

Philosophy

Summary of Program Review:

A. Major Findings

1. Strengths:

With only one adjunct faculty and one full-time leave replacement whose primary role is within Ethnic Studies, the PHIL courses surpassed the institution level of enrollment and retention. African American students in PHIL classes had a higher retention rate than the institution.

2. Areas for Improvement:

Increase adjunct pool to grow the program and offer more PHIL classes to students.

3. Projected Program Growth, Stability, or Viability:

Growth – We want to grow our program by offering more than one or two classes a semester of PHIL classes to students. Students have asked for more PHIL classes to be offered.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Listening to student needs of more PHIL classes and understanding that PHIL offering African American students higher retention rate than the institution.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Allowing students to take PHIL classes online helps students take the courses and allows them to continue to work while taking classes at the institution.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

African American students have a higher rate of retention of PHIL classes than the institution. Allowing for African American students to continue their education with PHIL classes and allow them to succeed. Latinx, 19 or younger, first generation, and not disabled/not reported students have a higher retention rate than the institution.

C. New Objectives/Goals:

Offer more PHIL classes so students are able to take more PHIL classes that they want to take and that can be utilized for transfer or GE requirements. We have a plethora of PHIL classes that we can offer students but are unable to due to our staffing levels and the request from the VPAA to not offer more classes in relation to a prior semester as it relates to overall campus enrollments at the divisional level. But we have seen that PHIL classes in the past three years have maintained a steady average of class sizes.

D. Description of Process Used to Ensure "Inclusive Program Review"

The lead writer worked with PHIL staff to review the documents and also sent them the thoughts of the lead staff and PHIL staff were able to add their thoughts and opinions. Lead writer took the opinions and thoughts of PHIL staff and included in the document and then sent off to the Dean for review.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Philosophy
Courses	PHIL 120
	PHIL 121
	PHIL 125
	PHIL 126
	PHIL 127
	PHIL 128
	PHIL 129
	PHIL 131
	PHIL 133
	PHIL 134
	PHIL 137

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Headcount				
Within the Program	172	176	144	-16.3%
Across the Institution	7,193	6,653	6,155	-14.4%
PHIL-120	89	44	--	-100%
PHIL-121	44	48	40	-9.1%
PHIL-125	--	--	--	N/A
PHIL-126	--	43	43	N/A
PHIL-127	26	--	--	-100%
PHIL-128	--	27	20	N/A
PHIL-129	--	--	--	N/A
PHIL-131	--	--	--	N/A
PHIL-133	23	22	43	87.0%
PHIL-134	--	--	--	N/A
PHIL-137	--	--	--	N/A
Within the Program	182	184	146	-19.8%
Across the Institution	30,381	25,212	23,473	-22.7%
<i>Source: SQL Queries for Fall 2023 Program Review</i>				
<i>RPIE Analysis: The number of students enrolled (headcount) in the Philosophy Program decreased by 16.3% over the past three years, while headcount across the institution</i>				

decreased by 14.4%. Enrollment within the Philosophy Program decreased by 19.8%, while enrollment across the institution decreased by 22.7%.

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Course with an enrollment increase:

- PHIL-133 (87.0%)

Courses with enrollment decreases:

- PHIL-120 (-100%)
- PHIL-127 (-100%)

Program Reflection:

The decrease in student enrollment in PHIL classes has to do with the lack of PHIL classes offered and personnel available to staff such courses. In 2021-2022 PHIL offered five (5) classes and in 2022-2023 we offered only four (4). The data shows that the decrease of PHIL 120 and PHIL 127 is due to those courses not being offered during 2022-2023. In short, the primary reason for the reduction in enrollments is fewer classes being offered. In normal course cycles, specific courses are offered and are adequately filled.

2. Average Class Size

	2020-2021		2021-2022		2022-2023		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
PHIL-120	2	44.5	1	44.0	--	--	44.3	--
PHIL-121	1	44.0	1	48.0	1	40.0	44.0	-9.1%
PHIL-126	--	--	1	43.0	1	43.0	43.0	--
PHIL-127	1	26.0	--	--	--	--	26.0	--
PHIL-128	--	--	1	27.0	1	20.0	23.5	--
PHIL-133	1	23.0	1	22.0	1	43.0	29.3	87.0%
Program Average*	5	36.4	5	36.8	4	36.5	36.6	0.3%
Institutional Average*	1,199	25.3	1,112	22.7	1,009	23.3	23.8	-8.2%

Sources: SQL Queries for Fall 2023 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Philosophy Program has claimed an average of 36.6 students per section. The average class size in the program is higher than the average class size of 23.8 students per section across the institution during this period. Average class size in the program increased by 0.3% between 2020-2021 and 2022-2023. Average class size at the institutional level decreased by 8.2% over the same period.

Average class size in the following course changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Course with an increase in average class size:

- PHIL-133 (87.0%)

No Philosophy courses experienced a decrease in class size exceeding 10% over the past three years.

Program Reflection:

PHIL class sizes are higher than the average class size of the institution by .3% between 2020-2021 and 2022-2023, whereas the institution average class size decreased by 8.2% over the same period.

PHIL 133 had an increase of more than 10% in class size. Through the pandemic and as the campus emerges from the pandemic, the data generally indicate that PHIL classes will fill to levels higher than the typical course at NVC as well as filling to a robust level.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	Capacity	Fill Rate
2020-2021	182	250	72.8%
2021-2022	184	250	73.6%
2022-2023	146	190	76.8%
Three-Year Program Total	512	690	74.2%
Productivity			
	FTES	FTEF	Productivity
2020-2021	18.2	1.0	18.2
2021-2022	18.8	1.0	18.8
2022-2023	14.7	0.8	18.4
Three-Year Program Total	51.7	2.8	18.5

Sources: SQL Queries for Spring 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the Philosophy Program ranged from 72.8% to 76.8%. (The fill rate has not been calculated at the institutional level.) The rate across the three years was 74.2%. Between 2020-2021 and 2021-2022, enrollment increased slightly while capacity remained stable, resulting in an increase in fill rate. Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).

Productivity within the Philosophy Program ranged from 18.2 to 18.8 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 18.5 exceeds the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

The fill rate of PHIL program ranged between 72% - 77% from 2020 – 2023. Even during the pandemic, the PHIL program enrollment increased slightly which caused an increase in fill rate. The productivity of PHIL program exceeds the target level of 17.5, coming in at 18.5; this data indicates that these courses are popular with students, can be leveraged appropriately with careful review and scheduling, and these courses provide the college with “bang for the buck” relative to other courses throughout campus.

4. Labor Market Demand

This section does not apply to the Philosophy Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

Course	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
PHIL-120	94.0%		--	87.2%	X	
PHIL-121	99.2%	X		90.9%	X	
PHIL-126	94.1%		--	90.6%	X	
PHIL-127	76.0%		X	76.0%		X
PHIL-128	93.6%		--	80.9%		X
PHIL-133	94.3%		--	75.0%		X
Program Level	94.5%			85.5%		
Institutional Level	90.0%			72.7%		

Source: SQL Queries for Fall 2023 Program Review
 -- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

***RPIE Analysis:** Over the past three years, the retention rate for the Philosophy Program was significantly higher than the retention rate at the institutional level. The retention rate for PHIL-127 was significantly lower than the program-level rate. The retention rate for PHIL-121 was significantly higher than the program-level rate. The retention rate for the Philosophy Program falls within the fourth quartile (Q4) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Philosophy is among the highest 25% of retention rates among NVC programs.*

Over the past three years, the successful course completion rate for the Philosophy Program was significantly higher than the rate at the institutional level. The successful course completion rate for PHIL-133 was significantly lower than the program-level rate. The successful course completion rate for Philosophy falls within the fourth quartile (Q4)

among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Philosophy is among the highest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (9.0%) was significantly lower than the difference at the institutional level (17.3%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Philosophy courses claimed a difference (between retention and successful course completion) that exceeded the 9.0% difference found at the program level:

- PHIL-133 (19.3%)
- PHIL-128 (12.7%)

Program Reflection:

Over the past three years, the retention rate for the Philosophy Program was significantly higher than the retention rate at the institutional level. Over the past three years, the successful course completion rate for the Philosophy Program was significantly higher than the rate at the institutional level. The successful course completion rate for Philosophy is among the highest 25% of successful course completion rates among NVC programs. This data indicates that when the appropriate courses are offered, the students are motivated to enroll and take these courses and that the instructors who staff these courses provide the students with a quality educational experience.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	95.5%	87.7%	77.3%	65.9%
Pacific Islander	*	86.7%		
Latinx/Hispanic			84.7%	69.0%
19 or Younger			87.3%	71.0%
First-Generation			79.6%	69.7%
Not Disabled/Not Reported			85.3%	72.5%

Source: SQL Queries for Fall 2023 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

RPIE Analysis: This analysis of student equity focuses on the six demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the six groups listed above.

Within the Philosophy Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.) [Due to the low number of Pacific Islanders enrolled in the Philosophy Program, this analysis does not include comparison of program-level and institution-level retention rates.]

Within the Philosophy Program, the successful course completion rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.) The program-level successful course completion rates among Latinx/Hispanic students, students 19 or younger, first-generation students, and students without a disability reported were significantly higher than the corresponding rates at the institutional level.

These findings regarding equity groups deviate from the findings that emerged from the comparison of retention at the program vs. institutional level, where the program-level retention rate was significantly higher than the institution-level rate. With the exception of the pattern that emerged among African American/Black students, the findings regarding equity groups reflect the findings that emerged from the comparison of successful course completion at the program vs. institutional level, where the program-level rate was significantly higher than the institution-level rate. (See Section I.B.1 above.)

Program Reflection:

Within the Philosophy Program, the successful course completion rate among African American/Black students was higher than the rate at the institutional level. The program-level successful course completion rates among Latinx/Hispanic students, students 19 or younger, first-generation students, and students without a disability reported were significantly higher than the corresponding rates at the institutional level.

These findings regarding equity groups deviate from the findings that emerged from the comparison of retention at the program vs. institutional level, where the program-level retention rate was significantly higher than the institution-level rate. Except for the pattern that emerged among African American/Black students, the findings regarding equity groups reflect the findings that emerged from the comparison of successful course completion at the program vs. institutional level, where the program-level rate was significantly higher than the institution-level rate.

As illustrated in other metrics in this report, the data reflects that a diverse student population enrolled in PHIL courses and are generally successful in the course. This likely is an indication that the faculty who have instructed these courses provide a positive course experience, create an atmosphere/environment where students feel welcomed and safe, and are receptive to student needs and concerns.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

This section does not apply to the Philosophy Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2020-2021 and 2022-2023.

C. Student Achievement

1. Program Completion

This section does not apply to the Philosophy Program, as there are not any degrees or certificates conferred by the program. See Taxonomy of Programs above.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Philosophy Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite/ Corequisite* & Date of Last Review <i>Yes/No</i>	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> & Academic Year Anticipated	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated	No Change
PHIL	120	3/9/2017	No	NS – 2024-25		
PHIL	121	3/9/2017	No	NS- 2025-26		
PHIL	125	1/12/2017	No	NS- 2026-27		
PHIL	126	3/9/2017	No	NS- 2026-27		
PHIL	127	1/12/2017	No	NS – 2025-26		
PHIL	128	12/2/2016	No	NS – 2025-26		
PHIL	129	3/9/2017	No	NS- 2024-25		
PHIL	131	12/8/2017	No	NS-2024-25		
PHIL	133	1/12/2017	No	NS -2024-25		
PHIL	134	1/12/2017	No	NS – 2025-26		
PHIL	137	1/12/2017	No	NS – 2024-25		

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

Program Reflection:

We need to be able to offer more philosophy classes, so students are able to take more of the classes that we currently have available. But because of the new direction of the VP of Academic Affairs they are looking at the numbers of class size on the offered classes. But if we do not offer new classes or other PHIL classes, we

will not know if there is a true need or not because we have not offered any other classes besides PHIL 120 and PHIL 129 in the past 3 years.

B. Degrees and Certificates⁺

This section does not apply to the Philosophy Program, as the program does not offer degrees or certificates. See Taxonomy of Programs (above).

LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
11	4	8	36%	73%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
n/a					

Program Reflection:

PHIL needs to have more classes available to students. Having only one course that was reviewed in the 2020-2021 school year shows that there needs to be more classes available to students. In Fall 2023 students have emailed the coordinator asking for more PHIL classes, but we were unable to offer in the Spring 2024 due to the VPAA request to not offer increased numbers of courses relative to prior semesters on the divisional level. But the department feels there needs to be more and students are requesting it via email and to their professor. Philosophy professor would love to see additional course offerings from philosophy (PHIL 134, for example, hasn't been offered in quite some time). That said, Professor knows enrollments are tight. Still, Professor think there are ways we can boost enrollments in philosophy courses and the primary way to do that is to counter the misconception that philosophy is esoteric or otherwise a waste of a student's time

B. Summary of Learning Outcomes Assessment Findings and Actions

The students were able to develop engaging theses, construct valid arguments to defend their theses, and anticipate and respond to counterarguments. Most of the students reinforced their arguments by including quotations from the readings. 32 students enrolled and 30 students passed the course. The pandemic adversely affected the students, and many struggled to complete the assignments. 96.43% of students completed the Final Essay. (PHIL 120) ACTIONS: To facilitate greater understanding on behalf of the students, the professor intends to increase the amount of supplemental material they include in the Canvas shell; this includes podcasts, videos, and secondary sources. Professor may also require at least one office hours meeting with each student in future iterations of this course.

Program Reflection:

Build up course offerings to increase enrollment back to the levels seen in 2017-2018 data and prior years. Continue to support the existing faculty with an increase in the guest speaker budget. Continue to offer the Cultural Center to the Philosophy Club students to meet. This is an aspect of student support and spreading awareness about the program. Web presence of PHIL program needs to be more robust and we would need to ensure that the adjunct faculty have the support they need to create a robust online presence of their department. Working collectively with the other departments (HUMA and ETHS) that PHIL is a part of to ensure that their enrollment goes up and classes are filled. The PHIL classes have been filled, but not filled enough at capacity for VPAA to offer more classes. We will need to talk to the VPAA that PHIL classes are needed and wanted by the students. Explore a degree for PHIL.

III. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (spring 2021) included the following initiatives:

Program: **Philosophy** Plan Years: **2021-2022 through 2023-2024**

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

Higher retention rate of BIPOC and 19 and under students, and first generation students in PHIL courses than the institution.

Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/ Activities & Date(s)	Measure(s) of Progress or Effectiveness
Continue to assess all Philosophy courses	Major Findings; (A.2., B.2., B.3., II.A., II.B., IV)	Hire additional part-time faculty in 2022 and 2023 to assist in offering more Philosophy courses and completing the course assessments.	Reach 100% course assessment by 2024.
Explore potential of offering an ADT in Philosophy	Program Reflection; (II.B)	2022-2024	Research other community colleges with a similar degree; following implementation, monitor the number of degrees awarded.
Build up course offerings to increase enrollment back to the levels seen in 2017-2018 data and prior years	Major Findings; (A.2., I.A.1., C)	2022-2024	Monitor enrollment numbers for the program.
Continue to monitor retention and successful course completion rates exceed the corresponding institution rates	Program Reflections; (A.1., C., I.A.3., I.B.1., I.B.2., I.B.3., V)	Monitor the data closely for the next two years. Hold a meeting in 2023, prior to the next Program Review to discuss the data. Make changes between 2023-2024 if needed.	Philosophy department meetings at least once a year for the next three years to review data can help to be better prepared for future Program Reviews and assessments.
Continue to monitor enrollment by equity group data. Determine if the current courses offered bring growth in enrollment among equity groups. There has been an increase in the enrollment of Indigenous, African-American, Asian-American, Pacific Islander and LatinX, and first generation college students since 2015. The course completion rates match the institution-wide rates	Major Findings;(A.1., C., I.A.3., I.B.1., I.B.2., I.B.3., V)	Continue to support the existing faculty with an increase in the guest speaker budget. Continue to offer the Cultural Center to the Philosophy Club students to meet. This is an aspect of student support and spreading awareness about the program.	Assessments and teacher-evaluations will be a strong measure of progress and effectiveness.
Develop and implement legal and medical field emphasis options or work with counselors to reach out to pre-med and pre law students	Major Findings; (A.2, B.C)	If this is implemented by Spring 2022 we may see growth in enrollment in time t be reflected in the next Program Review.	Increase in given indicators over a three-year period. Work towards a goal of exceeding the institutional rates for indicators.
Digital and printed flyers have increased student awareness of available philosophy courses	Major Findings; (A.1., C., V)	Improve the Philosophy Department web presence by Fall 2021. Take down outdated material from the website. Add video announcements.	Assess students to see if they are clear on where they can access information on the Philosophy Program.
Ensure that Philosophy courses are always offered during summer sessions and High Schools	Major Findings; (A.2., C., V)	Set a goal to offer a Philosophy course at one of the local High Schools by 2023.	Document if and how this increases enrollment numbers.
Review and revise COR's and CLO's. Write new CLO's if they are duplicated on multiple courses	Major Findings; (C., III.A).	Begin this project in the Spring of 2021 with the goal to complete the revisions in one year.	This will add more depth to the assessment data to be collected over the next three years.
Encourage Philosophy faculty members to attend and present at conferences of interest in the field	Major Findings; (A.2., C.)	Continued support in all years and reimbursement for conference costs.	Ask faculty for feedback on professional development and their application of knowledge acquired at conferences.

B. Recent Improvements

Working together with new HUMA/ETHS/PHIL coordinator to ensure that the PHIL programs are filled and have access to the Cultural Center and the resources.

C. Effective Practices

Assessments of teachers and the courses. Working together with the coordinator to ensure that we can have more PHIL courses.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Stability of the program, but we also need to focus on growing the program. With the examples of student equity, fill rate and class size average, it shows that there is a need for more classes of PHIL, but also we are stabilizing what we have currently because of recent movement in the teachers. We want to highlight that most of these parts are higher than the institution average and can account for the need for more PHIL classes.

V. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

Need to have a higher budget for guest speakers and conferences that PHIL faculty can attend and present at.

The completed 3-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

Three-Year Plan

<i>Philosophy</i>	2024-2025	through 2026-2027		
Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Continue to assess all PHIL courses	Reach 100% Course assessment by 2027	Hire additional part-time faculty in 2024/2025 to assist in offering more PHIL courses and completing the course assessments	Need more faculty in PHIL to offer more courses	HR
Explore potential of offering an ADT in PHIL	2025	Research other community colleges with a similar degree; following implementation, monitor the number of degrees awarded	Need to review if it is possible to have an ADT of PHIL	Curriculum Committee
Build up course offerings	2025	Monitor enrollment numbers for the program	Work with faculty	Need of students needs to be met
Continue to monitor retention and successful course completion rates exceed the institution rates	2024	Monitor the data closely for the next two years. Hold a meeting in 2025 prior to the next program review to discuss the data. Make changes between 2024 – 2027 if needed	RPIE and faculty	RPIE data and faculty data
Continue to monitor enrollment by equity group data. Determine if the current courses offered bring growth in enrollment among equity groups. There has been an increase in the enrollment of BIPOC and first generation college students since 2015 and the course completion rates are above the institution wide rates.	2027	Continue to support the existing faculty with an increase in the guest speaker budget. Continue to offer the Cultural Center as a place to meet for students and also for guest speakers. Part of student support and awareness of program.	RPIE and faculty data	Funds for more guest speakers that can benefit PHIL courses
Ensure that PHIL courses are always offered during summer sessions and High Schools	2025	Set a goal to offer a PHIL course at one of the local high schools by 2025	Work with Dual enrollment manager and local high school principals	Meetings with Dual Enrollment manager and high school principals
Encourage PHIL faculty members to attend and present at conferences of interest in the field	2025	Continued support in all years and reimbursement for conference costs; ask faculty feedback on professional development and their application of knowledge acquired at conferences.	PHIL conferences or conferences that will build professional development for PHIL faculty	Budget for conferences and professional development

Completed by Supervising Administrator:

Robert Harris, Dean

Date:

04/24/2024

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Strong enrollments and fill rates that exceed campus averages.
- Strong three-year average of successful completion rates.
- Strong evidence of success for specific student populations.
- Faculty dedicated to student success and creation of a welcoming course experience.
- Programmatic courses continued strong enrollments during pandemic.

Areas of concern, if any:

- Recent instability in staffing/personnel due to sudden resignation of coordinator in Spring 2023.
- Staffing levels appropriate to offer multiple courses each semester (full-time vs. adjunct pool).
- Consistent assessment of courses on a regular basis to improve delivery and educational experiences.
- Development of new courses to reflect changes in philosophical, moral, and ethical challenges in today's world.

Recommendations for improvement:

- Develop a programmatic path that is consistent and can be tracked on a regular basis. Although there is no degree associated with the Philosophy program (thereby begging the question of whether it is a program or just a cluster of courses) these courses perform well when offered in comparison to other programs on campus.
- Assess the potential and/or efficacy of a degree, certificate, or other aspirational goal for students to seek.
- Establish a pattern of course offerings that may build on others as well as provide a pattern for regular course assessment.

Additional information regarding resources:

N/A