects of the world and human life: knowledge, reality, and ethics. We acquaint students with important philosophers and philosophical texts from across the globe, both contemporary and historical.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

It notes our aspiration to develop student capacities for critical thinking, civic engagement, information literacy, and personal responsibility.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Increase AA-T degrees awarded.	The department aims to increase the number of AA-T degrees awarded to 6.	Philosophy Department faculty.	Institutional Research, SSH administration, Guided Pathways Team, Counselors	We will work with the Guided Pathways Team to promote and inform students about the major via events in our Village space.	The number of students graduating with an AA-T degree.	Counting the number of students graduating with an AA-T degree.
Reduce our achievement gaps for Black and Latinx students.	Reduce the achievement gap for Black and Latinx students by 5%.	Philosophy Department faculty.	Institutional Research, Student Success Center, SSH Administration	We will explore events that brings students to the Village for community support.	Course success rate data	Monitoring course success rate data

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

AB 928 will require fewer courses in the Humanities, likely reducing our enrollments from students taking philosophy courses as a GE requirement. Further, the bill will make render our PHIL 4 useless for the Critical Thinking requirement. Fortunately, PHIL 3 will meet the new requirement. We thus foresee a general enrollment decline, a steep decline in PHIL 4 demands, and an uptick in demand for PHIL 3.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Social Sciences and Humanities - Philosophy-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	2,359	2,412	2,258	1,834	1,808	-23.4%
Enrollment	2,762	2,845	2,548	2,066	2,018	-26.9%
Sections	60	57	54	53	48	-20.0%
WSCH	3,767	3,884	3,474	2,835	2,799	-25.7%
FTEs (end of term)	254	262	234	191	187	-26.4%
FTEF (end of term)	6.1	5.5	5.4	5.1	4.8	-20.4%
Productivity (WSCH/FTEF)	622	700	638	559	580	-6.7%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

A general decline in enrollment across the college. Our department has not performed worse than the average for the college, but we will need to put more effort into student outreach to prevent further declines in the future.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
- Cite current industry trends.
- Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

D. Course Success

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Course Success

Philosophy-FD

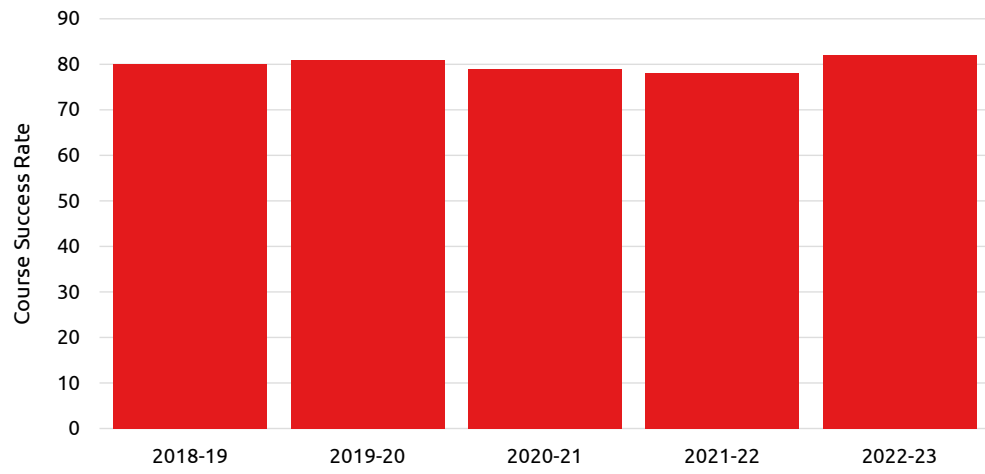
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	2,762	80%	2,219	2,845	81%	2,296	2,548	79%	2,022	2,066	78%	1,620	2,018	82%	1,648

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

The trend increases by two percent across five years, but there is a dip in the data. Hence, no trend is apparent.

1. Our course success rates are probably most determined by the ability of faculty to provide individualized feedback and mentoring to students.
2. We will encourage all faculty to work with individual students who are struggling, and refer them to campus services when appropriate.
3. No.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point




This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

- Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant
- Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Philosophy-FD, 48 sections)	2,018	82%	82%	0		
Asian	956	88%	76%	+12		
Black	76	59%	83%	-23		18
Filipinx	138	78%	82%	-4		6
Latinx	397	68%	85%	-17		69
Native American	N/A					
Pacific Islander	16	63%	82%	-19		4
Unknown ethnicity	124	88%	81%	+7		
White	307	85%	81%	+4		
Female	882	81%	82%	0		5
Male	1,112	82%	81%	+0		
Non-Binary	0					
Unknown gender	24	83%	82%	+2		
Foster youth	N/A					
Individuals with disabilities	56	82%	82%	+0		
Low Income	771	77%	85%	-8		61
Not Low Income	1,247	85%	77%	+8		
Veterans	26	73%	82%	-9		3

¹The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less

- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. Our success gaps for Black and Latinx are quite large: 23 and 17 percent respectively.

2. These are serious problems, and the department needs to make a concerted effort to work with students from these groups to improve their potential for success. This can be done with, at a minimum, attempts to diversify our faculty and thinkers taught in our courses, as well as with individualized feedback and encouragement to our students.

3. Low Income students are not succeeding as they should. These students are hard to identify in a classroom, but more work with all students who are struggling will likely help us reduce this gap/

4. Low Income students. This was our third largest achievement gap.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Individualized attention. Diversifying our syllabi so that students from the affected groups feel that they are potential philosophers, rather than mere outside observers.

2. They fit into it perfectly, though there are always individual challenges to address for each instructor and course.

Trends in Awards

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Degrees and Certificates by Ethnicity

Philosophy-FD

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2019-20	2020-21	2021-22	2022-23
Associate in Arts-Transfer	Asian			2	1
	Latinx	1		2	1
	White		1		1
	Total	1	1	4	3
Total		1	1	4	3

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

1. There is an increase in the degrees awarded. However, the numbers are small due to the size of our department and the fact that the degree has only been available for a few years.
 2. We aim to increase the number of degrees awarded by 60%, or 2 total degrees. If we can keep the momentum going that is shown in this data, we should be able to achieve our goal.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. This is a major problem for us. PHIL 11 and 20A were offered, but cancelled due to barely not making the minimum enrollment. We have also not been able to offer PHIL 20C or 49 in the past few years due to a combination of enrollment issues and faculty ability to teach them. We need more cooperation from the administration when offering courses that students need to obtain the degree.
 2. No.
 3. No.

Staffing Trends

Faculty Workload

Faculty Workload Social Sciences and Humanities - Philosophy-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	2.3	2.1	2.1	1.8	1.8	-22%
Full Time %	38.0%	38.2%	38.1%	35.5%	37.3%	-2%
Overload	1.8	1.4	1.4	1.4	1.3	-26%
Overload %	29.0%	25.9%	25.2%	27.1%	27.0%	-7%
Part Time Load	2.0	2.0	2.0	1.9	1.7	-14%
Part Time %	33.0%	35.9%	36.7%	37.4%	35.8%	8%
Total FTEF	6.1	5.5	5.4	5.1	4.8	-20%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. Our department currently has enough full-time faculty, given recent enrollment trends. However, if our enrollments stabilize or, heaven hope, increase we would need an additional full-time faculty member.
 2. None.
 3. We have excellent full and part time faculty who are attentive to their students.
 4. We have struggled to retain part-time faculty. To improve this, we aim to offer more flexible scheduling options. Many of the changes will simply involve following the FA negotiated MOU. Others will require us to develop different schedules that match student and faculty needs and desires.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

We have failed to engage in these assessments over the last few years. This was largely a product of the changes and stresses of working through the pandemic, from which we have just begun to recover. We will return to implementing these assessments and having these conversations this academic year.

Dean/Manager Comments

I have no substantive change from what is reported/reflective above. I support the written narrative.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.