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2019-20 Annual Program Review Update Submitted By: Nicholas Baiamonte 2-16-2020

APRU Complete for: 2019-20

Program Mission Statement: The philosophy department provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character, and abilities; to realize their goals; and to be socially responsible citizens who think critically about, and seek knowledge and wisdom concerning, the most fundamental aspects of the world and human life?namely, knowledge, reality, and ethics.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Basic skills

I.B.1 Number Certificates of Achievment Awarded: 0

I.B.2 Number Certif of Achievment-Advanced Awarded: 0

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Trends in # Degrees Awarded: We are offering an AA degree, which started in the 2019-2020 academic year.

I.B.6 Strategies to Increase Awards: Promotion through web resources, coucling center, advertising, local events.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: N / A

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: N / A

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 6.1

I.E.2 #Student Employees: 0

I.E.3 Full Time Load as a %: 38%

I.E.4 # Staff Employees: 0

I.E.4 #Staff Employees: 0

I.E.5 Changes in Employees/Resources: One full-time faculty member left in the Winter of 2018. We also had two part-time faculty leave the department in 2018-2019.

II.A Enrollment Trends: We have dramatically decreased from 74 sections in 2014-15 to merely 59 sections in 2018-19. We have a 20.3 % decrease in sections offered. Our enrollment has also declined by 25.2% over this period of time.

II.B Overall Success Rate: We're up 4% for total student success. Success was 76% and it is now 80%.   Such success is enjoyed consistently across ethnic groups with large representation. For

some of our smaller groups it seems difficult to draw any substantive conclusions. The results vary widely in terms of the percentage of students succeeding for such groups (--also, our enrollment figures for such groups are very small--). In short, our success seems to be improving or staying steady We will continue to monitor success and through a commitment to equity we will work towards closing gaps.

II.C Changes Imposed by Internal/External Regulations: We were anticipating substantive changes as our ADT program took effect. However, due to classes being cancelled that are essential to our ADT program, it has not been particularly successful. The main courses for this program are always at risk of being cancelled, even when 18 students are enrolled fairly early on in the enrollment process. We would ask for liency in allowing our program's courses to fill and not get cancelled.

III.A Program Success: With a strong Feminist philosophy course that has developed over the last few years, our ability to reach diverse and underrepresented students has improved. Further, we now have an Asian Philosophy course that will even further our equity programs. Our enrollment percentages are comparable to those of the college as a whole.

III.B Enrollment Trends - Equity Lens: Our enrollment distribution for targeted groups has not changed significantly over the past five years and is consistent with the general. Our enrollment percentages are comparable to those of the college as a whole. The enrollment percentages for African American (3%), Latinx (19%),, Filipinx (6%), and Pacific Islander students (1%) has remained steady over the last 5 years increasing or decreasing only by 1 or 2 percentage points. Success rates for African Americans is 66%; Latinx is 71%, Filipinx is 76%, and Pacific Islander is 70%. These figures have either increased or decreased by a slight margin of 3-4% within the last few years. .
1. Our commitment to equity remains firm and strong and we expect these numbers to increase over time.
2. Our new course offerings and a commitment to exploring and utilizing underrepresented voices will help us to increase or maintain enrollment within these groups.
3. Our figures are not disproportionate, nor do they reflect any dramatic negative change.

III.C Success, Non-Success and Withdraw Rates: In 2018-2019 female success was 82% (5 % points higher than the previous year). Withdraw rates in 2018-2019 dropped to 7% (compared to 11% the previous year). Foster youth enjoyed 73% success, students with disabilities enjoyed 86% success, low income students enjoyed 73% success, and our veterans enjoyed 77% success:
1. Our course completion rates have increased or remained steady for the last 3 years. Success among various groups, such as students with disabilities, female students have strongly increased.
2. Our commitment to equity, as well as our commitment to social justice plays a key role in our success.
We shall continue to close gaps by way of District initiatives and department innovations. For example, the department will create a database of philosophical texts by women and people of color that can be used in classes. This is intended to target all student groups. The point person is Rich Booher. Further, We have re-introduced our 'Women

III.D Equity Planning and Support: 1. The department will create a database of philosophical texts by women and people of color that can be used in classes.   This is intended to target all student groups. The point person is Rich Booher

III.E Departmental Equity Planning and Progress: We have re-introduced our 'Women and Philosophy' course into our regular offerings since the 2013/14 program review, and have been pleased to find that it consistently fills once a year. We are re-evaluating many of our Course Outlines of Record to ensure that the content of our courses better represents the contributions
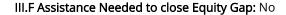
of women and scholars of color. And we hope to have at least one of courses re-linked with campus cohort programs in the near future. There are no resources the department is in need of at this time.

III.F Assistance Needed to close Equity Gap: No

IV. A. SLOAC Summary: SLOAC has helped us to identify areas of curriculum that need to be further highlighted in respect to Archived ECMS statements, such as PHIL 001 and PHIL 004.

IV.B Assessment Planning: Philosophy 003 and Philosophy 008.

V.A Budget Trends: We have not been significantly affected.

V.B Funding Impact on Enrollment Trends: N / A

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s): N / A

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s):: N/A

V.E Equipment Requests: No Equipment Requested

V.F Facility Request: No resource for facilities requested

V.G Other Needed Resources: No "other" resources requested

V.H.1 Staff Development Needs: No funds are need for our staff development.

V.H.2 Staff Development Needs Justification: N / A

V.I Closing the Loop: We will be assessing SLOs for PHIL 3 and PHIL 8 this year.

Last Updated: 02/02/2020

#SLO STATEMENTS Archived from ECMS: 8