INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2024

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Social & Behavioral Science & Business Eduction **Area of Study:** Social Sciences

Program: Philosophy   **Current Academic Year:** 2023-2024

Last Academic Year CPPR Completed: 2018-2019   **Current Date:** 2/27/2024

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. **Describe how this program review was conducted, including how all program members were involved in the planning process.**

As the sole full-time instructor in the Philosophy Program, Chris Gilbert took primary responsibility for researching and writing this program review. A rought draft was shared with all program faculty and with the Division Chair, who were encouraged to suggest additions, revisions, and corrections.

II. **GENERAL PROGRAM INFORMATION**

A. Program Mission

The philosophy program prepares transfer students for a major or minor in philosophy or for continuing study of philosophy at four-year institutions by developing students' critical thinking skills and their understanding of philosophical ideas, theories, and methods. Students can apply the skills and knowledge they acquire through their study of philosophy in everyday life when inquiring into the nature, meaning, and value of the world and of human beings' place in the world.

Career options for philosophy majors include academic careers in such fields as philosophy, religious studies, literature, and political science. A major in philosophy is also good preparation for a career in law or politics.

B. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

The Philosophy Program has responded to the college's pandemic-related downward enrollment trend by (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) continuing to offer courses at the California Men's Colony.

C. List all current full-time and part-time faculty in the program.

Cheryl Genet, Chris Gilbert, Frank Nolan, Pauline Wishart

III. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the **District's Mission Statement**.

The Philosophy Program supports students "in their efforts to improve foundational skills" by helping them to develop their capacity for critical thinking. It helps students "earn…associate degrees [and] transfer to four-year institutions" by offering a Philosophy AA-T degree and by offering courses that satisfy requirements for transfer to the CSU or UC.

B. Identify how your program addresses or helps to achieve the **District's Institutional Goals and Objectives**, and/or operational planning initiatives.

Institutional Goal 2: Completion

Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets

Institutional Objective 2.A

Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets

The Philosophy Department contributes to the Cuesta College institutional goal of increasing completion rates for degrees and overall transfer-readiness, and it contributes to the Cuesta College instutional objective of increasing student success in degrees and transfer programs. It does both of these things in two ways: (1) by means of the Philosophy AA-T degree, which guarantees the students who earn it a transfer spot in the CSU system; (2) by offering courses that satisfy CSU General Education and/or UC IGETC requirements. Philosophy courses help Cuesta students to achieve their transfer goals by helping them to satisfy GE requirements for transfer.

2 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 C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
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The following courses fulfill Cuesta GE requirements:

Area C, Arts and Humanities: PHIL 205, 206, 209, 212, 213

Area D2, Analytical Thinking: PHIL 208

The following courses fulfill CSU GE requirements:

Area A3, Critical Thinking: PHIL 208

Area C2, Humanities: PHIL 205, 206, 209, 212, 213

The following courses fulfill UC IGETC requirements:

Area 3B, Humanities: PHIL 205, 206, 209, 212, 213

C. Identify how your program helps students achieve **Institutional Learning Outcomes**.

The Philosophy Program's learning outcomes align with Cuesta College Institutional Learning Outcomes 2 (Critical Thinking and Communication), 3 (Scientific and Environmental Understanding), and 4 (Social, Historical, and Global Knowledge and Engagement)

The Philosophy Program's learning outcomes are as follows:

Program Learning Outcomes: Skills

Students who successfully complete a course of study in philosophy at Cuesta College will have demonstrated:

S1. An increased ability (1) to defend their own views by means of argumentation and (2) to evaluate reasoning (their own and that of others)

S2. The ability to interpret primary source texts in philosophy

S3. The ability to express, explain, and defend philosophical ideas in writing and/or verbally

Program Learning Outcomes: Knowledge

Students who successfully complete a course of study in philosophy at Cuesta College will have demonstrated:

K1. An understanding of the basic concerns and questions at issue in the three major branches of western philosophy: metaphysics, epistemology, and ethics

3 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 C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
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K2. A basic understanding of how western philosophy has changed and developed through its four major historical periods: ancient, medieval, modern, and contemporary

K3. An academic understanding (as opposed to a devotional understanding) of the human search for meaning through religion

In virtue of both the general nature of philosophy as a discipline and also the specific knowledge and skill program learning outcomes (PLOs) specified above, the Philosophy Department supports the following Cuesta College Institutional Learning Outcomes:
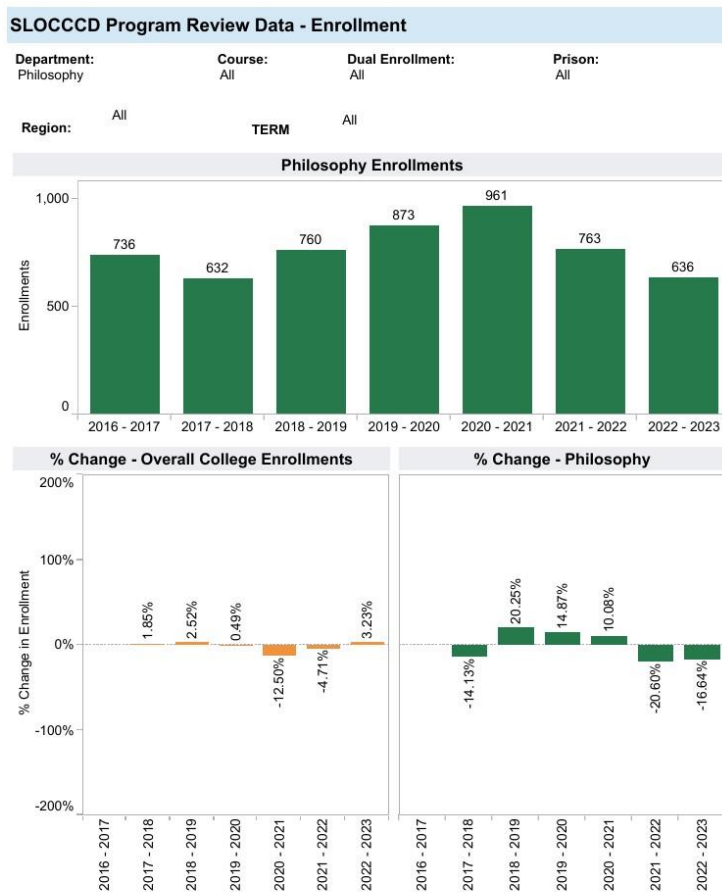
ILO Categories	Representative Outcomes—Students achieving these outcomes will be able to…	PHIL PLOs
2. Critical Thinking and Communication	a. Analyze and evaluate their own thinking processes and those of others	S1
2. Critical Thinking and Communication	b. Communicate and interpret complex information in a clear, ethical, and logical manner	S2, S3
3. Scientific and Environmental Understanding	b. Construct and analyze statements in a formal symbolic system	S1, S3
4. Social, Historical, and Global Knowledge and Engagement	a. Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	S2, K1, K2
4. Social, Historical, and Global Knowledge and Engagement	b. Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	K1, K2, K3

IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

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   TERM   All

Philosophy Enrollments

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
736	632	760	873	961	763	636

% Change - Overall College Enrollments

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
	1.85%	2.52%	0.49%	-12.50%	-4.71%	3.23%

% Change - Philosophy

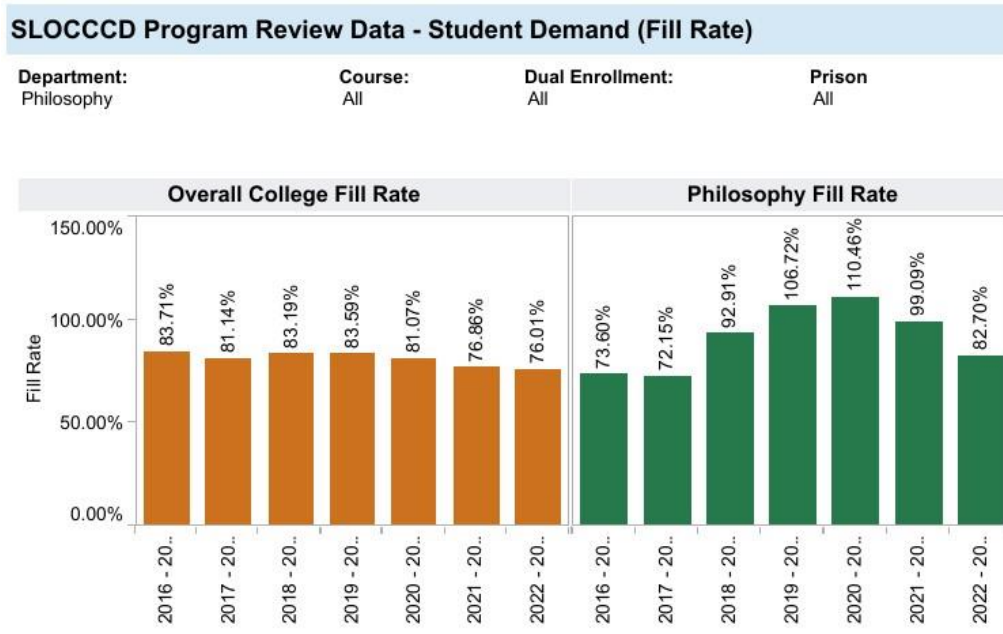| 2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
	-14.13%	20.25%	14.87%	10.08%	-20.60%	-16.64%

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.

Philosophy's enrollment rates are fairly stable, considering how turbulent the conditions have been in recent years. While our enrollments have declined in the past two years, Philosophy's enrollment increases were significantly higher than those of the college in the three preceding years. Our department—like the college as a whole (and, indeed, all colleges)—is still on a long-COVID roller coaster. Philosophy's downward enrollment trend is partly the result of the state's closing a large portion of the CMC, which greatly reduced the number of sections our department can offer there.

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

Year	Fill Rate
2016 - 20..	83.71%
2017 - 20..	81.14%
2018 - 20..	83.19%
2019 - 20..	83.59%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.01%

Philosophy Fill Rate

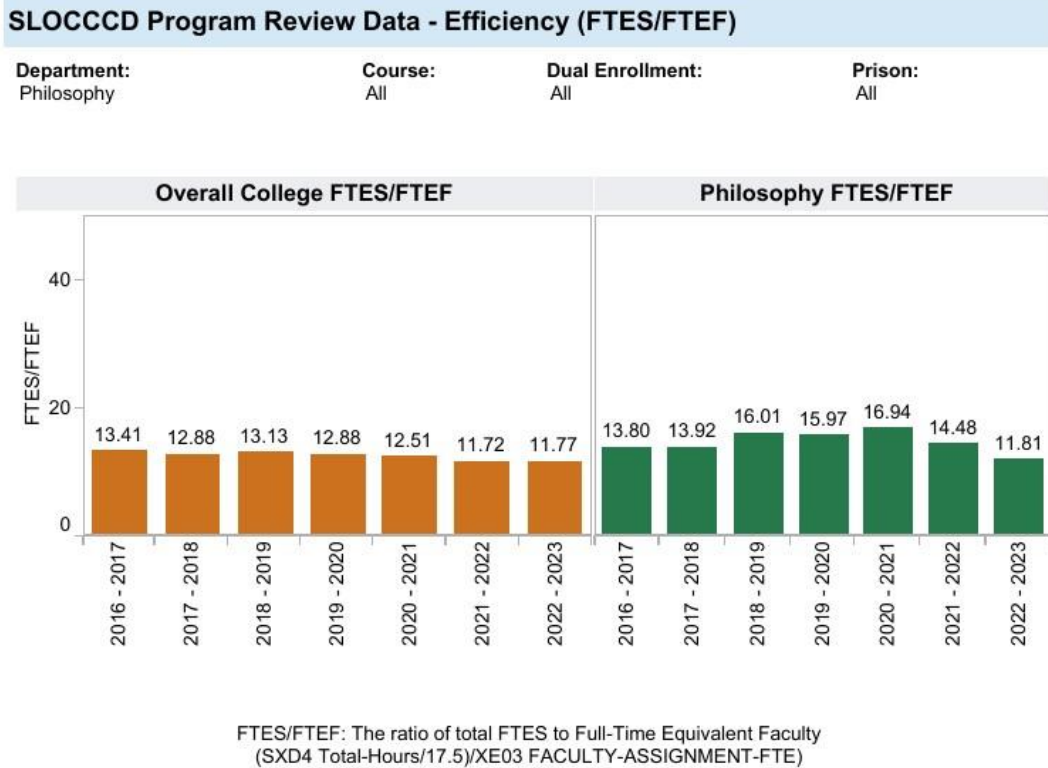| Year	Fill Rate
2016 - 20..	73.60%
2017 - 20..	72.15%
2018 - 20..	92.91%
2019 - 20..	106.72%
2020 - 20..	110.46%
2021 - 20..	99.09%
2022 - 20..	82.70%

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.

Demand for Philosophy courses remains stable. In five of the past seven years, the fill rate in Philosophy has exceeded that of the college by between 6 and 29 percentage points. These high fill rates are 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). The downward trend in fill rate in the past two years reflects the onging effects of the COVID pandemic and the closure of the CMC West Facility.

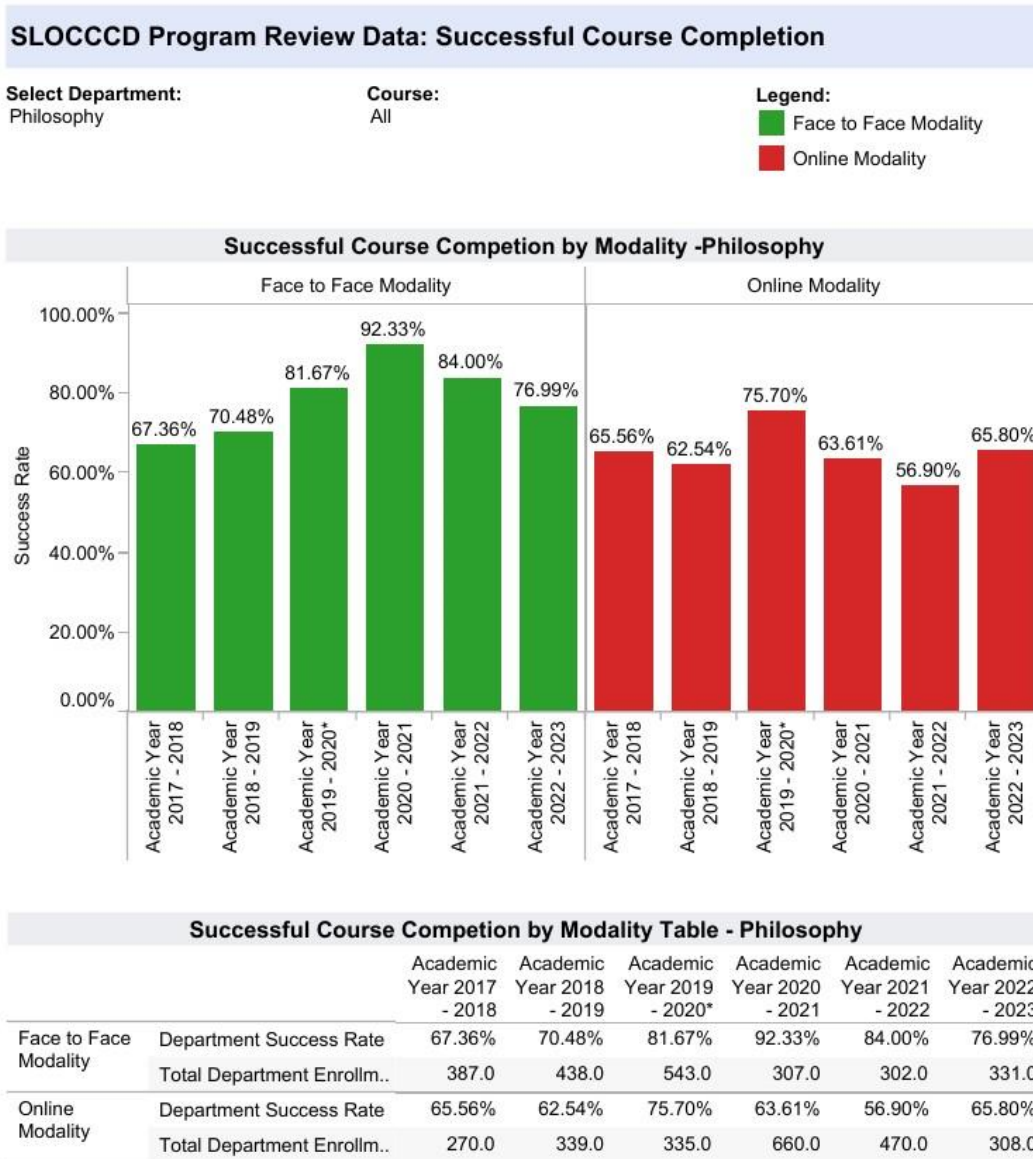C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

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 |

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 seven years. The average FTES/FTEF rate for the college over the past seven years was 12.61. The average FTES/FTEF rate for Philosophy over the past seven years was 14.70, indicating that Philosophy courses provide important fiscal support for the college.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
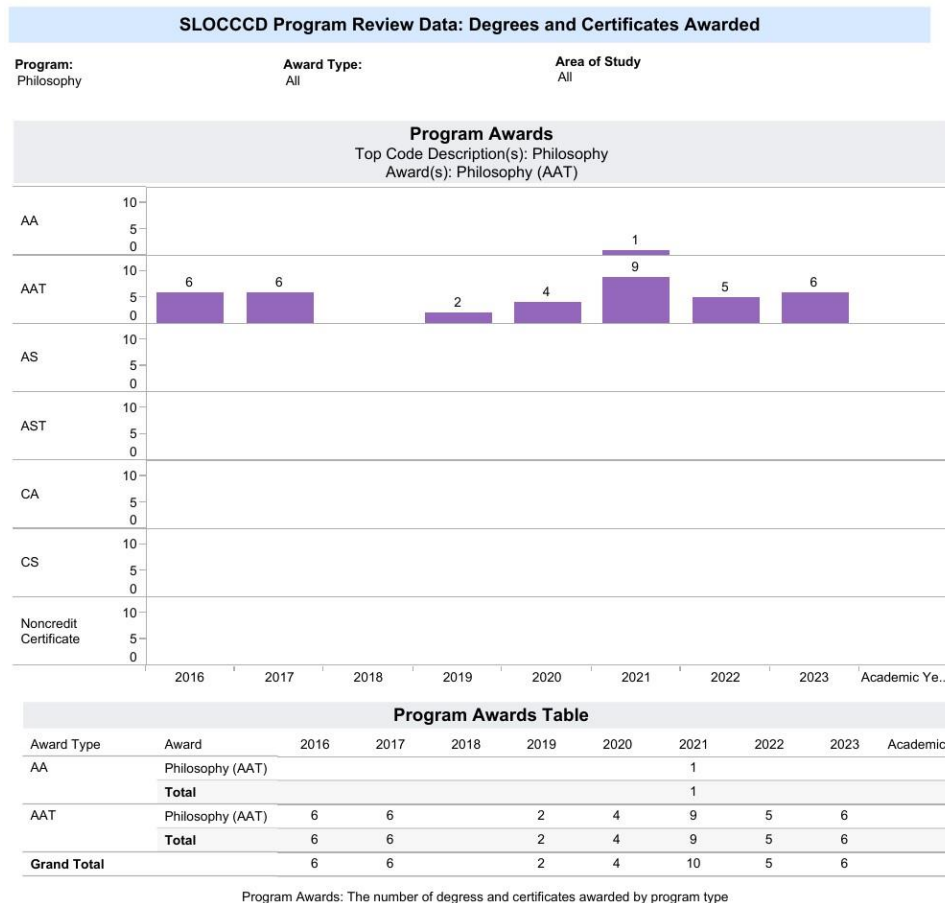   Insert the data chart and explain observed differences between the program and the college.

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

	Face to Face Modality						Online Modality					
Academic Year	2017-2018	2018-2019	2019-2020*	2020-2021	2021-2022	2022-2023	2017-2018	2018-2019	2019-2020*	2020-2021	2021-2022	2022-2023
Success Rate	67.36%	70.48%	81.67%	92.33%	84.00%	76.99%	65.56%	62.54%	75.70%	63.61%	56.90%	65.80%

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	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	67.36%	70.48%	81.67%	92.33%	84.00%	76.99%
	Total Department Enrollm..	387.0	438.0	543.0	307.0	302.0	331.0
Online Modality	Department Success Rate	65.56%	62.54%	75.70%	63.61%	56.90%	65.80%
	Total Department Enrollm..	270.0	339.0	335.0	660.0	470.0	308.0

The variation in success rates by modality is greater in Philosophy than it is in the college as a whole. Over the past six years, college success rates in the online modality have been lower than those in the F2F modality by an average of 6.74 percentage points. In Philosophy, success rates in the online modality have been lower than those in the F2F modality by an average of 12.39 percentage points. The discrepancy between the Philosophy and the college in terms of success in the online modality is troubling. However, 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 (307 out of 967), 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.

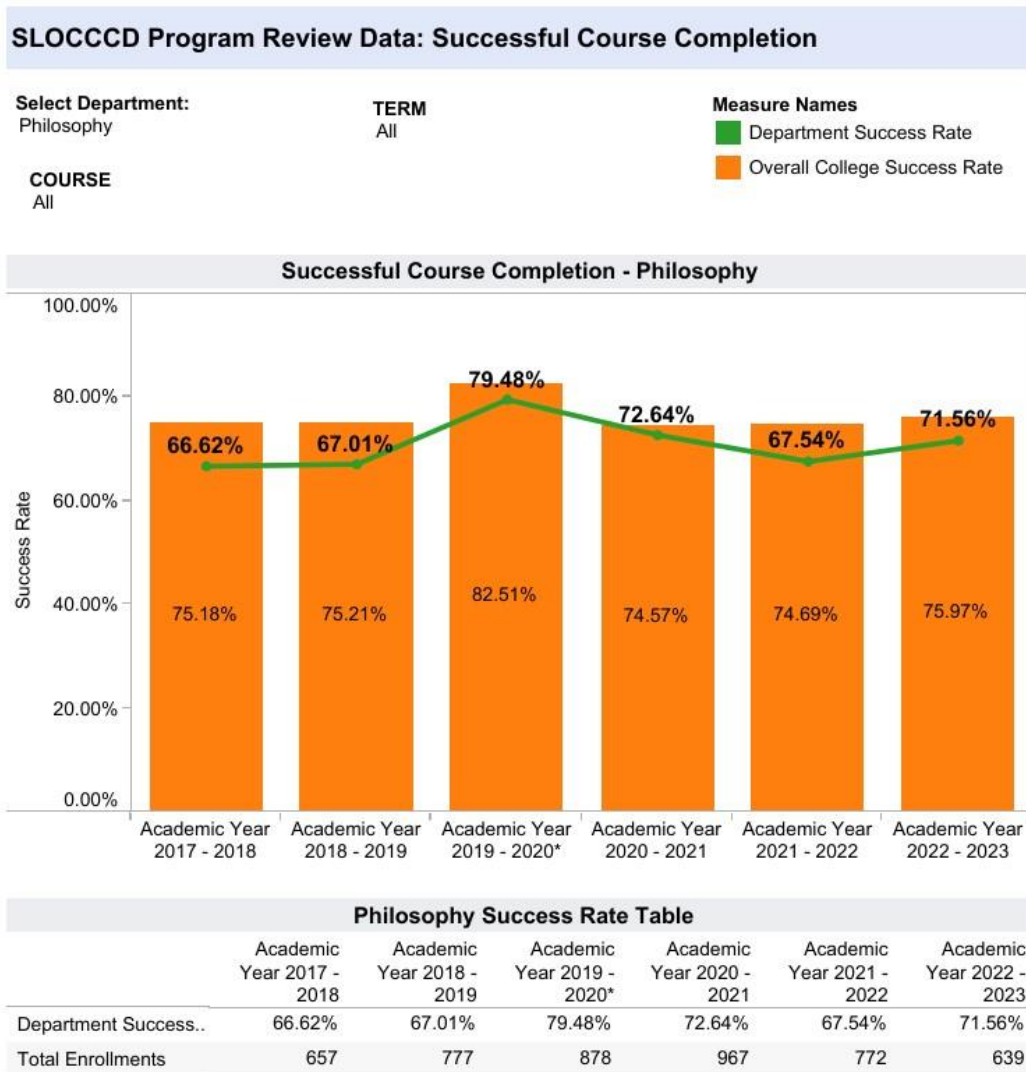E. **Degrees and Certificates Awarded (Insert Data Chart)**

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)

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023	Academic..
AA	Philosophy (AAT)						1			
	Total						1			
AAT	Philosophy (AAT)	6	6		2	4	9	5	6	
	Total	6	6		2	4	9	5	6	
Grand Total		6	6		2	4	10	5	6	

Program Awards: The number of degress 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 **Institutional Standards of Achievement**. If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.
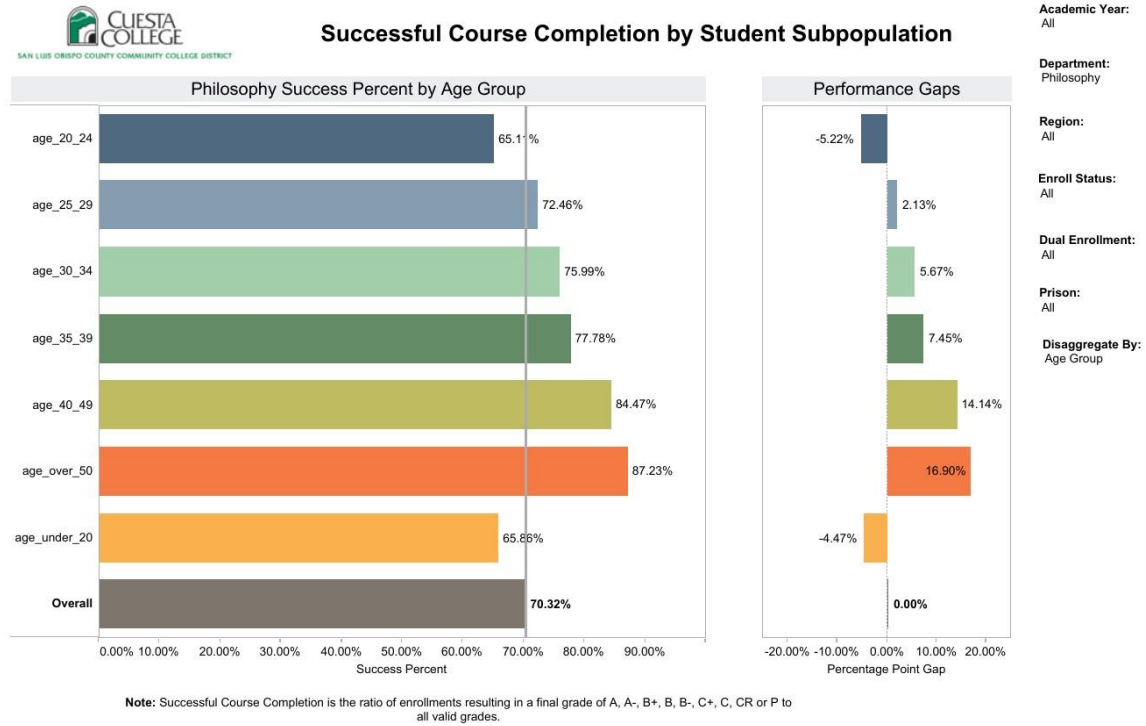
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Philosophy

COURSE All

TERM All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Philosophy

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success (green line)	66.62%	67.01%	79.48%	72.64%	67.54%	71.56%
Overall College (orange bars)	75.18%	75.21%	82.51%	74.57%	74.69%	75.97%

Philosophy Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	66.62%	67.01%	79.48%	72.64%	67.54%	71.56%
Total Enrollments	657	777	878	967	772	639

Course completion in Philosophy is stable. It mirrors that in the college overall, though it is constistently a bit lower. The average course completion rate in Philosophy over the past six years was 70.8%, which is only a few percentage points below the SLOCCCD course completion baseline standard of 74%. The average difference between course completion in Philosophy and that of the college as a whole over the past six years is 5.54 percentage points. The observed difference between the Philosophy Department and the college reflects the relative difficulty of the subject matter in Philosophy courses.

What resources might you need to meet and exceed the Institutional Set Standard?

Unkown. The Philosophy Department would welcome suggestions on resources the District might provide that could help it meet and exceed the Institutional Standard.

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.
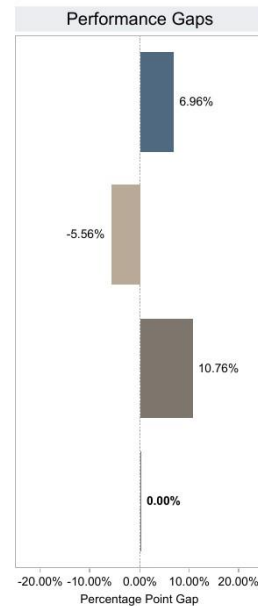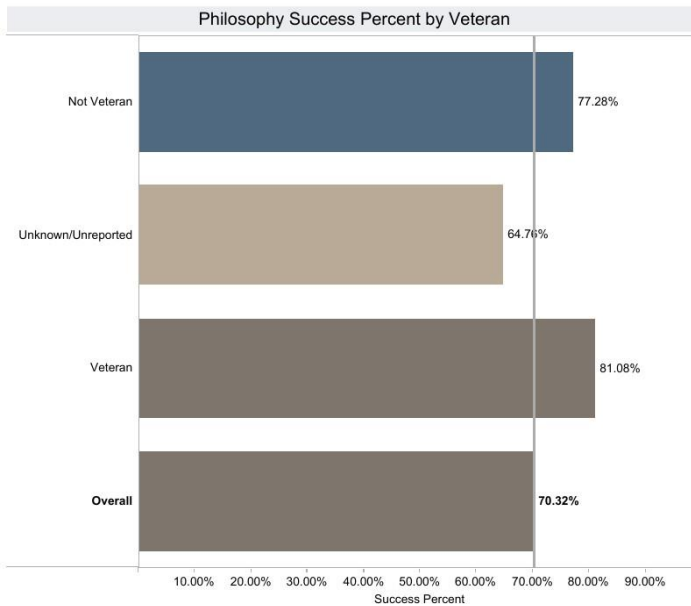
Successful Course Completion by Student Subpopulation

Philosophy Success Percent by Age Group

Age Group	Success Percent
age_20_24	65.11%
age_25_29	72.46%
age_30_34	75.99%
age_35_39	77.78%
age_40_49	84.47%
age_over_50	87.23%
age_under_20	65.86%
Overall	**70.32%**

Performance Gaps

Age Group	Percentage Point Gap
age_20_24	-5.22%
age_25_29	2.13%
age_30_34	5.67%
age_35_39	7.45%
age_40_49	14.14%
age_over_50	16.90%
age_under_20	-4.47%
Overall	**0.00%**

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

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.

12 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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Successful Course Completion by Student Subpopulation

Philosophy Success Percent by Ethnicity

Ethnicity	Success Percent
American Indian or Alaska Native	74.19%
Asian	80.57%
Black or African American	89.23%
Hispanic / Latino	65.13%
Native Hawaiian or Other Pacific Islander	50.00%
Two or More Races	65.23%
Unknown / Non-Respondent	85.44%
White	69.87%
Overall	**70.32%**

Success Percent axis: 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%

Performance Gaps

Ethnicity	Percentage Point Gap
American Indian or Alaska Native	3.87%
Asian	10.25%
Black or African American	18.91%
Hispanic / Latino	-5.19%
Native Hawaiian or Other Pacific Islander	-20.32%
Two or More Races	-5.09%
Unknown / Non-Respondent	15.12%
White	-0.46%
Overall	**0.00%**

Percentage Point Gap axis: -20.00% -10.00% 0.00% 10.00% 20.00%

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

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

Veteran	Success Percent
Not Veteran	77.28%
Unknown/Unreported	64.76%
Veteran	81.08%
Overall	**70.32%**

Success Percent axis: 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%

Performance Gaps

Veteran	Percentage Point Gap
Not Veteran	6.96%
Unknown/Unreported	-5.56%
Veteran	10.76%
Overall	**0.00%**

Percentage Point Gap axis: -20.00% -10.00% 0.00% 10.00% 20.00%

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

- The negative performance gap for students in two lowest age groups (under 20 and 20-24) is larger in Philosophy than in the college as a whole. This probably reflects both (a) the academic rigor of Philosophy courses, for which many of our youngest students are not well prepared when they first arrive at Cuesta, and (b) the intellectual depth of the subject matter in Philosophy courses, which gives more mature students a slight advantage over less mature students.
- The positive performance gaps in Philosophy exceed those of the college for several age groups:
    - 25-29: College = –0.43%, Philosophy = 2.13%
    - 30-34: College = 2.11%, Philosophy = 5.67%
    - 35-39: College = 3.17%, Philosophy = 11.83%
    - 40-49: College = 4.12%, Philosophy = 14.14%
    - Over 50: College = 5.53%, Philosophy = 16.9%
- The performance gap for Hispanic/Latino students in Philosophy (–5.19%) is slightly larger than the performance gap for Hispanic/Latino students in the college (–3.98%). The Philosophy Department welcomes suggestions on resources the District might provide that could help it minimize this equity gap.
- The performance gap in Philosophy exceeds that of the college for three ethnic groups:
    - American Indian or Alaska Native students: College = –2.1%, Philosophy = 3.87%
    - Asian students: College = 4.57%, Philosophy = 10.25%
    - Black or African American students: College = –0.47%, Philosophy = 18.91%
- The positive performance gap for veterans in Philosophy (10.76%) exceeds that of the college (0.82%) by nearly 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.

14 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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V.   PROGRAMS AND CURRICULUM REVIEW

A.   Programs Review

Review the CurrIQunet "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Philosophy AA-T	Yes		Oct 2020	

For all Currently Active Programs/Certificates, review the CurrIQunet "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/CertificateTitle (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
Philosophy AA-T	Yes	Yes	Yes	

B.   Curriculum Review

Complete the **Curriculum Review Worksheet** and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

I cannot for the life of me make the second page in the Curriculum Review Worksheet work. The instructions within the document are not helpful. Every time I tried to do what I thought those instructions indicated I should do, my computer froze up.

The only changes to our CORs we can foresee in the near future are textbook updates for PHIL 206 and PHIL 209, as noted on the first page of the Curriculum Review Worksheet. I will have minor modifications submitted to the Curriculum Committee for that purpose before this current term ends.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Terms	SLO Assessment	Analyze Results & Plan Improvements	Plan Implementation
Fall 2023-Spring 2024		205, 206, 208, 209, 212, 213	
Fall 2024-Spring 2025			205, 206, 208, 209, 212, 213
Fall 2025-Spring 2026	205, 206, 208, 209, 212, 213		
Fall 2026-Spring 2027		205, 206, 208, 209, 212, 213	
Fall 2027-Spring 2028			205, 206, 208, 209, 212, 213
Fall 2028-Spring 2029	205, 206, 208, 209, 212, 213		
Fall 2029-Spring 2030		205, 206, 208, 209, 212, 213	
Fall 2030-Spring 2031			205, 206, 208, 209, 212, 213

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

The Philosophy Department completed assessments in eLumen for all but one of our courses in the Fall 2022-Spring 2023 year. The data from those assessments show that the vast majority of students achieve the outcomes in the department's courses.

Below are the overall percentage results of the 2022-2023 assessments:

Course	Exceeds or Meets Expectations	Does Not Meet Expectations
PHIL 205	89%	11%
PHIL 206	79%	21%
PHIL 208	77%	23%
PHIL 209	90%	10%
PHIL 212	92%	8%

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

The "PLO Summary Map by Course" in eLumen is incomplete, as it only allows us to map Course-level SLOs to Program-level SLOs for two of our six Philosophy courses. Below is a table that maps Course-level SLOs to Program-level SLOs for all Philosophy courses. (See section III.C, above, for key to Program-level SLO abbreviations.)

		S1	S2	S3	K1	K2	K3
205	**Introduction to Bible**						
	Distinguish between academic and devotional approaches to the Bible			X			X
	Distinguish the various types of literature that constitute the Hebrew and Christian scriptures		X	X			X
	Explain academic theories about the authorship of biblical works		X	X			X
	Identify major historical personages and fictional characters in the Bible		X	X			X
	Relate concepts and themes in biblical literature to historical circumstances		X	X			X
206	**Introduction to Philosophy**						
	Interpret primary source texts in philosophy		X				
	Express, explain, and defend philosophical ideas in writing and/or verbally	X		X			
	Distinguish between the basic concerns and questions at issue in the three major				X		

17 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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	branches of western philosophy: metaphysics, epistemology, and ethics						
	Understand how western philosophy has changed and developed over the course of history					X	
	Identify, explain, and evaluate philosophical theories and arguments	X					X
208	**Introduction to Logic**						
	Distinguish the technical meaning of logical terms (like *argument* and *valid*) from their everyday meaning	X		X			
	Distinguish between deductive and inductive arguments	X		X			
	Evaluate deductive arguments for validity	X		X			
	Evaluate inductive arguments for strength	X		X			
	Identify and explain commonly occurring logical fallacies	X		X			
209	**World Religions**						
	Distinguish between academic and devotional approaches to religion			X			X
	Summarize and explain the histories, both internal and external, of the major religions covered in the course			X			X
	Explain the connections between religious practices and the beliefs that motivate those practices			X			X
	Describe and assess the historical and/or doctrinal connections between relevant religious traditions	X	X	X			X
	Write clearly and critically about ideas relevant to the academic study of the world's religions	X		X			X
212	**Reality and Knowledge**						
	Interpret primary source texts in philosophy;		X				
	Express, explain, and defend philosophical ideas in writing and/or verbally;			X			
	Distinguish between the basic concerns and questions at issue in the philosophical subfields of metaphysics and epistemology;				X		

18 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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	Explain and evaluate metaphysical and epistemological theories and arguments;	X		X	X		
	Explain how philosophers in one period (e.g., ancient) approached metaphysics and epistemology differently from philosophers in another period (e.g., modern).	X				X	
213	**Social and Political Philosophy**						
	Interpret primary source texts in philosophy		X				
	Express, explain, and defend philosophical ideas in writing and, where appropriate, verbally	X		X			
	Identify and explain the basic questions and concerns at issue in ethics and social philosophy	X			X		
	Explain how philosophers in one period (e.g., ancient) approached ethics and social philosophy differently from philosophers in another period (e.g., modern)	X				X	
	Explain and evaluate ethical and social-philosophical theories and arguments	X		X	X		
	Apply an ethical theory to a practical situation to determine what the theory would tell us to do in that situation	X			X		

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

The "ILO Summary Map by Course" is too large to insert here. It will be attached as a separate document.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

The Philosophy Department regularly reviews the results of SLO assessment and considers ways that student achievement of SLOs might be improved. We are currently analyzing the results of the 2022-2023 assessments.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the **Resource Plan Worksheet**and review the **Resource Allocation Rubric**.

19 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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VII.   PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

B. Institutional Learning Outcomes

C. Program outcomes

The topics listed at VII A, B, and C have already been addressed in sections III.B, III.C, and VI.C, above.

Indicate any anticipated changes in the following areas:

1. Curriculum and scheduling

DE/F2F Balance:

Our DE sections fill faster and more completely than our F2F sections. Indeed, our DE sections are often completely full weeks before the start of a new term, while our F2F sections are often only half full when a term begins. We will endeavor to maintain a balance of F2F and DE sections, but we might need to shift to a higher ratio of DE to F2F in order to meet FTES targets and enrollment goals.

PHIL 208:

For decades, PHIL 208 has played an important role in General Education because it satisfies the Critical Thinking component of the CSU-GE Breadth requirements. When the new Cal-GETC course pathway goes into effect in Fall 2025, PHIL 208 will no longer help students meet their GE needs, since Cal-GETC does not have a stand-alone Critical Thinking requirement. The Philosophy Department recently submitted a major modification proposal for PHIL 208 that should enable the course to satisfy the standards of Cal-GETC subject area 1B, "Critical Thinking and Composition" and thus help transfer students meet their GE needs under Cal-GETC. The revisions include the addition of a college writing prerequisite, a 5000-word writing requirement, and instruction in argumentative writing. The proposal has been approved by both the Curriculum Committee and the BOT, but it will not take effect until Fall 2025, when Cal-GETC goes into effect.

We will need the new Articulation Officer to help us submit the revised COR for Cal-GETC consideration. And, should the newly revised COR not receive approval for Cal-GETC, the department may need the help of the District in pursuing an appeal of that decision.

2. Support services to promote success, persistence and retention

3. Facilities needs

4. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

The Philosophy Department makes great efforts to recruit students to its courses. These efforts include making sure the department is represented at recruiting events (like Cougar Day, Promise Day, and *Si Se Puede*), emailing information to current students about course offerings in the subsequent term, creating fliers about philosophy course offerings to share with students and counselors, etc. The Philosophy Department welcomes any recommendations the college can make as to how we might increase our enrollment.

VIII.   END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

IX.   After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 3, 2024.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Brent LaMon   *Brent LaMon*   Mar 21, 2024
_____
Division Chair/Director Name   Signature   Date

Christopher Gilbert   *Christopher Gilbert*   Mar 21, 2024
_____
Name   Signature   Date

_____
Name   Signature   Date

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Name   Signature   Date

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Name   Signature   Date

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Name   Signature   Date

22 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 C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 4, 2024

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: **Faculty Prioritization Process Handbook**

APPLICABLE SIGNATURES:

_____

Vice President/Dean   **Date**

_____

Division Chair/Director/Designee   **Date**

_____

Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

PHIL-CPPR-2024

Final Audit Report

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