# 2022-23 Program Review Template

**Directions for Lead Writers**: Please use this template to complete your Unit's Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click here to view our Glossary of Terms.

Other Resources:
Program Review Handbook
Acronym Dictionary
Resource Link Library

**DEI Discussions**: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.
View the guide here. Have reflections or feedback to share? Click here.

| Program Information & Executive Summary | | |
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| Prompt | Guidance | Program Response |
| Describe the successes and challenges your unit has faced since the last comprehensive review. | | Our most significant challenge is that our program has had a large decline in enrollment since the last program review cycle. In Fall 2017 we had 1,165 enrollments at Census, and in Spring 2018 we had 1,125 for a total of 2,290 enrollments. In Fall 2022 we had only 833 enrollments and 866 for Spring 2023 for a total of 1,699 enrollments. This amounts to a loss of 591 enrollments and represents a decline of over 25%. This roughly matches the overall decline in enrollments at Mesa college during the same period. These enrollment losses have particularly impacted what used to be our largest course offering of PHIL 100. In the 19-20 academic year we offered 27 sections of PHIL 100, this year we offered 16. This represents a loss of over 40%. Another challenge has been the dramatic shift away from on-campus to online education. In 19-20 we offered 45 face-to-face sections representing 67% of our course offerings and 22 online sections. In 22-23 only 25% of our offerings are on-campus (15 sections) with the remainder being online courses (41 asynchronous and 3 |

| | | synchronous). This has dramatically shifted the way we teach philosophy and has resulted in the loss of a number of excellent face to face instructors who have been unwilling to shift to online education. |
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| | | On a more positive note, we have maintained the number of sections of our other multi-section offerings. In 19-20 we offered 12 sections of PHIL 102A, 9 sections of PHIL 102B and 7 sections of PHIL 205. In 22-23 we offered 9 sections of 102A, 10 of 102B, and 10 of 205. This issue with PHIL 100 may become more acute when the new Cal-GETC transfer pattern is finalized. According to preliminary drafts, PHIL 100 will no longer satisfy these transfer requirements which will likely result in a further loss of enrollments in the course. However, PHIL 205 will continue to articulate, and as the only option to ENGL 205, this may represent an area where the department could grow enrollments.
While these enrollment numbers are concerning, there is some evidence that the trend of dropping enrollments may be reversing. Our low point was Fall 21 where we had only 747 students enrolled. By contrast, we currently have 866 students enrolled, and this doesn't include all the late start courses which will add to these numbers. Given that there is a trend of increasing enrollment, it seems reasonable to conclude that we can support more sections going forward, though we will need to continue monitoring these numbers.
An additional success of the program is the wide variety of courses, course modalities, and session lengths we offer in our discipline. By offering the variety of courses that we offer, we give students the opportunity to be exposed to various ways of thinking about the world and interacting with others, and students benefit from this exposure. This is evidenced by the success rates in these courses. The success rates for the majority of these specialized courses (e.g. 101, 104A, 104B, 106, 107, 108, 109, 112, 125, 126, 130, and 131) exceed the campus average. While they are specialized, they all transfer to UC and CSU and fulfill IGETC and CSU GE requirements and will continue to fill similar requirements under the Cal-GETC transfer pattern. |
| If applicable, describe any | Optional | N/A |

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| major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review. | | |
| If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation. | Optional | N/A |
| Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy. | Select One | ☒Reviewed and accurate<br>☐Reviewed not accurate, update in progress<br>☐Reviewed not accurate, need support |

*Data Reflection*

| Prompt | Guidance | Program Response |
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| Describe the trends you see in your program/service area's data. | Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work | As noted above, one major trend we see is a significant loss in enrollments with the one significant bright spot being an increase in the enrollments for PHIL 205. Given that this course is the only alternative to ENGL 205 that satisfies the same transfer requirements, this may be an area for the Philosophy program to focus on in the future. |
| | Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work | Another major trend, also noted above, has been the dramatic shift to online education with 75% of our sections being online compared to only 25% being face to face.<br>Regarding course success and retention rates, these have remained relatively constant and are roughly at the college average. In drilling down to the individual courses, we see the same consistency in success and retention rates regardless of course modality.<br>Looking at degrees conferred, we had a peak of 9 in 20-21 with the general average being 5-7 degrees awarded per year. Although we do not award many degrees, the average time to completion for the Philosophy degree is much shorter than the college average. Students typically earn their degree in 3.4 years taking 6.6 terms to |

| | | complete with an average of 83 units earned. This is lower than the college average of 4.2 years, 7.8 terms, and 97 units earned. |
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| Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)? | Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities. | In looking at the equity data, I will first reiterate my desire for there to be an equity trends dashboard so that it is easier to see the size of equity gaps across time. It is confusing to be plugging in and comparing different years one at a time.<br>The general trends that were identified are that, first, the persistent equity gap among Latinx students has been narrowing over time. In 16-17 the equity gap was -10%. In 21-22 the gap was -4.3%. This represents a significant reduction and puts the Latinx equity gap for Philosophy well below the college-wide equity gap of -7.6%. Driving this drop has been the elimination of an equity gap for Latinx students in PHIL 100. That being said, some of our courses continue to have large equity gaps among Latinx students with an enormous gap in PHIL 205 of -17.3% and a gap of -10.7% in PHIL 102B. There is clearly additional work to be done in these courses particularly directed towards our Latinx students.<br>While there is generally good news in Philosophy regarding Latinx students, we have seen a significant increase in the equity gaps for Black and African American students at -22.9%. This gap appears to be entirely in our online, asynchronous courses as we do not see any gap in our face-to-face courses. This is another area where additional work is required to identify the cause of these gaps and develop strategies to rectify them. |
| Describe the discussion(s) that took place about the unit's learning outcomes assessment data. | Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section. | All our courses meet or exceed the outcome standards. We are very proud of the hard work and success of our courses in meeting these outcomes. |

| *Practice Reflection* | | |
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| Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps. | Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach. | Based on the data discussed above, it seems likely that the shift to online education has negatively impacted our Black and African American students resulting in a significant increase in equity gaps among that population. The exact causes of this are unclear, but it is an area the department will need to explore. We will encourage instructors to work with MOST and review the CVC-OEI Online Rubric to jumpstart these efforts.<br>Regarding the decrease in equity gaps among Latinx students, I believe this has been a result of sustained professional development activities focused around equity conducted by our faculty. |
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| What other factors (internal or external) might also impact the above data trends and equity gaps? | Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices. | As mentioned above, one of the major external factors that will impact our program is the new Cal-GETC transfer pattern. As a result of this (still to be finalized) plan, students transferring to a UC or Cal-State will be required to take one less humanities course (two instead of three) and there will no longer be a stand-alone critical thinking requirement. This will mean that PHIL 100 will be less useful to students and will consequently be in much less demand. However, there will continue to be a Critical Thinking and Composition requirement which PHIL 205 currently satisfies. As the only alternative to ENGL 205, this has the potential to be a significant area of growth for our program. In addition, several of our courses do satisfy the Social and Behavioral Sciences area (also reduced from three to two courses required). Promotion of these courses may be another area where the program could maintain or increase enrollments.<br>Other external factors impacting the program include the general decline in community college enrollments and the preference among students for online, asynchronous courses. Connected to this last point, we also need to consider the impact that Large Language Model AI's may have on online instructions. Given the recent advances in this technology (such as ChatGPT) there may soon be no way to ensure that work submitted electronically is actually created by the student, thereby threatening the integrity of online education in its entirety. |

| *Unit Goals and Action Plans* | | |
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| Unit Goals | Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound. | Goal 1: Review and modify the Philosophy Program as necessary to account for changes resulting from the new Cal-GETC transfer pattern.<br>Goal 2: Improve equitable outcomes by developing additional OER resources for students.<br>Goal 3: Improve equitable outcomes by modifying course outlines and developing curriculum that engages more directly with non-Western philosophical perspectives. |
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| Mesa2030 Roadmap Strategic Objective (SO) Alignment | Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs | Goal 1: Review and modify the Philosophy Program as necessary to account for changes resulting from the new Cal-GETC transfer pattern.<br>    SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.<br>    SO: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.<br>    SO: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion.<br>    SO: Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units.<br>Goal 2: Improve equitable outcomes by developing additional OER resources for students.<br>    SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.<br>    SO: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.<br>    SO: Reduce costs associated with instructional materials to support the elimination of equity gaps.<br>Goal 3: : Improve equitable outcomes by modifying course outlines and developing curriculum that engages more directly with non-Western philosophical perspectives.<br>    SO: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion. |

|  |  | SO: Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units. |
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| Identify specific actions your program/service area will engage in to accomplish this goal. | Examples may include: policy or practice changes; unit initiatives, curricular changes, etc. | Goal 1<br>1. Meet with faculty across the district to reassess, and if necessary, modify the degrees being offered.<br>2. Meet with faculty across the district to reassess and, if necessary, modify the courses that are offered.<br><br>Goal 2<br>1. Support development of OER resources for our courses.<br>2. Develop OER material for PHIL 100.<br><br>Goal 3<br>1. Meet with faculty across the district to discuss modifications of Course Outlines of Record to include non-Western perspectives and discuss creation of new curriculum.<br>2. Implement the changes that result from (1). |
| Does this Action Plan require resources | if yes, complete resource request form | ☐Yes<br>☐X No |

## Lead Writer and Manager Information

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| Lead writer Name(s) | Ian Duckles |
| Name of Program/Unit | Philosophy |
| Manager Name | Pearl Ly |
| Submission Date of Program Review Draft to Manager for feedback | 3/14/23 |
| Submission Date of Program Review Final Draft to Office of Institutional Effectiveness | 4/3/2023 |