

- PHILOSOPHY program review for 2017-18 Submitted by:: Toño Ramirez
- APRU Complete for: 2017-18
- 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 Achievement Awarded: 0
- I.B.2 Number Certif of Achievement-Advanced Awarded: 0
- I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:
- I.B.4 # AA and/or AS Degrees Awarded:
- I.C.1. CTE Programs: Impact of External Trends: N / A
- I.C.2 CTE Programs: Advisory Board Input: 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): 7.1
- I.E.2 #Student Employees:
- I.E.3 % Full-time : Part time 8.7% decrease, full time 15.6% increase, overload 6.3% decrease
- I.E.4 #Staff Employees:
- I.E.5 Changes in Employees/Resources: We hired a new full time instructor effective fall 2016, accounting for the changes indicated at I.E.3 above. The new instructor has enhanced our department's involvement in division equity planning, and has allowed us to ensure the consistent offering of courses that we've had difficulty running in the past.
- II.A Enrollment Trends: Enrollment saw little in the way of significant change between the 14/15 and 15/16 years, but dropped significantly in 16/17, with a nearly 25% loss in total productivity. We cannot attribute this to the loss of sections as reported in last year's program review by our former chair, as we only lost 4 sections from 16/17 to 17/18 (a 5% reduction in sections). We can, however, readily identify consistent declining trends in enrollments for specific instructors. But given that there are robust restrictions on what FA will allow us to do about this, out hands seem somewhat tied in this regard.
- II.B.1 Overall Success Rate: Our overall success rate has been stable for the past three years, with no change in success rates for targeted student groups, and nominal change for our non-targeted students.
- II.B.2 Plan if Success Rate of Program is Below 60%:
- II.C Changes Imposed by Internal/External Regulations: We have begun more rigorously documenting department meetings, so as to ensure that we are in compliance with (for example) ACCJC standards regarding course syllabi.
- III.A Growth and Decline of Targeted Student Populations: Interestingly, NONE of our targeted student groups exhibit enrollment changes of more than 2% over the past three years. While our total enrollment is down, it would appear that we've maintained roughly the same distribution of students across age, gender and ethnicity.

- III.B Closing the Student Equity Gap: We had previously sought to address achievement gaps by taking a closer look at the organization of our course offerings. While we have seen a success rate increase of about 3% in the past three years over the previous 3-year period, our equity gap has remained stable at around 14%. In this regard, it would appear that the strategy we identified in our 2013-14 Comprehensive Program Review has not resulted in moving the proverbial needle.

We continue to participate actively in our division's C.A.R. project, which aims specifically at facilitating experiments to address achievement gaps. None have yielded significant changes in recent years, though we do feel that these interventions may be addressing student equity in other significant ways.

One of our full-time faculty members is now on the division equity core team, and another will be attending this year's NCORE conference with an eye toward seeing how our discipline might be more effectively addressing equity gaps nationwide. We believe that our lack of gap progress reflects a similar failure college-wide, but remain hopeful that we might find ways to better address our specific gap by trying new things (like, for example, re-establishing a relationship with some of the cohort programs on our campus).

- III.C Plan if Success Rate of Targeted Group(s) is Below 60%:
- III.D Departmental Equity Planning and Progress: The philosophy department is committed to the view that an authentic pursuit of student equity involves quite a bit more than bridging 'achievement gaps'. To this end, 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 our courses re-linked with campus cohort programs in the near future.
- IV.A Cycle 2 PLOAC Summary (since June 30, 2014): N/A, as we do not have a certificate or degree program at this time. Per ACCJC standards, we are not required to assess PLOs.
- IV.B Cycle 2 SLOAC Summary (since June 30, 2014): While we only have documented assessments for 22% of our SLOs since June '14, our new chair has used the Nuventive system to assign the remainder across our faculty roster, to be submitted by June 2018. We'll be at 100% by the end of the year.
- V.A Budget Trends: We have not been significantly affected. Please refer to Dean's Summary for further info.
- V.B Funding Impact on Enrollment Trends:
- 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):
- V.E.1 Equipment Requests: No Equipment Requested
- V.E.2 Equipment Title, Description, and Quantity: N / A
- V.E.3 Equipment Justification: N / A
- V.F.1 Facility Request: N / A
- V.F.2 Facility Justification: N / A

- V.G Equity Planning and Support:
- V.H.1 Other Needed Resources:
- V.H.2 Other Needed Resources Justification:
- V.J. "B" Budget Augmentation: Please refer to Dean's summary
- V.K.1 Staff Development Needs: No funds are need for our staff development.
- V.K.2 Staff Development Needs Justification:
- V.L Closing the Loop: We're implementing a a system of annual assignments via the Nuventive system, and requiring our adjunct instructors to share in the work of completing our assessment work. We anticipate have a regular cycle of assessment completed annually for all course-level SLOs beginning this year.
- For 2016-17 Submitted by: Toño Ramirez, ramireztono@fhda.edu, x5327
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- #SLO STATEMENTS Archived from ECMS: 8