2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-2022   **PROGRAM: PHILOSOPHY**
CLUSTER: SOCIAL SCIENCES   **LAST YEAR CPPR COMPLETED: 2018-2019**
NEXT SCHEDULED CPPR: 2023-2024   **CURRENT DATE: 2/7/2022**

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
- 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.
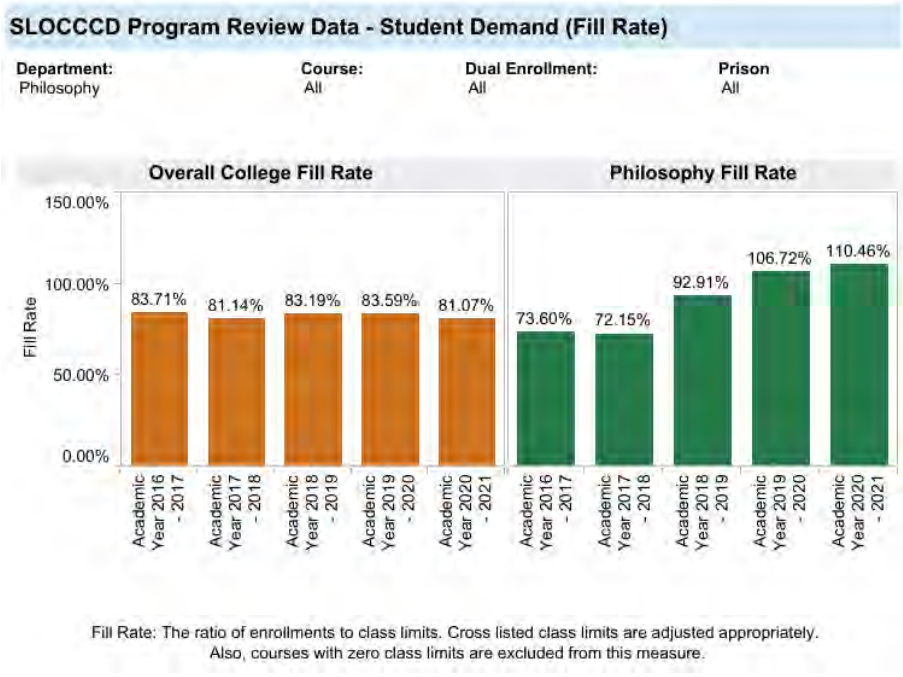
DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

General Enrollment (Insert Aggregated Data Chart)
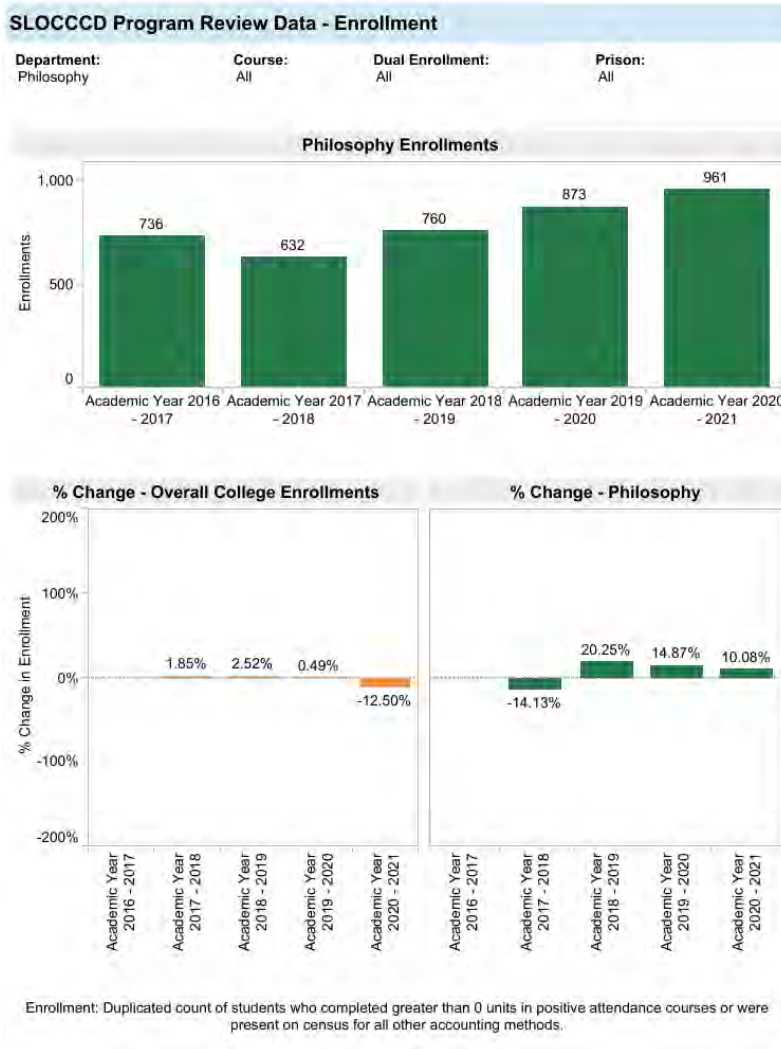
After a drop in 2017-2018, enrollments in Philosophy have risen in each of the three subsequent years. In each of those three years, the percentage of increase relative to the previous year was significantly higher than that of the college as a whole—by 18 points, 14 points, and 22 points, respectively. The recent upswing in enrollments 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.

[General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

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 academic years 2016-2017 and 2017-2018, the Philosophy fill rate was below the college fill rate by roughly ten percentage points. In 2018-2019, the Philosophy fill rate exceeded that of the college by nearly ten percentage points. In 2019-2020, the Philosophy fill rate exceeded that of the college by 22.83 percentage points. In 2020-2021, the Philosophy fill rate exceeded that of the college by 29.39 percentage points.

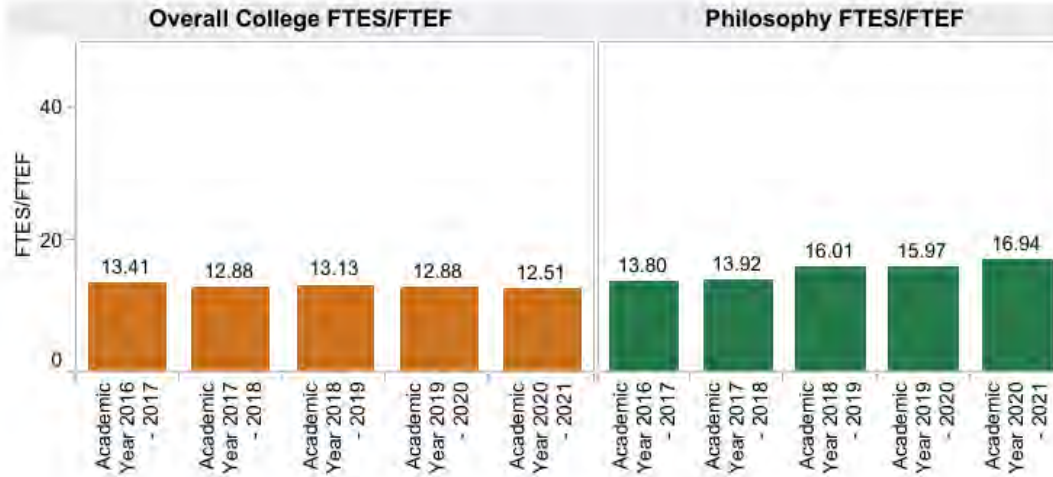[General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

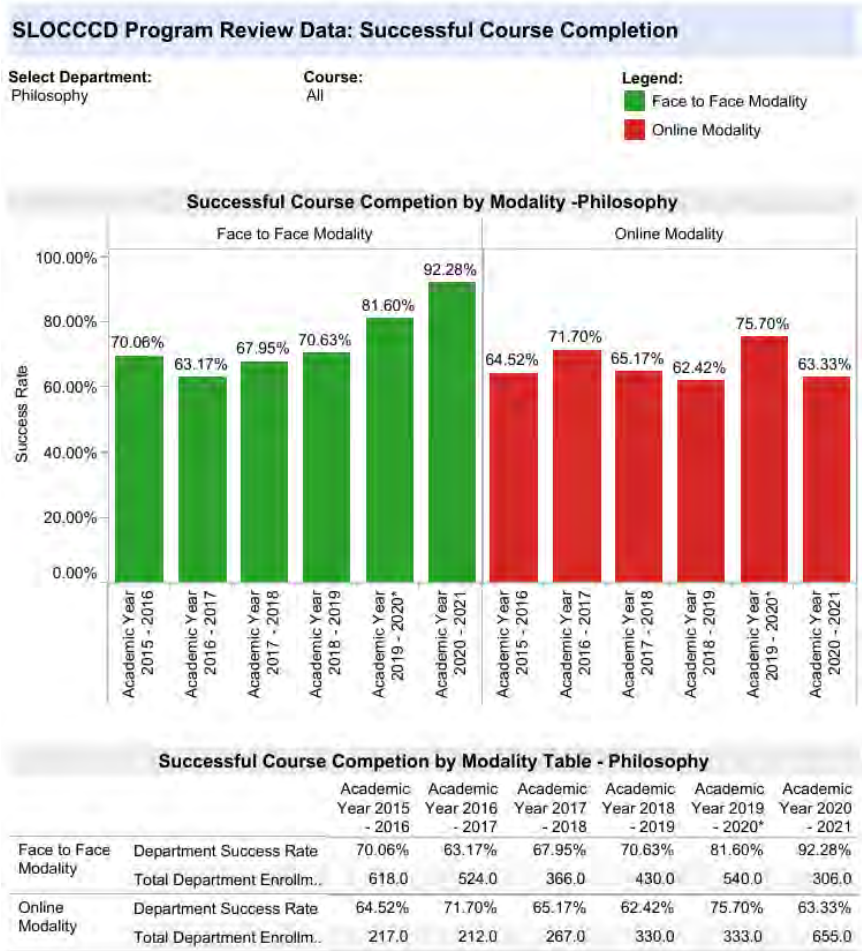| Department:	Course:	Dual Enrollment:	Prison:
Philosophy	All	All	All

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

The Philosophy Department has exceeded the overall college in efficiency (FTES/FTEF) in every one of the past five years. The difference has ranged from less than one percentage point to 4.43 percentage points.

[Student Success—Course Completion by Modality (Insert Data Chart)](#)

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

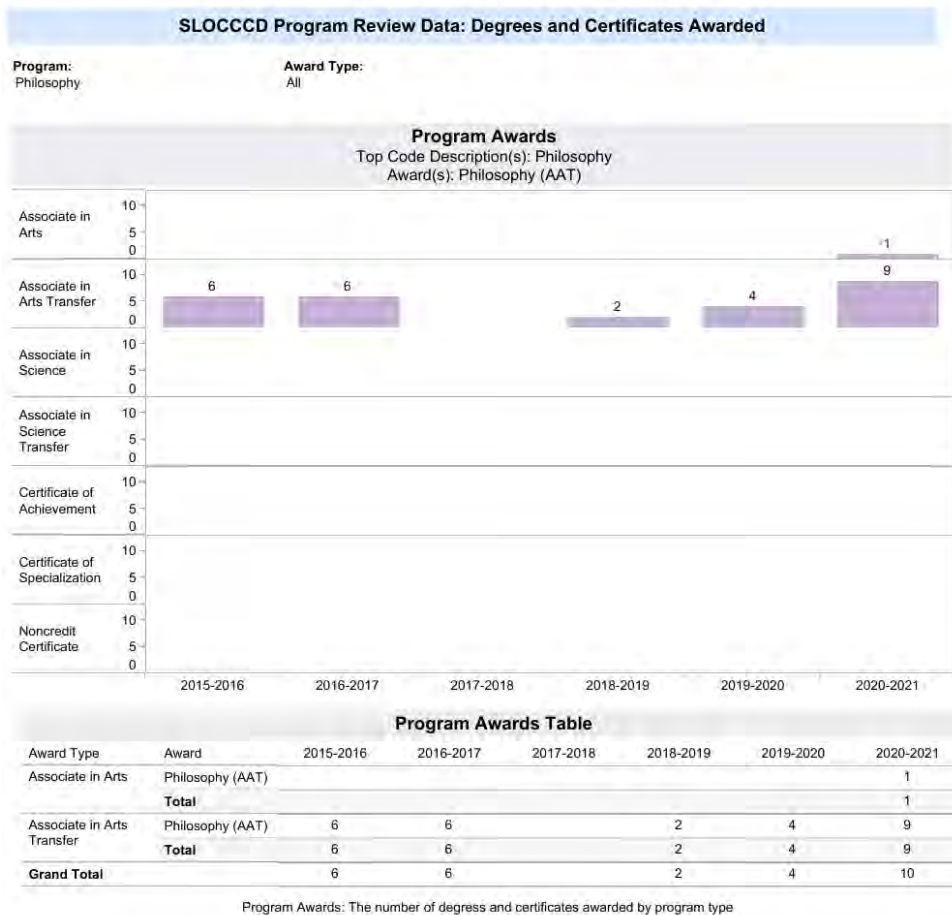|		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	70.06%	63.17%	67.95%	70.63%	81.60%	92.28%
	Total Department Enrollm..	618.0	524.0	366.0	430.0	540.0	306.0
Online Modality	Department Success Rate	64.52%	71.70%	65.17%	62.42%	75.70%	63.33%
	Total Department Enrollm..	217.0	212.0	267.0	330.0	333.0	655.0

In five of the past six years, the success rate in Philosophy was higher in the face-to-face modality than in the online modality. The difference in those years ranges from 2.78 to 29.65 percentage points. The largest discrepancy occurred in 2020-2021, and thus can be attributed to the fact that the vast majority of our students were taking courses in the online modality due to the pandemic.

The average success rate in F2F modality in the college overall is 78.82; in Philosophy, it is 74.28. This is a difference of 4.54 points. The average success rate in DE modality in the college overall is 72.59; in Philosophy, it is 76.14. This is a difference of 5.45 percentage points. These differences likely reflect the difficulty of the subject matter of Philosophy courses, which is even more difficult for some students when coupled with the challenges inherent the online modality, such as the need for self-motivation and the greater proportion of independent work.

The difference in success rate for the two different modalities in the college overall is 6.23; in Philosophy, it is 7.14. Thus, the difference between the Philosophy Department and the college on this metric is less than one percentage point.

[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

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

Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts	Philosophy (AAT)						1
	Total						1
Associate in Arts Transfer	Philosophy (AAT)	6	6		2	4	9
	Total	6	6		2	4	9
Grand Total		6	6		2	4	10

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

Interest in the Philosophy AA-T seems to be increasing. While it remains true that relatively few Cuesta College students are pursuing the Philosophy AA-T, 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.

Instructional Annual Program Planning Worksheet
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 7, 2022

[General Student Success – Course Completion (Insert Aggregated Data Chart)](#)

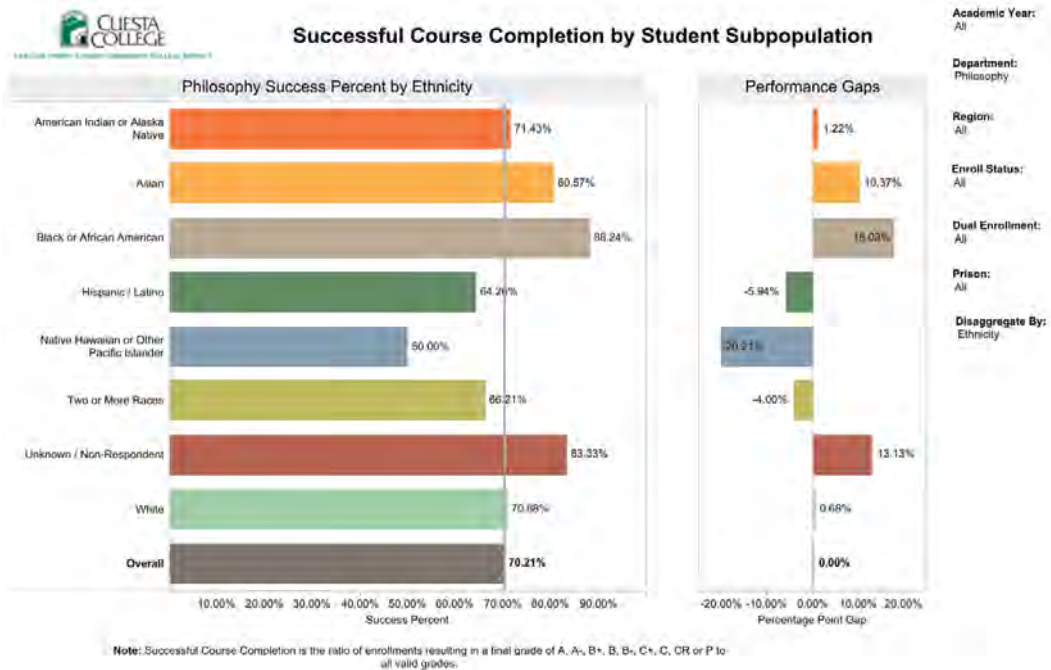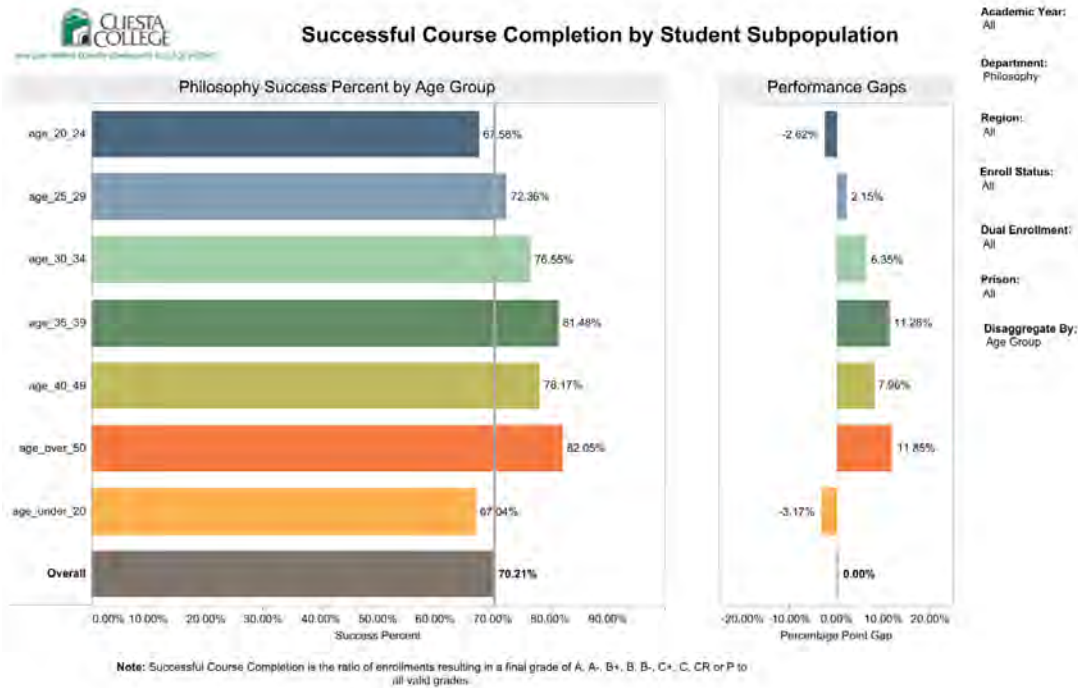**SLOCCCD Program Review Data: Successful Course Completion**

Select Department: Philosophy

COURSE: All

TERM: All

Measure Names
- 🟩 Department Success Rate
- 🟧 Overall College Success Rate
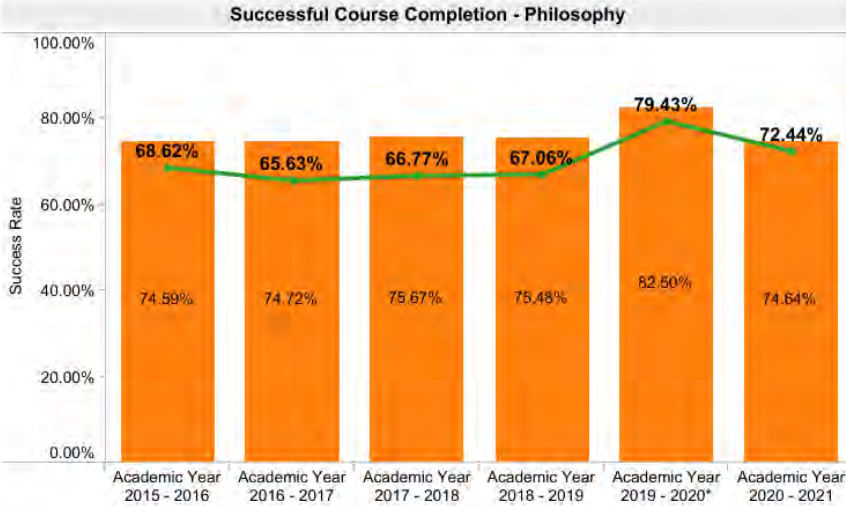
Successful Course Completion - Philosophy

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success (green line)	68.62%	65.63%	66.77%	67.06%	79.43%	72.44%
Overall College (orange bar)	74.59%	74.72%	75.67%	75.48%	82.50%	74.64%

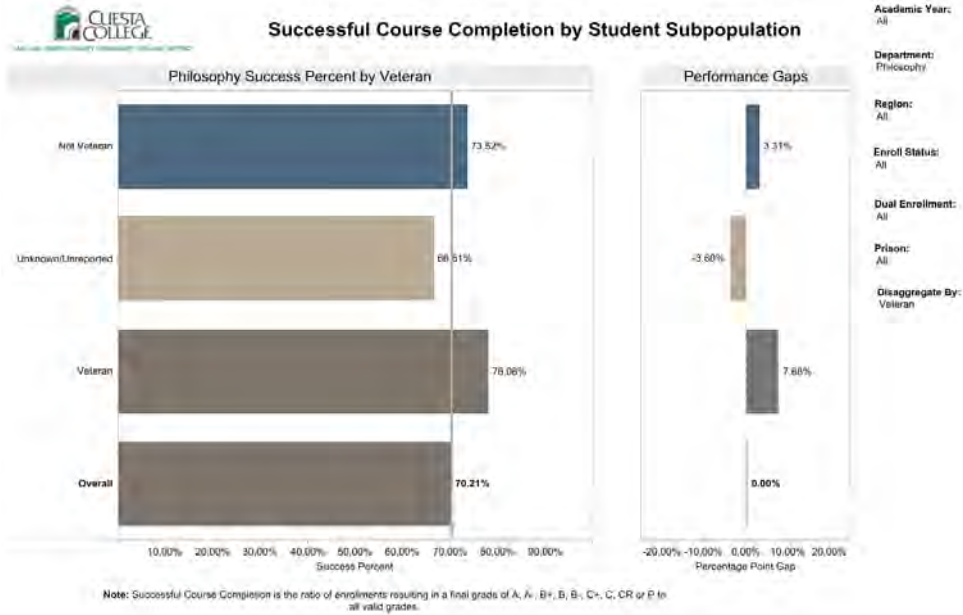**Philosophy Success Rate Table**

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	68.62%	65.63%	66.77%	67.06%	79.43%	72.44%
Total Enrollments	835	736	633	760	873	961

The Philosophy Department's success rate over the past six years has averaged 69.99%. This is slightly lower than the 76.26% 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.

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

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

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Successful Course Completion by Student Subpopulation

Philosophy Success Percent by Veteran — Performance Gaps

Academic Year: All
Department: Philosophy
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Veteran

	Success Percent	Percentage Point Gap
Not Veteran	73.82%	3.31%
Unknown/Unreported	66.51%	-3.60%
Veteran	78.08%	7.66%
Overall	70.21%	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.

In the success rate data disaggregated for age group, ethnicity, and veteran status, a few things stand out:

- Philosophy showed positive performance gaps for five of the seven disaggregated age groups. Two of those five had a positive performance gap greater than 11%. The five positive performance gaps in Philosophy exceed the performance gaps of the college for those same age groups:
  - 25-29: College = –0.01%, Philosophy = 2.15%
  - 30-34: College = 2.95%, Philosophy = 6.35%
  - 35-39: College = 3.43%, Philosophy = 11.28%
  - 40-49: College = 4.19%, Philosophy = 7.96%
  - Over 50: College = 5.14%, Philosophy = 11.85%
- The negative performance gap for Hispanic/Latino students in Philosophy (5.94%) is within three percentage points of the negative performance gap for Hispanic/Latino students in the college (3.7%).
- The positive performance gap in Philosophy significantly exceeds that of the college for two ethnic groups:
  - Asian students: College = 4.7%, Philosophy = 10.37%
  - Black or African American students: College = 1.36%, Philosophy = 18.03%
- The positive performance gap for veterans in Philosophy (7.88%) exceeds the overall college's negative performance gap (–0.22%) by more than eight 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.

Terms	SLO Assessment	Analyze Results & Plan Improvements	Plan Implementation
Fall 2021- Spring 2022			205, 206, 208, 209, 212, 213
Fall 2022- Spring 2023	205, 206, 208, 209, 212, 213		
Fall 2023- Spring 2024		205, 206, 208, 209, 212, 213	
Fall 2024- Spring 2025			205, 206, 208, 209, 212, 213

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

None

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.