

Instructional Program Review 2019/20 UPDATE

Philosophy

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Ian Duckles
- Name of Liaison: Cathy James
- Department Chair: John Crocitti
- Name of Manager/Service Area Supervisor: Charles Zappia
- Is this a CTE program? (State Yes or No): No

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018/19

Increase Female Enrollment

Currently the Philosophy department enrolls more males than females. We want to address this inequity by increasing enrollment of female students to match the existing campus ratio of males to females.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.5, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 6.1, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Professional & Ethical Behavior

Close Equity Gaps among LatinX students

We seek to close the persistent equity gaps among LatinX students across our courses and our program.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 5.1, Strategic Goal 5.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Maintaining Robust Program

We seek to continue our robust Philosophy Program, maintaining or exceeding our average program load, and

exceeding the Campus rate, with the variety of course offerings now being an accepted part of the new Associate Degree Transfer.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.3, Strategic Goal 4.1, Strategic Goal 5.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Completion of SLO Cycle

We plan to continue our work and assess CLO's in all course as well as assess our PLO's.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Increase Transferability of PHIL 101

Work with the Articulation Office to increase the transfer requirements satisfied by PHIL 101: Symbolic Logic. In particular, focus on adding this course to IGETC Area 2 - Mathematical Concepts and Quantitative Reasoning and CSUGE-B Area B4 - Mathematical/Quantitative Reasoning.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 3.1, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy, Professional & Ethical Behavior

Improve Transferability of PHIL 100 to UCSD

Since Philosophy 100: Logic and Critical Thinking is one of our most popular courses, it is extremely important that it be as transferable as possible. We have noticed some problems with students transferring to UCSD and having problems with the course being accepted for transfer. Therefore, we want to work with our articulation officer, counselors, and UCSD to ensure that this course will transfer to UCSD and satisfy a wide range of requirements there.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 3.1,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/19

Goal

Goal: Increase Female Enrollment

Currently the Philosophy department enrolls more males than females. We want to address this inequity by increasing enrollment of female students to match the existing campus ratio of males to females.

Action: Develop YouTube Channel for Philosophy

Describe the actions needed to achieve this objective:

In an effort to reach out to students we will create a YouTube channel with short videos introducing faculty, our courses, and other areas of philosophical interest. This will involve the simple act of setting up a channel and then working with faculty and the Office of Communications to develop high quality videos for uploading.

Who will be responsible for overseeing the completion of this objective:

Mary Gwin, all faculty.

Provide a timeline for the actions:

We hope to begin the channel by the end of the current academic year and then devote '19-'20 to creating and promoting the first set of videos.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will know we have achieved this objective when the videos are created and posted to YouTube.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

It is our understanding that Mesa College already has the necessary resources available. We just need to allocate time and reach out to the Office of Communications for assistance.

Action: Increase Female Enrollment

Describe the actions needed to achieve this objective:

Philosophy has a reputation (not undeservedly) as a field for the study of dead white men. Therefore, adjusting the perception of philosophy to make it more appealing to women will take an enormous amount of work, and will require us to experiment with novel approaches to marketing our courses and our majors to students. As such, we will explore a variety of approaches to achieving this objective. Some of the approaches are spelled out in other action items under this goal, but as we discuss and explore strategies as a discipline we will develop new ideas and plans.

Who will be responsible for overseeing the completion of this objective:

All faculty.

Provide a timeline for the actions:

This work will be long-term and ongoing. Even when the goal is achieved, we will need to continue working to ensure that these numbers do not change.

Describe the assessment

We will know we have been successful when our review of equity data for our

plan you will use to know if the objective was achieved and effective:

program and for individual courses shows that our percentage of enrollment of females matches the enrollment percentages for the entire college.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time, potentially new faculty.

Goal: Close Equity Gaps among LatinX students

We seek to close the persistent equity gaps among LatinX students across our courses and our program.

Action: Develop New Course

Describe the actions needed to achieve this objective:

We plan to develop a new course on Latin American Philosophy.

Who will be responsible for overseeing the completion of this objective:

The entire department.

Provide a timeline for the actions:

2-3 years using the regular course creation and approval process.

Describe the assessment plan you will use to know if the objective was achieved and effective:

When the course is offered in the schedule and appears in the course catalog.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Goal: Maintaining Robust Program

We seek to continue our robust Philosophy Program, maintaining or exceeding our average program load, and exceeding the Campus rate, with the variety of course offerings now being an accepted part of the new Associate Degree Transfer.

Action: Increase Offerings of Phil 205

Describe the actions needed to achieve this objective:

We will poll Full Time and Part Time instructors on ideas for teaching PHIL 205. We will then gradually increase offerings after reviewing proposals submitted by instructors.

Who will be responsible for overseeing the completion of this objective:

All Faculty and the Department Chair

Provide a timeline for the actions:

This work is ongoing and open ended until we reach a saturation point with sections of Phil 205.

Describe the assessment plan you will use to know if the objective was achieved and effective:

When we add more sections of Phil 205 that enroll at an acceptable level.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

No additional resources required at this time, but depending on how many sections we can successfully offer we may require more faculty in the future to meet demand.

Action: Maintenance of Program

Describe the actions needed to achieve this objective:

Keeping all courses currently in our catalog section, leading to the Associate Degree or the ADT. This goal can be achieved primarily through the following the current 6-semester plan for Philosophy courses, taught by Furrow, Rosenstand, Duckles, Gwin, and available adjuncts.

Who will be responsible for overseeing the completion of this objective:

Primarily our Department Chair, John Crocitti, as the coordinator of the course schedules, with the input of full-time contract and pro-rata faculty, as well as the assessment of adjunct faculty.

Provide a timeline for the actions:

We operate with a flexible 6-semester cycle of courses, and the recurring assessment of our success in maintaining our robust program will thus be apparent at the end of any given 6-semester cycle.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Assessing the statistics for each course within the 6-semester cycle.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The objective will be achieved by current full-time contract faculty.

Goal: Completion of SLO Cycle

We plan to continue our work and assess CLO's in all course as well as assess our PLO's.

Action: SLO Cycle Completion

Describe the actions needed to achieve this objective:	With a DOC coordinator in place and our current practice of CLO assessment, we will continue to follow our existing plan and practices.
Who will be responsible for overseeing the completion of this objective:	The administration of the necessary SLO's will be organized by the Social Sciences Department SLO coordinator, and assessed by faculty.
Provide a timeline for the actions:	By the end of the current assessment cycle.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Our DOC coordinator will track our assessment of CLO's. That individual will keep us on track. We will know the objective is completed when these records indicate that we have assessed the CLO's in all our courses and completed assessment of our PLO's.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Faculty. No additional resources are required.

Goal: Increase Transferability of PHIL 101

Work with the Articulation Office to increase the transfer requirements satisfied by PHIL 101: Symbolic Logic. In particular, focus on adding this course to IGETC Area 2 - Mathematical Concepts and Quantitative Reasoning and CSUGE-B Area B4 - Mathematical/Quantitative Reasoning.

Action: Increase Transferability of PHIL 101

Describe the actions needed to achieve this objective:	Work with the Office of Articulation and counseling to modify the current transfer requirements satisfied by this course.
Who will be responsible for overseeing the completion of this objective:	Mary Gwin, and all other contract faculty.
Provide a timeline for the actions:	Within the next two years, however it may take longer due to unforeseen complications.
Describe the assessment plan you will use to know if the objective was achieved and effective:	When the IGETC and CSUGE-B standards are modified to include this course.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): No additional resources are required.

Goal: Improve Transferability of PHIL 100 to UCSD

Since Philosophy 100: Logic and Critical Thinking is one of our most popular courses, it is extremely important that it be as transferable as possible. We have noticed some problems with students transferring to UCSD and having problems with the course being accepted for transfer. Therefore, we want to work with our articulation officer, counselors, and UCSD to ensure that this course will transfer to UCSD and satisfy a wide range of requirements there.

Action: Improve Transferability of PHIL 100	
Describe the actions needed to achieve this objective:	We need to work with the Articulation Officer, our counseling liaison and the Office of Admissions at UCSD to identify current issues and then modify the course outline of record for Philosophy 100 to address these concerns.
Who will be responsible for overseeing the completion of this objective:	All faculty.
Provide a timeline for the actions:	We should be able to submit an updated COR for approval some time during the '19-'20 academic year.
Describe the assessment plan you will use to know if the objective was achieved and effective:	We will know this objective is successful when UCSD and our Articulation Officer tell us that the problems have been resolved.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19

Goal

Goal: Increase Female Enrollment

Currently the Philosophy department enrolls more males than females. We want to address this inequity by increasing enrollment of female students to match the existing campus ratio of males to females.

Action: Develop YouTube Channel for Philosophy

Describe the actions needed to achieve this objective:	In an effort to reach out to students we will create a YouTube channel with short videos introducing faculty, our courses, and other areas of philosophical interest. This will involve the simple act of setting up a channel and then working with faculty and the Office of Communications to develop high quality videos for uploading.
Who will be responsible for overseeing the completion of this objective:	Mary Gwin, all faculty.
Provide a timeline for the actions:	We hope to begin the channel by the end of the current academic year and then devote '19-'20 to creating and promoting the first set of videos.
Describe the assessment plan you will use to know if the objective was achieved and effective:	We will know we have achieved this objective when the videos are created and posted to YouTube.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	It is our understanding that Mesa College already has the necessary resources available. We just need to allocate time and reach out to the Office of Communications for assistance.

Status for Develop YouTube Channel for Philosophy

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	We continue to work on achieving this goal.

Action: Increase Female Enrollment

Describe the actions	Philosophy has a reputation (not undeservedly) as a field for the study of dead white
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needed to achieve this objective:

men. Therefore, adjusting the perception of philosophy to make it more appealing to women will take an enormous amount of work, and will require us to experiment with novel approaches to marketing our courses and our majors to students. As such, we will explore a variety of approaches to achieving this objective. Some of the approaches are spelled out in other action items under this goal, but as we discuss and explore strategies as a discipline we will develop new ideas and plans.

Who will be responsible for overseeing the completion of this objective:

All faculty.

Provide a timeline for the actions:

This work will be long-term and ongoing. Even when the goal is achieved, we will need to continue working to ensure that these numbers do not change.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will know we have been successful when our review of equity data for our program and for individual courses shows that our percentage of enrollment of females matches the enrollment percentages for the entire college.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time, potentially new faculty.

Status for Increase Female Enrollment

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

We have consistently increased the number of female students over the past 5 years, but female students are still under represented in our courses.

Goal: Close Equity Gaps among LatinX students

We seek to close the persistent equity gaps among LatinX students across our courses and our program.

Action: Develop New Course

Describe the actions needed to achieve this objective:

We plan to develop a new course on Latin American Philosophy.

Who will be responsible for overseeing the completion of this objective:	The entire department.
Provide a timeline for the actions:	2-3 years using the regular course creation and approval process.
Describe the assessment plan you will use to know if the objective was achieved and effective:	When the course is offered in the schedule and appears in the course catalog.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Status for Develop New Course

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	We need to begin developing the course and moving it through the curriculum review process.

Goal: Maintaining Robust Program

We seek to continue our robust Philosophy Program, maintaining or exceeding our average program load, and exceeding the Campus rate, with the variety of course offerings now being an accepted part of the new Associate Degree Transfer.

Action: Increase Offerings of Phil 205

Describe the actions needed to achieve this objective:	We will poll Full Time and Part Time instructors on ideas for teaching PHIL 205. We will then gradually increase offerings after reviewing proposals submitted by instructors.
Who will be responsible for overseeing the completion of this objective:	All Faculty and the Department Chair
Provide a timeline for the	This work is ongoing and open ended until we reach a saturation point with sections

actions:	of Phil 205.
Describe the assessment plan you will use to know if the objective was achieved and effective:	When we add more sections of Phil 205 that enroll at an acceptable level.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	No additional resources required at this time, but depending on how many sections we can successfully offer we may require more faculty in the future to meet demand.

Status for Increase Offerings of Phil 205

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	We have increased the number of sections from one face to face offering to three face to face courses and one online course. We will also start offering an Honors Section of PHIL 205 in the Fall semester to complement the Honors section we already offer in the Spring. We will continue to add courses as long as the sections offered do fill, which they have consistently done. The reduction in the cap for this course to 25 will also likely require the addition of more sections to keep up with demand for this course.

Action: Maintenance of Program

Describe the actions needed to achieve this objective:	Keeping all courses currently in our catalog section, leading to the Associate Degree or the ADT. This goal can be achieved primarily through the following the current 6-semester plan for Philosophy courses, taught by Furrow, Rosenstand, Duckles, Gwin, and available adjuncts.
Who will be responsible for overseeing the completion of this objective:	Primarily our Department Chair, John Crocitti, as the coordinator of the course schedules, with the input of full-time contract and pro-rata faculty, as well as the assessment of adjunct faculty.
Provide a timeline for the actions:	We operate with a flexible 6-semester cycle of courses, and the recurring assessment of our success in maintaining our robust program will thus be apparent at the end of any given 6-semester cycle.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Assessing the statistics for each course within the 6-semester cycle.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The objective will be achieved by current full-time contract faculty.

Status for Maintenance of Program

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

This work is ongoing, and is complicated by the overall lowering of enrollments at Mesa. We will continue to pursue this objective using enrollment management to ensure that the courses we offer fill and meet student needs.

Goal: Completion of SLO Cycle

We plan to continue our work and assess CLO's in all course as well as assess our PLO's.

Action: SLO Cycle Completion

Describe the actions needed to achieve this objective:

With a DOC coordinator in place and our current practice of CLO assessment, we will continue to follow our existing plan and practices.

Who will be responsible for overseeing the completion of this objective:

The administration of the necessary SLO's will be organized by the Social Sciences Department SLO coordinator, and assessed by faculty.

Provide a timeline for the actions:

By the end of the current assessment cycle.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Our DOC coordinator will track our assessment of CLO's. That individual will keep us on track. We will know the objective is completed when these records indicate that we have assessed the CLO's in all our courses and completed assessment of our PLO's.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software,

Faculty. No additional resources are required.

**Facilities, Classified Staff,
Faculty, Other):**

Status for SLO Cycle Completion

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Our DOC continues to ensure that we make progress towards this goal.

Goal: Increase Transferability of PHIL 101

Work with the Articulation Office to increase the transfer requirements satisfied by PHIL 101: Symbolic Logic. In particular, focus on adding this course to IGETC Area 2 - Mathematical Concepts and Quantitative Reasoning and CSUGE-B Area B4 - Mathematical/Quantitative Reasoning.

Action: Increase Transferability of PHIL 101

Describe the actions needed to achieve this objective: Work with the Office of Articulation and counseling to modify the current transfer requirements satisfied by this course.

Who will be responsible for overseeing the completion of this objective: Mary Gwin, and all other contract faculty.

Provide a timeline for the actions: Within the next two years, however it may take longer due to unforeseen complications.

Describe the assessment plan you will use to know if the objective was achieved and effective: When the IGETC and CSUGE-B standards are modified to include this course.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): No additional resources are required.

Status for Increase Transferability of PHIL 101

Current Status: Not Implemented

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Given discussions with the articulation officer at Mesa, we have decided that this goal is no longer feasible due to provisions in CA state law and the Ed Code which prevent us from taking further action on this goal.

Goal: Improve Transferability of PHIL 100 to UCSD

Since Philosophy 100: Logic and Critical Thinking is one of our most popular courses, it is extremely important that it be as transferable as possible. We have noticed some problems with students transferring to UCSD and having problems with the course being accepted for transfer. Therefore, we want to work with our articulation officer, counselors, and UCSD to ensure that this course will transfer to UCSD and satisfy a wide range of requirements there.

Action: Improve Transferability of PHIL 100

Describe the actions needed to achieve this objective:

We need to work with the Articulation Officer, our counseling liaison and the Office of Admissions at UCSD to identify current issues and then modify the course outline of record for Philosophy 100 to address these concerns.

Who will be responsible for overseeing the completion of this objective:

All faculty.

Provide a timeline for the actions:

We should be able to submit an updated COR for approval some time during the '19-'20 academic year.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will know this objective is successful when UCSD and our Articulation Officer tell us that the problems have been resolved.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time.

Status for Improve Transferability of PHIL 100

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

We will continue to work with UCSD and our Articulation Officer to modify the COR for this course to meet transferability requirements for UCSD.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Philosophy

(REQUIRED) Program name

Philosophy

(REQUIRED) Are you on target with your assessment schedule?

Yes. Philosophy assesses CLO's on a six-year cycle. IN the '16-'17 academic year we assess all our Critical Thinking CLO's. In '17-'18 we assessed the Communications CLO. In 18-19 we assessed the Personal Action and Civic Responsibility CLO. This year we are assessing the Global Awareness CLO, and next year we will assess the Self-Awareness and Interpersonal Skills CLO. We do have a few courses that are not offered every year, so these courses have multiple CLO's assessed in the years that they are offered to ensure that all CLO's are assessed in all courses at some point during the six-year cycle.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

We are on track and are satisfied with the performance of our courses. During our last assessment of the Global Awareness CLO in Fall 2019, two courses were assessed. Only three of our courses have this CLO, so this was a smaller number than we have assessed in the past. Here are the results of our assessment:

PHIL 102B (5 sections): 87.3% achieved a level of "Competent" or better.

PHIL 131 (1 Section): 82.2% achieved a level of "Competent" or better.

PHIL 106 will be assessed the next time it is offered in Fall 2021.

(REQUIRED) Based on your assessments, what resource needs have you identified?

We have not identified any additional resource needs.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Philosophy

Program Name

(REQUIRED) Type your program name.

Philosophy

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

As has long been the case, we do have significant equity gaps among African-American and LatinX students. I have focused on our four main courses that have multiple sections and that garner the bulk of our enrollment. These courses are PHIL 100, 102A, 102B, and 205.

PHIL 100 has an overall success rate of 71% with an equity gap of -10% among African American students and -6% among LatinX students.

PHIL 102A has an overall success rate of 71% with an equity gap of -13% among African American students and -5% among LatinX students.

PHIL 102B has an overall success rate of 76% with an equity gap of -12% among African American students and -4% among LatinX students.

PHIL 205 has an overall success rate of 69% with an equity gap of -10% among LatinX students and apparently had no African-American students. This data can't be correct as I have definitely had African American students in my sections. This discrepancy may be due to students not reporting their ethnicity.

There were other equity gaps, but the size of the groups was too small to draw any significant conclusions.

In addition, as far as group size, the LatinX group is about five times the size of the African American group meaning that our department should focus its efforts on closing equity gaps among LatinX students as this will have the most significant impact on our overall equity gaps.

Finally, the most significant equity gaps concerns the number of female students enrolled in our courses. 52% of our students are male, while only 48% are female. While these numbers have improved significantly since 2014-2015 when 57% of our students were male and only 43% were female, closing this enrollment gap is one of the major focuses for our discipline.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

The equity gap among LatinX students has been fairly consistent over the past five years in PHIL 100 and 102A. PHIL 205 has only been offered for the past three years and the number of sections has only recently increased to three per semester, so there isn't enough historical data to draw any consistent conclusions. All the other equity gaps identified above have fluctuated dramatically over the past five years, making it difficult to draw any consistent conclusions. All this data does indicate that our efforts would best be focused on addressing equity gaps among LatinX students as these are the most stable and the number of students impacted is quite large.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

While it is difficult to identify any reasons for these equity gaps, I would speculate that one major issue concerns the subject matter of philosophy. Most of our courses are designed around teaching the works of dead white men. I think this accounts for the equity gap in female enrollment, and may also account for the equity gap among LatinX students. Unfortunately, the data provided does not really provide any insight into the causes of these equity gaps so much of this is purely speculation.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

If I am correct that part of the problem is related to subject matter, offering some courses that do more directly address the needs and interests of LatinX student (such as a course on Latin-American philosophy) might contribute to closing these gaps. We are currently working with faculty at City College to develop such a course in order to better serve the needs of our students. In addition, a new Latin American Philosophy course could provide the core for creation of a Latin American studies certificate/degree in cooperation with History (131-132), Chicano Studies, Sociology (150), Spanish, Anthropology (215), and Art-Fine Art (130). As we proceed with the development of this course, we will do so with an eye to possibly trying to develop such a certificate/degree. However, this is a much longer-term goal. We need to get the course on the books first, and then we can pursue the possibility of creating such a degree/certificate.

In addition to these specific efforts, the Philosophy faculty are actively involved in a wide range of equity efforts across the campus. Ian Duckles is the Instructional Faculty Co-chair of the Guided Majors and Mapping Work Group and a member of the Mesa Pathways Committee. Mary Gwin is also active on this work group. Duckles is also active on the Mesa 2030 Task Force along with the department chair John Crocitti. All of these have a strong equity focus. The consequent cross-campus discussions will help shape equity strategies for the Philosophy Program and promote enrollment in the program. Participation in these projects by the Philosophy Program's faculty members and the department chair continues their strong tradition of campus leadership.

Finally, Philosophy is actively involved in the new Women's Study Certificate, with our faculty teaching many of the core courses required for this degree including PHIL 125, PHIL 126, and WMNS 101. It is our hope that this will also increase female interest and enrollment in other philosophy courses, and expose philosophy to a wider range of students at Mesa College.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

As noted in Section A4 above, we are working to develop a course on Latin American philosophy in order to help meet the needs of our large LatinX student population.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Time.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Our program goals do address our equity gap in the enrollment of female students. A program goal that addresses LatinX students has been added.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

The area of focus from last year was to increase female enrollment in all our courses. We did identify some specific projects, but we have not had the time to implement them fully yet (we all spend a great deal of time in meetings, making it difficult to do additional work to improve the program). That being said, we have seen a consistent increase in female enrollment in our program over the past five years, and these trends continued into 18-19, the last year for which data was available.

It should also be noted that PHIL 125 and 126 are part of a new Women's Studies Degree, which should draw more female enrollment to these courses in particular. In addition, the new WMNS 101 that is part of that program is taught by a philosophy adjunct who is well-positioned to develop a following of students interested in associated philosophy courses.

It is hopeful that these and other efforts will contribute to the elimination of this significant equity gap in Philosophy.