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**College of Alameda**

2022-23 Program Review – Philosophy

**Lead Author:**

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| Jennifer Fowler, Department Chair |

**Program Overview**

Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

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| Philosophy is a discipline that examines fundamental questions about everyday life and the natural world.  Philosophy classes at College of Alameda will prepare students to:   * Demonstrate knowledge of the major questions, central methods, issues, figures, and arguments in the core areas of philosophy and its history. * Use formal and informal logic to identify, construct, analyze, evaluate, and respond to arguments. * Deal with value questions with clarity, fairness, and open-mindedness. * Make connections with philosophical traditions and everyday life, including their professional, family, and social lives. * Clearly articulate ideas and arguments in writing and speech.   By studying philosophy, students will gain wisdom, clarity, and awareness about a wide variety of philosophical issues that arise within different cultural and his |

List your program faculty and/or staff

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| David Peterson (Part-Time) |

Describe your current utilization of facilities, including labs and other space

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| The department utilizes classrooms on campus equipped with modern instructional technologies such as an interactive whiteboard, digital projector, and document camera. However, the department primarily relies upon online resources through the Canvas learning management system as many classes remain online. |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal** | Expand the number of courses offered. This will allow our department to increase our reach and allow students to use our courses to meet diverse personal and academic goals. |
| Status: In-Progress or Complete? | In-Progress; the nationwide and statewide downward enrollment trend and pandemic challenges have made it difficult to expand course offerings at this time. |
| Which college or district goal is aligned with your program goal? | College: Advance CoA teaching and learning  District: Advance Student Access, Equity, and Success |

**Enrollment Trends**

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**[Enrollment Trends Dashboard link](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)**

Discuss enrollment trends over the past three years

*For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline*

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| The COVD-19 pandemic and the fake-student epidemic continued to drive enrollments down. “Trend” is probably not a useful term in this context, given the highly anomalous conditions in which data were collected over the past two years. However overall, data shows fairly steady productivity in the high-14 to low-15 range, despite the immense challenges we’ve endured through the pandemic in a small department with no full-time faculty. |

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

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| Faculty use innovative technologies, lectures, games, video clips, workshops, and student projects to create a student-centered learning environment. |

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

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| Standards of academic integrity are defined in each syllabus and the college catalog. Plagiarism is not tolerated in face-to-face, hybrid, or online courses. Students that plagiarize will be held accountable to the academic integrity standards outlined in the college catalog.  Distance education instructors provide students with quality grade feedback and electronic interaction (email, video chats, discussion forums, announcements, etc.) just as a face-to-face instructor would. Some faculty have also taken professional development courses or trainings in online teaching pedagogy. |

**Curriculum**

Have all your course outlines of record in CurriQunet been reviewed within the past three years?

[](https://peralta.curricunet.com/)

**https://peralta.curricunet.com/**

☐ Yes ☐ No, please explain:

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| All course outlines of record in CurriQunet have been reviewed within the past three years. |

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

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| Not applicable. |

How is your program meeting the needs of students, and/or articulation with four-year institutions?

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| Enrollment and success data suggests students are responding well to our online course offerings. Philosophy was all online prior to the pandemic and remains so as students seek more flexible scheduling options. |

**Student Learning Outcomes Assessment**

List your Student Learning Outcomes

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| Please access the Communication, Humanities, and Philosophy cluster SLOs via the link below:  [COMM/HUM/PHIL SLOs](https://peralta4-my.sharepoint.com/:w:/g/personal/jfowler_peralta_edu/EQU0cvDhhSdNig932WxRa2wBRbxZYI-Qyk2XxeVqsQg5iA?e=UDz7VQ) |

Please provide a high-level summary and your program’s interpretation of your SLO findings over the past year.

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| Philosophy students consistently achieve outcomes. Our Philosophy faculty member engaged in distance education training and adapted course material to respond to the online teaching modality. |

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

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| The most important thing we learned from assessment is students need flexibility as the world gets back on its feet after the pandemic. This includes more flexible assignment types and assessment methods, all the way down to flexible course offerings. |

Have you assessed your program learning outcomes (PLOs) within the past few years? How have your assessments informed improvements/changes to your program. If you have not assessed your PLOs, explain the plan to assess and the expected timeline.

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| PLOs were assessed in 2021. The department will undertake a full PLO assessment as part of its course outline of record review by the end of the 2022-23 academic year. |

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

* **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
* **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
* **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
* **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
* **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

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| The Department PLOs are mapped to the ILOs. |

**Course Completion**

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| College | Academic Year | Subject | Total Graded | Course Completion | Course Completion Rate |
| Alameda | 2022 | PHIL | 82 | 44 | 54% |
| Alameda | 2021 | PHIL | 192 | 113 | 59% |
| Alameda | 2020 | PHIL | 130 | 86 | 66% |
| Alameda | 2019 | PHIL | 201 | 139 | 69% |
| Alameda | 2018 | PHIL | 323 | 229 | 71% |

Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

[**Course Completion Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

How does the course completion rate for your program or discipline compared to your college's Institution-Set Standard for course completion of **67%**?

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| The Philosophy Department’s course completion rates fall below the college’s Institution-Set Standard for course completion. This is likely due to the rigor of the discipline and pandemic related challenges students have been experiencing. We hope to see this number restored to pre-pandemic levels as student services hours and resources continue to expand and reopen for students. |

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this?

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| There are no significant differences in course completion rates between face-to-face and hybrid courses we offer. It should be noted we have not been able to offer a single face-to-face course since the start of the COVID-19 pandemic due to low student enrollment and class cancellations. |

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

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| The Philosophy Department does not offer dual enrollment courses. |

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| College | Academic Year | Subject | Total Graded | Total Retained | Course Retention Rate |
| Alameda | 2021-2022 | PHIL | 82 | 53 | 65% |
| Alameda | 2020-2021 | PHIL | 192 | 148 | 77% |
| Alameda | 2019-2020 | PHIL | 130 | 100 | 77% |
| Alameda | 2018-2019 | PHIL | 201 | 157 | 78% |
| Alameda | 2017-2018 | PHIL | 323 | 254 | 79% |

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

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| The Philosophy Department’s 3-year course retention rate is 73% and falls below the college’s 3-year average. The pandemic has been extremely challenging for students and faculty, and I believe the declining three year average reflects that. |

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.

Note: The table reflected use 2021-22 course data to calculate DI.

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| **College** | **Subject** | **Target Population** | **Census Enrollment** | **Success Rate** | **PPG Index** | **MOE** | **DI Identified** |
| Alameda | PHIL | All Students | 82 | 53.7 |  |  |  |
| Alameda | PHIL | Asian | 15 | 80.0 | 26.3 | -25.2 | FALSE |
| Alameda | PHIL | Black / African American | 20 | 40.0 | -13.7 | -21.9 | FALSE |
| Alameda | PHIL | DSPS/SAS | 7 | 28.6 | -25.1 | -36.9 | FALSE |
| Alameda | PHIL | Female | 53 | 56.6 | 2.9 | -13.4 | FALSE |
| Alameda | PHIL | First Generation | 47 | 51.1 | -2.6 | -14.3 | FALSE |
| Alameda | PHIL | Hispanic / Latino | 17 | 47.1 | -6.6 | -23.7 | FALSE |
| Alameda | PHIL | Male | 25 | 56.0 | 2.3 | -19.5 | FALSE |
| Alameda | PHIL | Two or More | 7 | 71.4 | 17.8 | -36.9 | FALSE |
| Alameda | PHIL | White | 18 | 55.6 | 1.9 | -23.0 | FALSE |

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

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| Continued efforts to diversify curriculum and maintain close working relations with Student Services and dedicated programs (e.g., Umoja, Puente, Salaam, etc.) will likely help Philosophy to reduce disproportionate impact. |

**Degrees & Certificates Conferred**

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

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| Not applicable. |

For more information on awards: [**Degrees & Certificates Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Increasing the number of students who complete a certificate or degree is a shared goal across CoA’s Ed Master Plan Goals, PCCD Goals, the Chancellor’s Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

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| Not applicable. |

**Engagement**

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

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| Part-time instructors participate in flex days, division meetings, department meetings, and districtwide training.  The department does not currently have any full-time faculty members. |

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

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| This continues to be an area that is a challenge, with only one part-time faculty member in the entire department. However, as COVID restrictions continue to lift and group gatherings continue to increase, the department will look for more opportunities for community engagement. |

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

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| Adjunct faculty participate in the updating of course outlines, provide input for  APUs/Program Reviews, and make decisions regarding how department supply funds are spent. |

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff |  |  |
| Personnel: Student Worker |  |  |
| Personnel: Part Time Faculty |  |  |
| Personnel: Full Time Faculty |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed |  |  |
| Professional Development: Personal/Individual PD needed |  |  |
| Supplies: Software |  |  |
| Supplies: Books, Magazines, and/or Periodicals |  |  |
| Supplies: Instructional Supplies | Classroom Materials | $300 |
| Supplies: Non-Instructional Supplies | Office Supplies and Misc. | $100 |
| Supplies: Library Collections |  |  |
| Technology & Equipment |  |  |
| Library: Library materials/collections |  |  |
| Facilities: Classrooms/Labs |  |  |
| Facilities: Offices |  |  |
| Other |  |  |