2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023   **PROGRAM: PHILOSOPHY**

CLUSTER: SOCIAL & BEHAVIORAL SCIENCE & BUSINESS EDUCATION   **LAST YEAR CPPR COMPLETED: 2018-2019**

NEXT SCHEDULED CPPR: 2023-2024   **CURRENT DATE: 2/1/2023**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

Philosophy AA-T

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

NONE

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

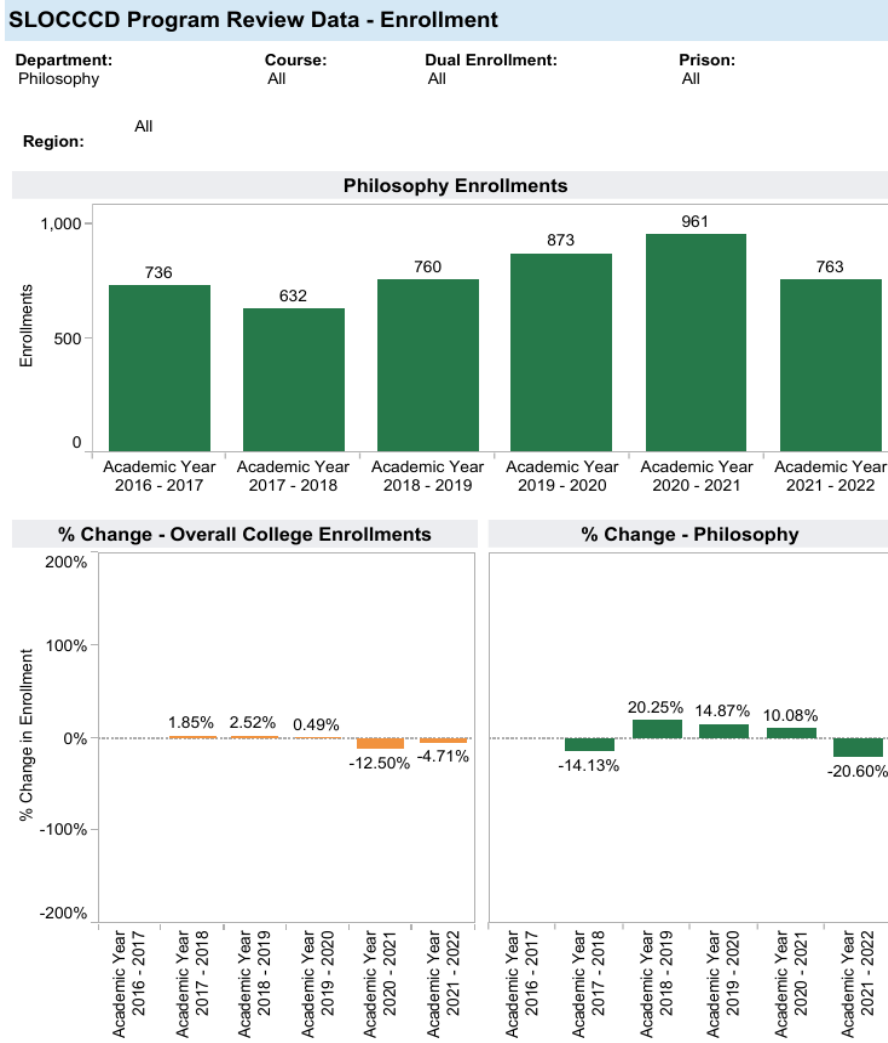Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

1 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

A. [General Enrollment (Insert Aggregated Data Chart)](#)

   Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Philosophy	All	All	All

Region: All

Philosophy Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
736	632	760	873	961	763

% Change - Overall College Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
	1.85%	2.52%	0.49%	-12.50%	-4.71%

% Change - Philosophy

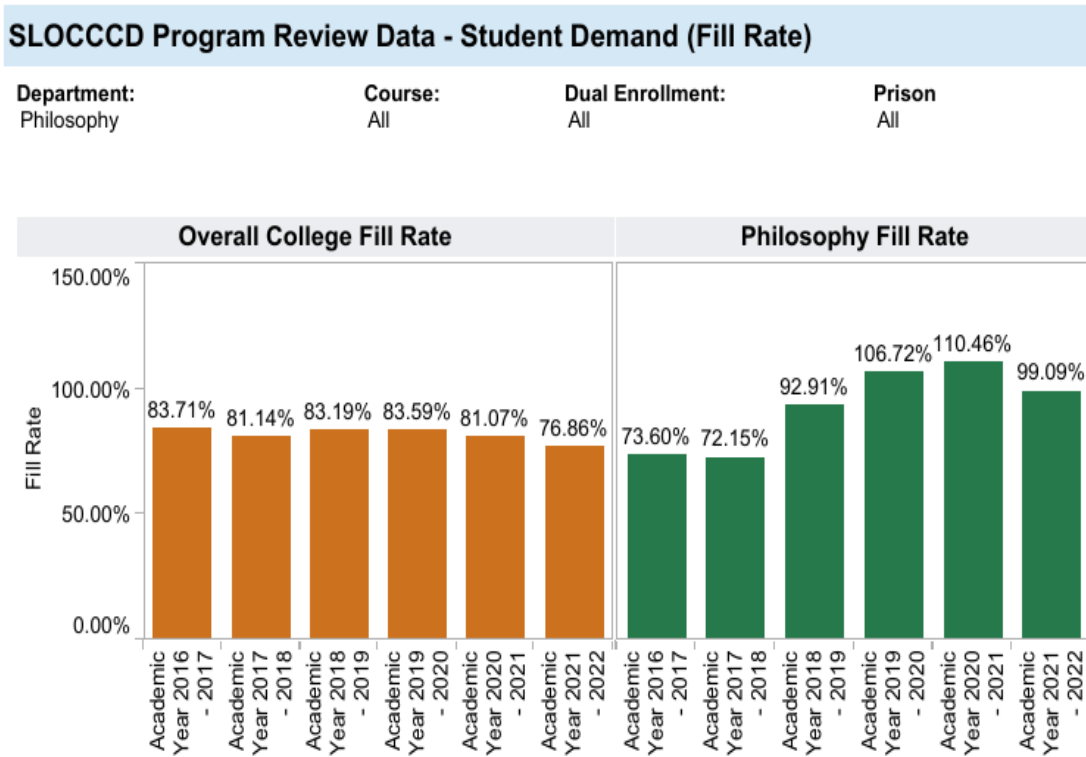| Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
	-14.13%	20.25%	14.87%	10.08%	-20.60%

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Like those of the college, Philosophy's enrollment rates were down in 2021-2022. While the drop in enrollments was larger in Philosophy than in the college that year, this should be balanced against the fact that Philosophy's enrollment increases were significantly higher than those of the college in the three preceding years. Part of the change in enrollments is also due to changes in the number of PHIL sections offered at CMC. In short, our department—like the college as a whole (and, indeed, all colleges)—is on a bit of a long-COVID roller coaster.

B. [General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Philosophy	All	All	All

Overall College Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	83.71%
Academic Year 2017 - 2018	81.14%
Academic Year 2018 - 2019	83.19%
Academic Year 2019 - 2020	83.59%
Academic Year 2020 - 2021	81.07%
Academic Year 2021 - 2022	76.86%

Philosophy Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	73.60%
Academic Year 2017 - 2018	72.15%
Academic Year 2018 - 2019	92.91%
Academic Year 2019 - 2020	106.72%
Academic Year 2020 - 2021	110.46%
Academic Year 2021 - 2022	99.09%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.
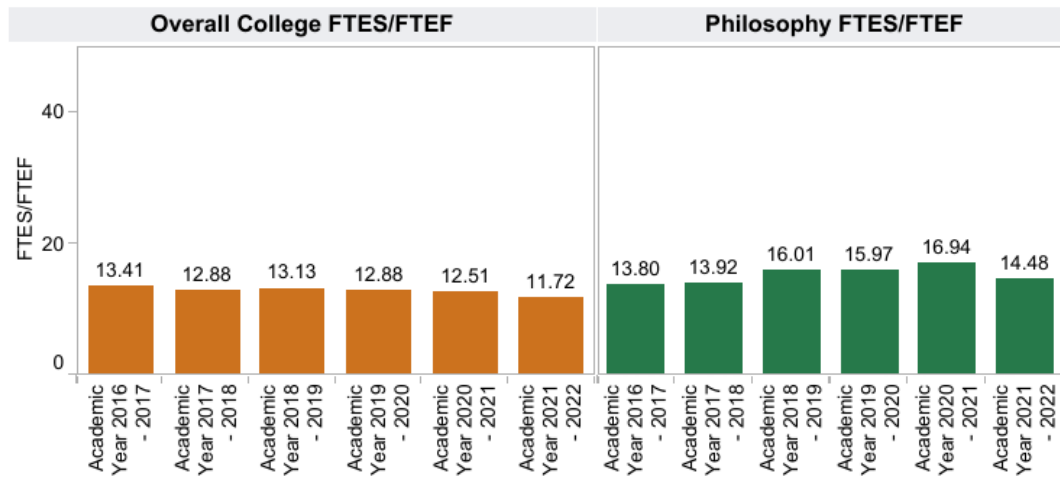
In four of the past six years, the fill rate in Philosophy has exceeded that of the college by between 9 and 29 percentage points. This increase in fill rates is due, at least in part, to efforts the Philosophy Department has made in response to the downward enrollment trend. These efforts included (a) trimming the number of sections offered per term so as to better match student demand, (b) increasing the course offerings in DE relative to F2F, and (c) increasing course offerings at the California Men's Colony (CMC).

C. [General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)
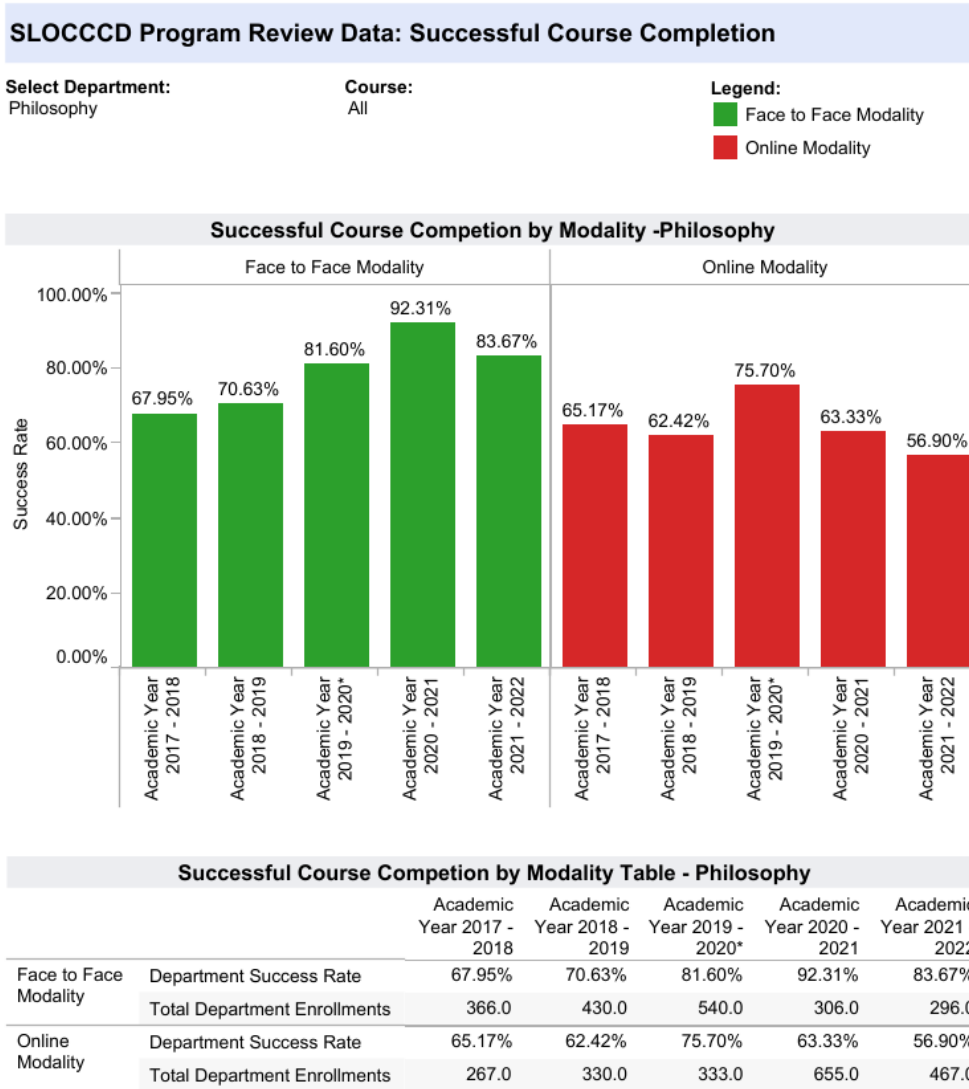
Department:	Course:	Dual Enrollment:	Prison:
Philosophy	All	All	All

Overall College FTES/FTEF

Academic Year	FTES/FTEF
2016 - 2017	13.41
2017 - 2018	12.88
2018 - 2019	13.13
2019 - 2020	12.88
2020 - 2021	12.51
2021 - 2022	11.72

Philosophy FTES/FTEF

Academic Year	FTES/FTEF
2016 - 2017	13.80
2017 - 2018	13.92
2018 - 2019	16.01
2019 - 2020	15.97
2020 - 2021	16.94
2021 - 2022	14.48

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Philosophy is an efficient department. The FTES/FTEF ratio in Philosophy has slightly exceeded that of the college in every one of the past six years. The average FTES/FTEF rate for the college over the past six years was 12.76. The average FTES/FTEF rate for Philosophy over the past six years was 15.19, indicating that PHIL courses provide important fiscal support for the college.

D. Student Success—Course Completion by Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

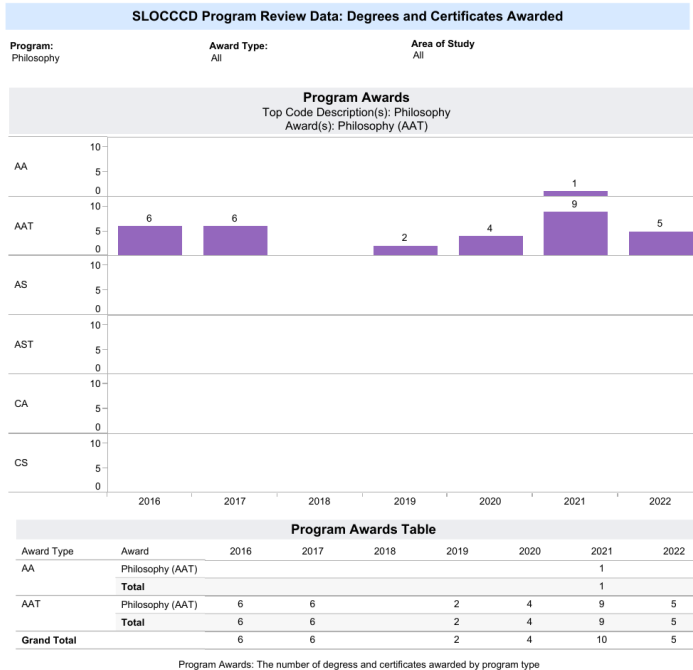**SLOCCCD Program Review Data: Successful Course Completion**

Select Department:
Philosophy

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Philosophy

Successful Course Competion by Modality Table - Philosophy

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	67.95%	70.63%	81.60%	92.31%	83.67%
	Total Department Enrollments	366.0	430.0	540.0	306.0	296.0
Online Modality	Department Success Rate	65.17%	62.42%	75.70%	63.33%	56.90%
	Total Department Enrollments	267.0	330.0	333.0	655.0	467.0

While the F2F success rate in Philosophy has fluctuated more than that of the college as a whole, the two are comparable. The average success rate in F2F courses in the college as a whole for the past five years was 80.15%, and that in Philosophy was 79.23%. The discrepancy between the Philosophy and the college in terms of success in the online modality is puzzling. The average success rate in DE courses in the college as a whole for the past five years was 73.52%, while that in Philosophy was 64.7%—a difference of nearly 9 percentage points. And, while the college DE success rate is below its F2F success rate

by 6.63 percentage points, the Philosophy DE success rate is below its F2F success rate by 14.53 percentage points. At least four factors may have contributed to these results: (a) The shift to DE that faculty and students alike had to make in Spring 2020 meant that many students and faculty were suddenly working in a modality with which they were neither familiar nor comfortable. (b) Prior to the pandemic, Philosophy typically had a majority of its enrollments in F2F and a minority in DE. Since the pandemic, the reverse has been true; a majority of the students who take Philosophy courses are now electing to take them in the DE modality. With this larger proportion of students in our DE classes comes a broader range of DE students in terms of academic preparedness, technological savvy, etc. (c) While Philosophy courses are very challenging for most students, they are even more difficult for students when coupled with the challenges inherent in the online modality, such as the need for self-motivation and the greater proportion of independent work. (d) This table is skewed a bit by the CMC data. For instance, in the 2020-2021 academic year, the table identifies nearly a third of Philosophy enrollments as F2F (306 out of 961), but it does not make clear that nearly 90% of those F2F enrollments were at CMC. This means the much higher success rate in F2F courses than in DE courses was achieved almost entirely by students in one specific demographic and in courses that were all taught by the same instructor. If the CMC data alone were removed from this table (a type of filtering that this particular table does not allow), the average success rates for Philosophy in DE and in F2F would likely be much closer to each other.

E. Degrees and Certificates Awarded (Insert Data Chart)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Philosophy	Award Type: All	Area of Study All

Program Awards
Top Code Description(s): Philosophy
Award(s): Philosophy (AAT)

	2016	2017	2018	2019	2020	2021	2022
AA						1	
AAT	6	6		2	4	9	5

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AA	Philosophy (AAT)						1	
	Total						1	
AAT	Philosophy (AAT)	6	6		2	4	9	5
	Total	6	6		2	4	9	5
Grand Total		6	6		2	4	10	5

Program Awards: The number of degrees and certificates awarded by program type

Few Cuesta College students are pursuing the Philosophy AA-T, but the Philosophy Department does not regard this as a problem. The number of students who major in Philosophy should be small, since there are very few jobs available for people with degrees in Philosophy. Indeed, many people with MA or PhD degrees in Philosophy are underemployed or otherwise employed. The Philosophy Department serves an important role for the college and for students, not by recruiting students to major in Philosophy, but by providing interesting and challenging courses by which students can satisfy part of their General Education breadth requirements.

F. [General Student Success – Course Completion (Insert Aggregated Data Chart)](#)
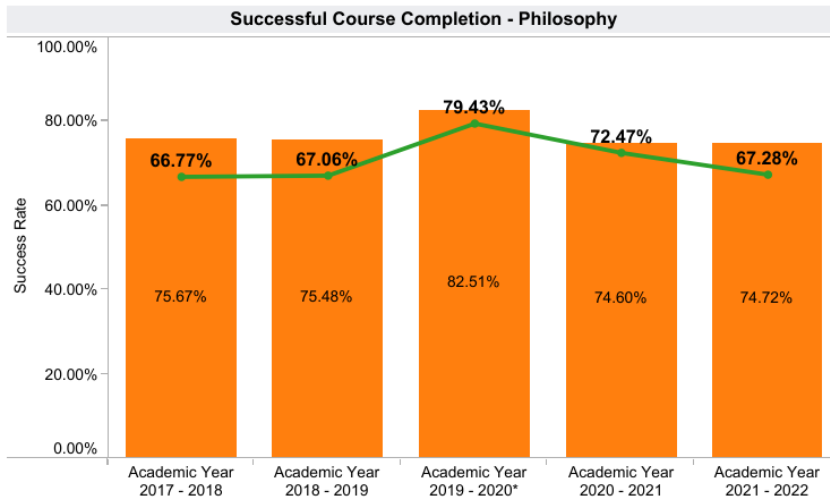Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Philosophy

COURSE
All

TERM
All

Measure Names
- 🟩 Department Success Rate
- 🟧 Overall College Success Rate

Successful Course Completion - Philosophy

Academic Year	Department Success (green line)	Overall College Success (orange bar)	Total Enrollments
Academic Year 2017 - 2018	66.77%	75.67%	
Academic Year 2018 - 2019	67.06%	75.48%	
Academic Year 2019 - 2020*	79.43%	82.51%	
Academic Year 2020 - 2021	72.47%	74.60%	
Academic Year 2021 - 2022	67.28%	74.72%	

Philosophy Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	66.77%	67.06%	79.43%	72.47%	67.28%
Total Enrollments	633	760	873	961	763

The Philosophy Department's success rate over the past five years has averaged 70.6%. This is slightly lower than the 76.59% average success rate for the college in the same period. The observed difference between the Philosophy Department and the college most likely reflects the relative difficulty of the subject matter in Philosophy courses.

G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation

Philosophy Success Percent by Age Group
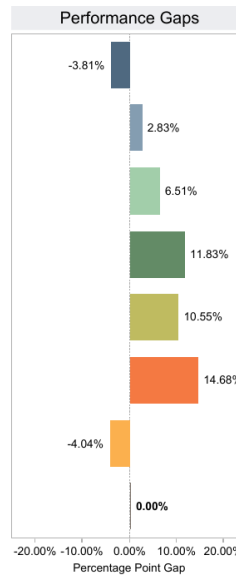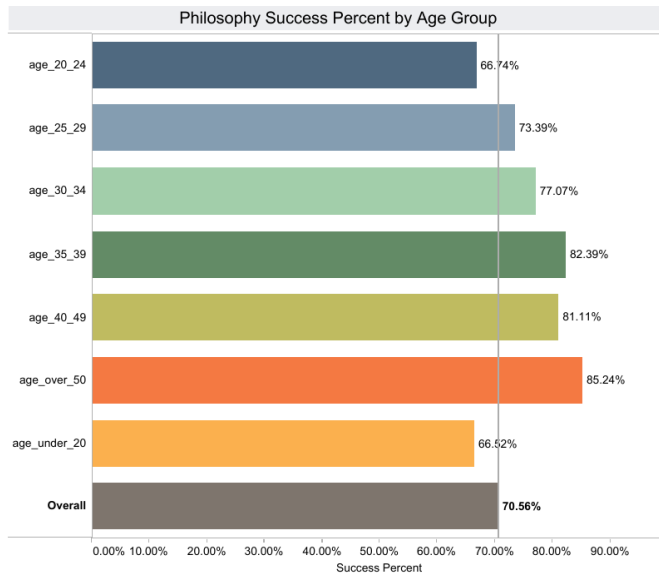
Age Group	Success Percent
age_20_24	66.74%
age_25_29	73.39%
age_30_34	77.07%
age_35_39	82.39%
age_40_49	81.11%
age_over_50	85.24%
age_under_20	66.52%
Overall	**70.56%**

Performance Gaps

Age Group	Percentage Point Gap
age_20_24	-3.81%
age_25_29	2.83%
age_30_34	6.51%
age_35_39	11.83%
age_40_49	10.55%
age_over_50	14.68%
age_under_20	-4.04%
Overall	**0.00%**

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Philosophy Success Percent by Ethnicity

Ethnicity	Success Percent
American Indian or Alaska Native	65.22%
Asian	79.14%
Black or African American	90.29%
Hispanic / Latino	63.67%
Native Hawaiian or Other Pacific Islander	54.55%
Two or More Races	65.11%
Unknown / Non-Respondent	82.46%
White	71.75%
Overall	**70.56%**

Performance Gaps

Ethnicity	Percentage Point Gap
American Indian or Alaska Native	-5.34%
Asian	8.58%
Black or African American	19.73%
Hispanic / Latino	-6.88%
Native Hawaiian or Other Pacific Islander	-16.01%
Two or More Races	-5.45%
Unknown / Non-Respondent	11.90%
White	1.19%
Overall	**0.00%**

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Philosophy Success Percent by Veteran

Not Veteran	76.15%
Unknown/Unreported	66.52%
Veteran	81.74%
Overall	**70.56%**

Performance Gaps

	5.60%
-4.03%	
	11.18%
	0.00%

Academic Year:
All

Department:
Philosophy

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All
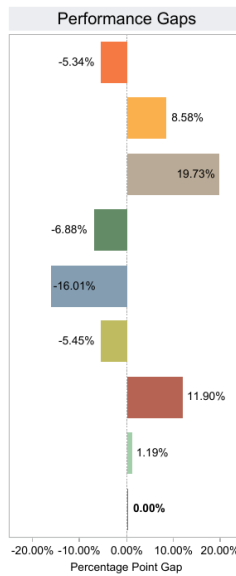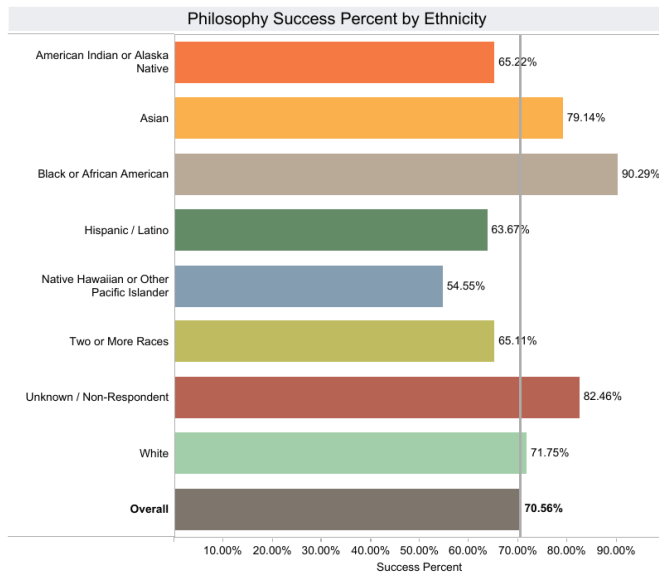
Disaggregate By:
Veteran
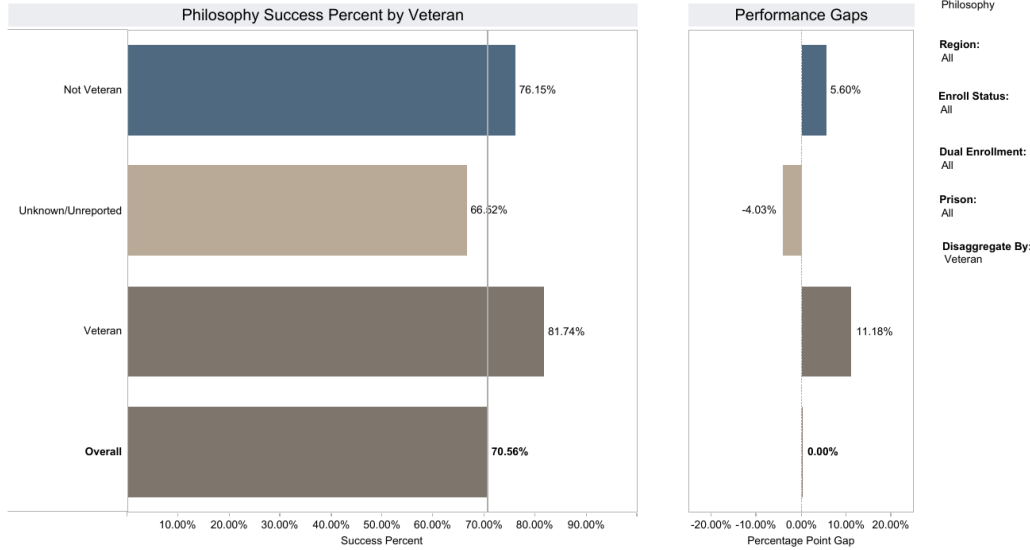
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

For many of the groups shown in the graphs above, the relatively small sample sizes and variation in sample size make the group percentage comparisons difficult to interpret. In the success rate data disaggregated for age group, ethnicity, and veteran status, a few things stand out:

- The positive performance gaps in Philosophy exceed those of the college for several age groups:
    - 25-29: College = –0.13%, Philosophy = 2.83%
    - 30-34: College = 2.93%, Philosophy = 6.51%
    - 35-39: College = 3.17%, Philosophy = 11.83%
    - 40-49: College = 4.11%, Philosophy = 10.55%
    - Over 50: College = 5.26%, Philosophy = 14.68%
- The negative performance gap for Hispanic/Latino students in Philosophy (6.88%) is slightly larger than the negative performance gap for Hispanic/Latino students in the college (3.71%).
- The positive performance gap in Philosophy exceeds that of the college for two ethnic groups:
    - Asian students: College = 5.14%, Philosophy = 8.58%
    - Black or African American students: College = 1.22%, Philosophy = 19.73%
- The positive performance gap for veterans in Philosophy (11.18%) exceeds that of the college (0.75%) by more than 10 percentage points.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:
- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below).* *If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

In both semesters of the current 2022-2023 academic year, our DE sections filled much earlier and filled more completely than did our F2F sections. We will consider shifting to a higher proportion of DE to F2F in the next academic year.

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.