Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study Under Review: Philosophy

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

Strengths of the Philosophy Program are:

- **Faculty.** Hired a full-time tenure-track Humanities/Philosophy faculty member in 2019 who will continue to teach philosophy courses. Hired an additional part-time faculty member in 2020.
- **Teaching Styles.** Philosophy instructors at Napa Valley College are innovative, knowledgeable, and engaging. They use a number of transformative teaching approaches to bolster student interest and success in course completion (Socratic seminars, brave space, group projects, creative methods for Midterm and Final projects and papers).
- **Equity and Inclusivity**: There has been an increase in the enrollment of Indigenous, African-American, Asian-American, Pacific Islander, LatinX, and first-generation college students since 2015. The course completion rates match the institution-wide rates.
- **Student Support.** The Feminist Philosophy Club, and instructor willingness to meet with students outside of class.
- **Marketing.** Digital and printed flyers have increased student awareness of available philosophy courses.
- **Retention** and **successful course completion** rates exceed the corresponding institution rates.

2. Areas for Improvement:

There are fourteen recommendations to ensure the Philosophy Program continues to grow and thrive for the next three years.

- Improve the Philosophy Department web presence.
- Increase marketing via digital and printed flyers. Incorporate three-minute video introductions to courses that will be offered the following semester.
- Increase the guest speaker budget for faculty and adjunct instructors.
- Ensure that Philosophy courses are always offered during summer sessions.
- Offer Philosophy courses at local High Schools.
- Review and revise COR's and CLO's. Write new CLO's if they are duplicated on multiple courses.
- Develop and implement legal and medical field emphasis options. Or, work with campus counselors to reach out to pre-med and pre-law students.
- Continue to monitor enrollment by equity group data. Determine if the current courses bring growth in enrollment among equity groups.
- Add additional courses in two years if enrollment grows by 10% in the most popular courses.
- Encourage Philosophy faculty members to attend and present at the American Philosophical Association conference and other conferences of interest in the field.
- Reach 100% course assessment.
- Build up course offerings to increase enrollment back to the levels we saw in the data from 2017-2018 and prior years.
- Monitor and improve fill rates and productivity.
- Increase part-time faculty pool.

3. Projected Program Growth, Stability, or Viability:

Viability

B. Program's Support of Institutional Mission and Goals

Napa Valley College Mission Statement. Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes (Napa Valley College Website. Approved BOT. 2012).

Philosophy Department Mission Statement. The mission of the Philosophy Department is to educate students in the principles and methods of philosophical inquiry; facilitate rigorous critical thinking based on logic and empirical investigation; promote mental agility and alacrity;

provide understanding of the crucial role of philosophical tools applied to all social, political, religious and academic discourse; instill a passion for learning; engage students in a life-long quest to become healthy and whole individuals in body, mind, soul and spirit; and empower students to live the classic Good Life (Philosophy PEP Report. 2015).

1. Description of Alignment between Program and Institutional Mission:

The mission of the Philosophy Department serves the mission of the college by educating students to think critically in all areas of human activity, both academic and non-academic. With a philosophy background, students are well-prepared to pursue a career in a diverse, dynamic, and interdependent world. Studies show that Philosophy students score higher on law and business school entrance exams. The knowledge and practice of sharing wisdom that students gain in philosophy courses, offers our students a solid foundation in critical thinking and decision-making.

Studies show that Philosophy students attain among the highest law school LSAT scores among all other undergraduate majors (Daily Nous, 2015). See the research results here: https://dailynous.com/value-of-philosophy/charts-and-graphs/

Philosophy majors score on average higher on the GMAT (graduate management admission test) than students with any other social science or humanities major (Daily Nous, 2015).

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

The Arts, Humanities, & Philosophy Department hired a full-time tenure-track Humanities/Philosophy faculty member in 2019. An additional adjunct faculty member was hired in 2020 for a total of two adjuncts who have been teaching philosophy courses in the fall, spring, and summer semesters. Philosophy instructors are innovative, knowledgeable, charismatic, and engaging. They are well versed in the long standing texts and teaching methods common in philosophy. The instructors in the philosophy program have dynamic approaches to teaching and sharing a love of knowledge. Philosophy instructors at Napa Valley College are dedicated to developing culturally responsive pedagogies to support the growing student interest in philosophies of social justice, feminist philosophies, and non-Western philosophies. The hiring of Philosophy instructors who will prepare students for roles and careers in a diverse and dynamic world, demonstrates alignment with the Napa Valley College Mission.

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

NVC Institutional Strategic Plan Goals

1. Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success
2. Engage NVC students and assist in their progress towards educational and job training goals
3. Increase NVC student achievement and completion of educational and job training goals
4. Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices
5. Ensure the fiscal stability of NVC as a community-supported district
6. Enhance collaboration between NVC and community and civic partners (NVC Strategic Plan 2018-2023)

The recent program activities that promote the goals of the institutional strategic plan and other institutional plans/initiatives are listed below.

- The course learning objectives are in alignment with the NVC Mission and the Strategic Plan. This was determined in an in-depth review of the Philosophy assessments in PHIL 120 (2011, 2014), PHIL 121 (2014), PHIl 125 (2014), PHIL 126 (2014), PHIL 127 (2019- 2020), PHIL 128 (2015-2016), PHIL 131 (2017-2018), PHIL 133 (2020), PHIL 134 (2014, 2017, 2018) and PHIL 137 (2019-2020).
- The instructors who assessed their courses in 2020 noted that philosophy courses in particular, offer our students a solid foundation in critical thinking and decision-making. These skills will benefit a student pursuing any career or educational goal.
- The philosophy department demonstrated a commitment to equity and inclusivity by offering PHIL 137 Comparative Religions, PHIL 134 Philosophy of Religion, PHIL 133 World Philosophy, and the new course PHIL 127 Feminist Philosophy. These courses in particular, highlight the voices and contributions of women, LBGTQIA, intersectional feminist, and non-western philosophers.
- There has been an increase in the enrollment of Indigenous, African-American, Asian-American, and LatinX students.
- Courses offered by instructors dedicated to culturally responsive and community responsive pedagogy further the institutional goal to keep the college in alignment with the community.
- Philosophy courses currently offered also ensure the fiscal stability of the college and the students who will go on to have successful careers.

C. New Objectives/Goals:

- **Web Presence.** Currently the Napa Valley College website has at least two places where students can find information on the Philosophy Program. These two locations are not

consistent. The information should be reviewed annually and kept up to date. Delete the following link and add the degree information below:
https://www.napavalley.edu/academics/ARAH/Pages/AADegreeinHumanitiesandPhilosophy.aspx

"AA Degree in Humanities and Philosophy. This degree focuses on studying and analyzing the interplay of significant philosophical, artistic, historical, political, religious, and cultural issues. Students will have a historical understanding of major civilizations and cultures, both Western and non-Western, as well as an understanding and appreciation of the contributions and perspectives of prominent intellectual women and men, including those of ethnic and other minorities. To complete this AA degree, a student needs to accomplish 9 units in Humanities plus 9 units in Philosophy, for a combined total of 18 units.Humanities Learning Outcomes On-line NVC Catalog AA Humanities and Philosophy For more information, contact: Dr. Sharon Gocke Janet Stickmon. (Napa Valley College website)"

Rationale for this suggestion: This information is out of date. Degree has been archived.

- **Marketing.** The Division Secretary designs flyers for courses (especially those courses with low enrollment). I suggest that the Division Secretary creates flyers for every Philosophy course over the course of the next three years. The goal will be to boost enrollment as well as ensure that students are aware of the Philosophy Program and the Humanities and Philosophy AA Degree. I also suggest that the instructors of Philosophy courses create and share two - three minute videos with an introduction to the classes that will be offered in the following semester. These videos can be posted in the current Philosophy courses. For example, in PHIL 133 World Philosophy I could post an announcement and share an upcoming summer course such as PHIL 126 or PHIL 128. Video introductions to courses that will be offered in the Fall 2021 can also be posted.
- **Guest Speaker Budget.** Philosophy instructors have expressed a desire for an increase in the guest speaker budget. Adjunct faculty members frequently have very little if any funds available to secure a guest speaker. Bringing in experts keeps the class vibrant and interesting.
- **Summer School.** Offer at least one philosophy course every summer session. In reviewing the enrollment data, it became clear that the courses with the highest enrollment at year end were offered every semester and/or had multiple sections offered. This has definitely decreased over the years for reasons that are understandable. It is probably not time to offer two sections of a philosophy course each semester. However I suggest a Program Goal is that we work to offer PHIL 120, PHIL 121, PHIL 125, PHIL 130, PHIL 133, and PHIL 134 every semester by the time we are scheduled to complete another Philosophy Program Review.
- **Philosophy Courses Offered at Local High Schools.** I believe students at New

Technology High School would be excellent candidates for a philosophy course. Prior to the Covid19 pandemic, faculty members have been teaching Napa Valley College courses at local highschools throughout the NVUSD. Napa Valley College has an excellent relationship with New Technology staff and students. Many New Tech students continue their education after graduation from High-School at NVC as they prepare to transfer to a four-year institution. I have found that the students who enrolled in Humanities courses at New Tech often return to take HUMA and PHIL courses at NVC because they are familiar with the instructors. Even if faculty members are not able to teach at New Tech due to time or distance constraints, it would be wise to share the flyers and videos for the upcoming philosophy courses with Jeannette Cherington. The administrator at New Technology High School. She is often willing to take a headcount in advance of the semester, just to see what students are interested in the course. The potential for offering Philosophy courses at American Canyon High School can be explored.

- **Revise CLOs.**
- **Law and Medical Field Emphasis Options.** The Philosophy Programs at UC Davis and UC Berkeley are taking advantage of data that shows philosophy majors score on average "higher on the GMAT than other students with any social science or humanities major. Students who are pre-med or pre-law will most likely transfer to a four-year college and declare a major in a variety of fields. An additional option is to reach out to Hope Scott in counseling and ask if they could begin to suggest Philosophy courses to students who have expressed an interest in pursuing a law degree in the future. We do not have pre-law students per se at Napa Valley College. Counselors could help us locate the students who are pre-med and pre-law, and suggest Philosophy courses.
- **Enrollment by Equity Group Data.** Offer counter narratives to the myth that philosophers and the study of philosophy is reserved for people with European heritage and values. If philosophy is defined as a love of knowledge, then that love exists among all cultures. Many institutions have found that there is great student interest in the following types of philosophy courses; Philosophy of Food, Philosophies of Non-Violence, Philosophies of Death and Dying, African Philosophies, Native-American Philosophies, Islamic and Sufi Philosophies, Asian and Pacific Islander Philosophies, Embodied Philosophies, Eco-Philosophies, and Philosophies of Social Justice. In the Spring of 2020 and the Spring of 2021, I incorporated embodied, ecological, African, and Native-American philosophies along with the standard content offered in PHIL 133. If growth is demonstrated in the Philosophy Program over the next two years, it would be wise and in alignment with Solano Junior College, Laney College, UC Davis, and UC Berkeley to offer an additional course from the list above or **from the courses suggested by Gocke as classes that could be proposed Associate Degree for Transfer courses.(PEP Report, 2015, Page 84 of 88).**

1. **PHIL 122 Reading and Composition through Philosophy**
2. **PHIL 132 Literature and Philosophy**

3. **PHIL 135 Film and Philosophy**
4. **PHIL 136 Love and Sex in Philosophy**

- **Projected Growth.** If enrollment in Philosophy courses can grow 10% in the next two-three years, the Program Coordinator can consider adding courses and increasing the part-time faculty pool. Students are drawn to enroll in courses by the titles, by word of mouth, for their major, or knowledge of the instructor. There are of course other reasons but these courses look interesting and from what I can see, they were not offered since the faculty member who was planning to teach the courses retired in 2018. The number of students enrolled (headcount) in the Philosophy Program decreased by 51.2% over the past three years, while headcount across the institution decreased by 7.5%. Similarly, enrollment within the Philosophy Program decreased by 53.8%, while enrollment across the institution decreased by 8.3%. These numbers are alarming but we must take into consideration the retirement of Professor Gocke. Her absence after her retirement and the year following her departure, the department hired a new faculty member. As the current three instructors in the Philosophy Department take on more classes, the Philosophy Program should naturally grow back to more robust and sustained enrollment numbers.
- **Professional Development.** Encourage Philosophy faculty members to attend and present at the American Philosophical Association conference and other conferences of interest in the field. We can remind faculty to apply for a reimbursement through the Professional Development Committee.
- **Retention Rates.** Improve retention and course completion rates for all courses. Monitor PHIL 131 and 137 as they were significantly lower than the program-level rate.

Program Review Report

Spring 2021

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 2020

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount				
Within the Program	361	290	176	-51.2%
Across the Institution	8,843	8,176	8,181	-7.5%
Enrollments				
PHIL-120	166	141	88	-47.0%
PHIL-121	55	49	--	-100%
PHIL-125	82	36	--	-100%
PHIL-127	--	--	24	--
PHIL-128	9	--	--	-100%
PHIL-131	11	32	--	-100%
PHIL-133	--	--	34	--
PHIL-134	61	27	38	-37.7%
PHIL-137	14	16	--	-100%
Within the Program	398	301	184	-53.8%
Across the Institution	36,115	32,545	33,102	-8.3%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the Philosophy Program decreased by 51.2% over the past three years, while headcount across the institution decreased by 7.5%. Similarly, enrollment within the Philosophy Program decreased by 53.8%, while enrollment across the institution decreased by 8.3%.

Enrollment in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Courses with enrollment decreases:

- *PHIL-121 (-100%)*
- *PHIL-125 (-100%)*
- *PHIL-128 (-100%)*
- *PHIL-131 (-100%)*
- *PHIL-137 (-100%)*
- *PHIL-120 (-47.0%)*
- *PHIL-134 (-37.7%)*

Program Reflection (Headcount & Enrollment):

If enrollment in Philosophy courses can grow 10% in the next two years, the Program Coordinator should consider adding courses. Students are drawn to enroll in courses by the titles, by word of mouth, for their major, or knowledge of the instructor. There are of course other reasons but these courses look interesting and from what I can see they did not happen as the faculty member who was planning to teach the courses retired suddenly in 2018. The number of students enrolled (headcount) in the Philosophy Program decreased by 51.2% over the past three years, while headcount across the institution decreased by 7.5%. Similarly, enrollment within the Philosophy Program decreased by 53.8%, while enrollment across the institution decreased by 8.3%. These numbers are alarming but we must take into consideration the retirement of Professor Gocke. Her absence after her retirement and the year following her departure, the department hired a new faculty member. As the current three instructors in the Philosophy Department take on more classes, the Philosophy Program should naturally grow back to more robust and sustained enrollment numbers.

Rationale for this suggestion is that per the RPIE analysis, over the past three years, the Philosophy Program has claimed an average of 31.5 students per section. The average class size in the program has exceeded the average class size of 25.0 students per section across the institution during this period. This further demonstrates that there is student interest in the courses that are being offered. We just need to build the Philosophy Program back to its former grandeur (especially after reviewing the PEP data from 2007 - 2014).

2. Average Class Size

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
PHIL-120	4	41.5	3	47.0	2	44.0	43.9	6.0%
PHIL-121	3	18.3	2	24.5	--	--	20.8	-100%
PHIL-125	2	41.0	1	36.0	--	--	39.3	-100%
PHIL-127	--	--	--	--	1	24.0	24.0	--
PHIL-128	1	9.0	--	--	--	--	9.0	-100%
PHIL-131	1	11.0	1	32.0	--	--	21.5	-100%
PHIL-133	--	--	--	--	1	34.0	34.0	--
PHIL-134	2	30.5	1	27.0	1	38.0	31.5	24.6%
PHIL-137	1	14.0	1	16.0	--	--	15.0	-100%
Program Average*	14	28.4	9	33.4	5	36.8	31.5	29.6%
Institutional Average*	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files
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:
Total # Enrollments.
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 31.5 students per section. The average class size in the program has exceeded the average class size of 25.0 students per section across the institution during this period. Average class size in the program increased by 29.6% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Course with an increase in average class size:

- *PHIL-134 (24.6%)*

Courses with decreases in average class size:

- *PHIL-121 (-100%)*
- *PHIL-125 (-100%)*
- *PHIL-128 (-100%)*
- *PHIL-131 (-100%)*
- *PHIL-137 (-100%)*

Program Reflection (Average Class Size):

The average class size increased by 29.6 % between 2017-2018 and 2019-2020. This further demonstrates that there is student interest in the courses that are being offered. It may also indicate that student's may be interested in a Philosophy major or transfer degree, if the student's in these courses went on to sign up for more Philosophy courses.

In addition we must take into consideration that there are great differences in the frequency of philosophy course offerings. This data is a three-year analysis that includes classes that were not offered every semester in the same data pool with courses like PHIL 120 and 121 that are offered frequently. In the years between 2007 and 2014, those courses had as many as seven sections! The larger picture is that the Philosophy Program did decrease in sections, and enrollment. These trends were also seen campus wide.

Future success will depend on small and strategic growth that can be sustained by faculty, staff, and students.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2017-2018	354	640	55.3%
2018-2019	264	400	66.0%
2019-2020	156	200	78.0%
Three-Year Program Total	774	1,240	62.4%
Institutional Level	91,739	112,746	81.4%
Productivity*			
	FTES	**FTEF**	**Productivity**
2017-2018	35.7	2.6	13.7
2018-2019	26.4	1.6	16.5
2019-2020	15.6	0.8	19.5
Three-Year Program Total	77.7	5.0	15.5
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Philosophy Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 62.4% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, both enrollment and capacity decreased, resulting in an increase in fill rate (due to the higher rate of decrease in capacity). Between 2018-2019 and 2019-2020, both enrollment and capacity decreased, resulting in an increase in fill rate (due to the higher rate of decrease in capacity).

Productivity increased from 13.7 to 19.5 over the three-year period. The three-year program productivity of 15.5 is lower than 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.)

**Note: Fill rates and productivity reported in the table do not include three Philosophy section*

offerings for summer term over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.

Program Reflection (Fill Rate & Productivity):

Continue to monitor fill rates and productivity closely over the next three years. The 2020 and 2021 data may also be hard to analyze given the Covid19 pandemic. These numbers reflect the changes in the faculty make-up.

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

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
PHIL-120	94.7%	--	--	86.8%	--	--

PHIL-121	96.2%	X		94.2%	***X***	
PHIL-125	94.1%	--	--	89.8%	X	
PHIL-127	95.8%	X		79.2%		X
PHIL-128	100%	X		88.9%	X	
PHIL-131	86.0%		***X***	79.1%		X
PHIL-133	87.5%		X	78.1%		X
PHIL-134	97.5%	X		95.0%	***X***	
PHIL-137	83.3%		***X***	70.0%		***X***
Program Level	**94.2%**			**87.8%**		
Institutional Level	90.5%			76.3%		

Source: SQL Enrollment Files
-- 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.
Note: Spring 2020 grades of EW (Excused Withdrawal) 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 rate at the institutional level. The retention rates for PHIL-131 and PHIL-137 were significantly lower than the program-level rate. The retention rate for the Philosophy Program falls in the 53rd percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

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-137 was significantly lower than the program-level rate. The successful course completion rates for PHIL-121 and PHIL-134 were significantly higher than the program-level rate. The successful course completion rate for the Philosophy Program falls in the 81st percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (6.4%) was significantly lower than the difference at the institutional level (14.2%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Philosophy courses claimed differences (between retention and successful course completion) that exceeded 10%:

- *PHIL-127 (16.6%)*
- *PHIL-137 (13.3%)*
- *PHIL-128 (11.1%)*

Program Reflection (Retention and Successful Course Completion):

Monitor for more consistency in the data among individual courses. For example, occasionally the overall program data will show growth but it is not necessarily consistent if you examine that growth course by course. A marker of program health might be consistency in these numbers on the micro scale (individual courses) with a goal for macro scale growth (program level).

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	86.6%	86.4%	80.6%	***65.3%***
Hispanic			88.1%	***73.9%***
First Generation			88.4%	***75.0%***

Source: SQL Enrollment Files
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***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Spring 2020 grades of EW (Excused Withdrawal) 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: This analysis of student equity focuses on the three 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 three groups listed above.

Within the Philosophy Program, the retention rate among African American/Black students reflected the rate at the institutional level.

Within the Philosophy Program, the successful course completion rates among all three groups were significantly higher than the corresponding rates at the institutional level.

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates exceeded the institutional-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection (Student Equity):

The Philosophy program has experienced viability and even growth in the enrollment of students who are listed in the equity data above. There are recommendations in this report to take the Philosophy program into the Growth stage for the next Program review.

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 2017-2018 and 2019-2020.

C. Student Achievement

1. Program Completion

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

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** *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	**Has Prerequisite*** Yes/No	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* **& *Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
DISC						
DISC						

*As of fall 2018, prerequisites need to be validated (in subsequent processes) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
N/A					

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection (Degrees and Certificates):

This section does not apply to the Philosophy Program, as there are not any degrees or certificates associated with the program. See Taxonomy of Programs. However, I

do suggest that we consider making a Philosophy AA transfer degree (ADT in Philosophy) if the program can reach a stage of Growth in the next five years. My rationale for this is that Solano Community College has an AA transfer degree in Philosophy and a fairly well-established faculty. We could potentially lose students that would enroll in multiple courses to another local community college.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
11	3	6	27%	54%

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 (SLO Assessments):

PHIL 128 was assessed in 2015
PHIL 131 and 134 were assessed 2017-2018
PHIL 137 was assessed in 2019
PHIL 127 was assessed in 2019
PHIl 133 was assessed in Spring 2020

PHIL 137 was originally scheduled for assessment in Fall 2020 but had to be postponed due to the Covid19 pandemic and the shift to online instruction. A department decision was made (due to the nature of the content and the course being new, to offer it in the Fall 2021).

Upcoming SLO Assessments in the Philosophy Department:
PHIL 121 in Spring 2021
PHIL 120 and PHIL 121 in Fall 2021
PHIL 129 in Fall 2021
PHIL 126 in Spring 2022
PHIL 127 in Spring 2022
PHIL 128 in Spring 2022
PHIl 133 is Spring 2023
PHIl 137 in Spring 2023

B. Summary of Learning Outcomes Assessment Findings and Actions

The Philosophy program has kept up with the required assessment of the courses in the program. The courses that have not been assessed were introduced recently (within the past two - three years).

Program Reflection (Assessment Findings and Actions):

In reviewing the recommendations made in 2015 on the Philosophy PEP Report, it is important to reiterate similar concerns voiced by Professor Gocke. At that time she had requested the hiring of an additional Full-time instructor. She retired a few years later. Although a full-time instructor has been hired, this instructor Mandisa Wood has only taught two Philosophy courses in the past two years. Therefore, either the department will need to increase its part-time faculty pool to cover more courses and the necessary assessment of Philosophy courses in the future. Another possibility is having Mandisa Wood teach fewer Humanities courses and more Philosophy courses in order to strengthen the program. It will be challenging to bring the Philosophy program back into health and sustain growth, without allocating more courses to the current full-time and part-time faculty.

IV. PROGRAM PLAN

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

X	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:

The Program Reflection areas throughout the report are key sections to review to support the decision to mark the current status of the Philosophy Program as viable.

A summary of those key points is:

- It will be challenging to bring the Philosophy program back into health and sustain growth, without allocating more courses to the current full-time and part-time faculty.
- The department will need to increase its part-time faculty pool to cover more courses and the necessary assessment of Philosophy courses in the future.
- Continue to monitor fill rates and productivity closely over the next three years.
- Hire an additional part-time adjunct instructor or offer more courses to the current adjunct faculty.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

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

According to the Program Review User's Manual, *viability* is defined as a program that is "not thriving in its current state". *Growth* is defined as "a program that is currently expanding to meet increased need". Below are highlights demonstrating the Philosophy Program Plan to move from a stage of viability to growth:

Strategic 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	Major Findings;(A.1., C., I.A.3., I.B.1., I.B.2.,	Continue to support the existing faculty with an	Assessments and teacher-

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	I.B.3., V)	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.	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 to 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.

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.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

Anticipated Program Resources

-Personnel: part-time philosophy instructors
-Personnel: assistance of current administrative assistants with program publicity/marketing
-Operating Budget

- Guest Speaker Funds
- Instructional Materials

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- Hired a full-time tenure-track Humanities/Philosophy faculty member in 2019 who has and will continue to teach philosophy courses.
- Hired an additional part-time faculty member in 2020.
- 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.
- Retention and successful course completion rates exceed the corresponding institution rates.

B. Effective Practices

- Digital and printed flyers have increased student awareness of available philosophy courses.
- Philosophy instructors use a number of transformative teaching approaches to

bolster student interest and success in course completion (Socratic seminars, brave space, group projects, creative methods for Midterm and Final projects and papers).
- The Feminist Philosophy club is a strong example of student interest in philosophy courses and the way the faculty supports students.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert J. Van Der Velde,
Senior Dean, Arts & Sciences

Date:

May 6, 2021

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

Philosophy is rebuilding after the retirement of a long-time faculty member, replaced in Fall 2019 by a new instructor who primarily teaches HUMA courses, so course offerings have been limited in recent years. Nevertheless, fill rates have been increasing, and student retention and success numbers have been strong, with student success across demographic groups.

Areas of concern, if any:

Assessment of learning outcomes has been lagging and this must become a priority.

Recommendations for improvement:

Continued careful enrollment management; consider having more PHIL courses taught by fulltime faculty; Complete course learning outcomes assessment.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Continued recruitment of part-time faculty
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	Humanities & Philosophy Department has requested funds for guest speakers in the last two budget cycles.
Professional Development/ Training	
Library & Learning Materials	