



Foothill has amazing faculty, staff, administrators, and programs. Program Review is about documenting the discussions and plans you have for sustaining and improving student success in your program. It is also about linking your plans to decisions about resource allocations. Thank you for taking the time to review your program and sharing your findings with the college community!

Program Review Committee Members for 2017-18:

- Administrators { Andrew LaManque
Paul Starer
Teresa Ong
- Classified Staff { Craig Gawlick
Jackie Brown
Melia Arken
Elaine Kuo (Ex Officio)
- Faculty { Carolyn Holcroft
Bruce McLeod
K Allison Meezan;

Let us know how we can help you!

<https://foothill.edu/staff/irs/programplans/index.php>

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

BASIC PROGRAM INFORMATION

Department Name:

Division Name:

Please list all team members who participated in this Program Review:

Name	Department	Position
Brian Tapia	Philosophy	Instructor

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

List all programs covered by this review and indicate the program type:

Philosophy AA	<input type="checkbox"/> Certificate	x <input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
Philosophy AD-T	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	x <input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

Not sure? Check: <https://foothill.edu/programs/> and click to sort using the "Areas of study/Divisions" button
 Current pathways at Foothill College include: ESLL, NCEL, ENGL pathways (ENGL 209-110-1A; ENGL 209-1A; ENGL 1S/1T); MATH pathways (NCBS 401A/B; MATH 235-230-220-105; MATH 217-57).

SECTION 1: PROGRAM ENROLLMENT, PRODUCTIVITY, AND COMPLETION

Data for certificates and degrees will be posted on Institutional Research’s [website](#) for all measures except non-transcriptable completion.

1A. Analysis of Transcriptable Program Completion Data: Please use your data to complete the following table.

Transcriptable Program	Five-year trend in degrees/certificates awarded	Comments
e.g. Associate Degree for Transfer	The number AD-Ts awarded has been steadily increasing each year, up to a high of 39 degrees awarded in 16-17	We are pleased to see this trend and believe it will continue as more students pursue AD-Ts
AA	Neither the AA nor the AD-T were awarded in 16-17. Most years there are only 1 or 2 degrees awarded.	The philosophy courses that we offer provide students with transferable general education courses, however AA degrees in philosophy are not often pursued, even for future philosophy majors. While an AA degree is a notable achievement, our goal for philosophy students is usually slanted towards transfer to a four-year institution.
AD-T	So far there has been one associate degree for transfer award given in 2014-2015.	While we do have several students transfer to philosophy programs, they have yet to see the AD-T as the avenue to do so. This is partly due to the fact that some of these students are going to UC and private institutions. However, efforts need to be undertaken to communicate the value of the AD-T to students transferring to CSU.

*according to CCCApply data

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1B. Non-Transcriptable Program Data: If your program offers any non-transcriptable programs, please complete the following table. Institutional Research does not track this data; each program is responsible for tracking its own data.

Non-Transcriptable Program	Comments	Five-year trend	Rationale for program
e.g. Certificate of Proficiency in xx	We anticipate that this trend will continue because enrollment in the core classes for this certificate is holding steady	The number of completers has remained steady at around 9 per year	This credential boosts potential for job advancement in the xx industry. We receive positive feedback from employers (link to advisory committee minutes)

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The 2017-18 College Strategic Objectives (E²SG) operationalize the college's 3 EMP goals and include:

Equity– Develop an integrated plan; identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.

Enrollment Growth – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, and Sunnyvale Center.

1C. Course Enrollment: Enrollment is a count of every student who received a final grade (A, B, C, D, F, P, NP, W) in your program's courses. It also serves as an indicator for program viability. Please use your program review data to examine your course enrollment trends and check the appropriate box below.

The link to the program review data tool can be found on the Employee tab of the portal: myportal.fhda.edu (Program Review Application).

5-year Enrollment Trend Increase Steady/No Change Decrease

Our college goal is to increase enrollment by 1.5% FTES this year. What steps might you take to increase the numbers of students enrolling in your courses? Steps might include cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, examination of pre-requisites, review of assessment results, etc.

The philosophy department continues to increase enrollment by expanding our offerings of transferable courses that may be attractive to philosophy students, as well as students focusing on different disciplines.

We are also continually expanding our online offerings. This, more than anything, has increased enrollment as face to face enrollment has softened recently. Going forward, we need to experiment with offering more courses online.

1E. Productivity: Productivity is a measure of students served per full-time equivalent faculty and is a factor in program viability. Please use your program review data sheet to examine your productivity trends and check the appropriate box below.

5-year Program Productivity Trend: Increase Steady/No Change Decrease

The college productivity goal is **500 (+-25)**. There are many factors that affect productivity (i.e. seat count/facilities/accreditation restrictions, curriculum, etc.). Please discuss factors that may be affecting your program's productivity trends and any plans you have for addressing the trends, especially if they are declining.

There was a slight decline to 479 in 16-17, down from 543 in 15-16. This was due to the department offering temporary full-time contracts for the "late spring" session taking our FTEF from 4.1 to 5.2 for that year. This was done because the college was concerned about not meeting our enrollment numbers for the year.

However, even then, we managed to stay within the range of the productivity goal (just barely). We continue to do our best to provide a robust set of courses each quarter while maintaining a relatively lean department. This year we have planned a bit more, and have avoided the need to use temporary contracts or hire more adjuncts. Thus, we are hopeful that our enrollment trend will continue to be above the projected goal.

SECTION 2: COURSE COMPLETION & STUDENT ACHIEVEMENT

2A. Institutional Standard: This percentage represents the lowest course completion (success) rate deemed acceptable by the College’s accrediting body (ACCJC). The institutional standard during the year for which this program review is being written (2016-17) is **57%**.

Please check the appropriate box:

Program Level Course Completion: Above Standard At Standard Below Standard

If your program’s course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

We are consistently above this goal. The lowest percentage was 70 in 12-13. For the last 2 years we have been at 77% and for 16-17 we are at 75%.

2B. Institutional Effectiveness (IEPI) Goal: This percentage represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal for which this program review is being written (2016-17) is **77%**.

Please check the appropriate box:

Program Level Course Completion: Above Goal At Goal Below Goal

If your program’s course completion (success) rate is **ABOVE** the IEPI goal, please share your thoughts about why/how this is so (we hope to learn from your effective practices!).

This year we are slightly below this goal at 75%, down from 77% over the previous two years. In philosophy, the challenge is that the material can seem very esoteric at first. Students need to be shown the relevance of the material for other aspects of academic study and for their own lives, and intellectual development. This is achieved by engaging students in such a way that makes them part of the conversation. The courses as a whole are like one big conversation that we are having with each other, as well as with Plato, Descartes, Laozi and the others.

2C. Course Success Demographics: Please examine the “Disproportionate Impact data by year” shared with your department and discuss actions you are taking, or plan to take, to address any achievement disparities identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A.

<https://foothill.edu/staff/irs/programplans/docs/appendix-a.pdf>

One strategy that I have been working to cultivate is providing students with a “growth mindset” about the course. This has always been something that is intuitive in a philosophy course. However, when utilized mindfully, I think it can have a very positive effect. Students can often have a reaction to philosophy being very

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technical in its use of language and concepts. However, if one begins with the idea that we are always dealing with universal questions that are relevant to them, but merely need to acquaint ourselves with the vocabulary and persistent controversies, it lessens the distance between them and the material. It helps to consistently reinforce their recognition of their own development in this regard. One example of how this can be done is by beginning with a set of concepts that has been previously mastered and show that this new set of ideas is dependent upon what has come before. In a recent course, one example was revisiting a previous topic in Indian metaphysics, as a way of beginning a discussion of the impact of the idea of Karma on the free-will debate. The article on Karma and Freedom begins with a discussion of Indian metaphysics. Rather than take it as given that they already know about the absolute identity of Atman and Brahman, for example, and simply moving into the discussion of Karma and its implications, I will begin by highlighting those aspects in the new article. In part, this is to refresh their memory. However, it also serves to demonstrate to them that this new information is only accessible to them, because of what they have already learned. There is a noticeable sense of accomplishment as a result.

Another important concept that came up at opening day is the issue of stereotype threat. After attending presentations by Claude Steele and Avi Ben-Zeev, one must question the extent to which stereotype threat could be affecting success rates among people of color. Along with the rest of the college, our success rates among African American students trail the total average by 10%. At this point, I am examining the pedagogy and looking for ways to either limit the way stereotype threat can manifest and possibly ways to address it without inadvertently reinforcing it. It is a challenge when these groups have already internalized a sense of inferiority around subjects where the language can be more literary and technical. I have, in the past, heard from students from Latino/a backgrounds that my own ethnicity (Mexican American) has had an impact on their sense of being able to be successful in the field. I didn't realize, until they told me, that I mentioned being Mexican on more than a few occasions. Upon reflection, I most likely did so because they were there. However, this kind of modeling is very limited in its application. However, perhaps something could be done to demonstrate the wide diversity of people who have been successful in philosophy. In our political theory course, there is a notable peak in interest among women in the course when we go over feminist theory. This is increased when it is supplemented with video. In this case, them seeing Carol Gilligan talk about her findings was inspiring for several of the young women in the class. Perhaps, supplemental video material could be used throughout the class that includes people from targeted groups. We are still in the process of working on strategies.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

2E. Faculty Discussion: Course-Level Outcomes: Please share examples of how assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) has led to changes in curriculum or teaching.

There have been several instances where a concept that seems very straight-forward from the point of view of the instructor, has changed through the analysis of SLOs. Coming out of graduate school a concept like the categorical imperative, in Kant's moral theory can seem elementary. Yet, when presenting it to students, it can be easy to underestimate how difficult it can be for the uninitiated. When this was reflected in our SLOs, the question of how this could be dealt with arose. One strategy involved not just slowing that part of the lesson down a bit, but also inserting some extra time to go

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over examples that would be relevant to their lives or that they would find more interesting than the issues raised in the original 18th century treatise.

Another example comes from our political philosophy course. One difficulty that was consistently reflected in SLOs was tracking the historical development of concepts across multiple thinkers. The students were able to discuss, clearly, each of the theories. However, when it came to tracking how they related to each other and how the concepts were often in direct response to interlocutors across the history of philosophy, there was a considerable amount of difficulty. This led to the implementation of short writing assignments each week that were designed to focus their attention toward, not just explaining the idea, but awareness of the ways each theory is a response to a long historical discussion. In a sense, these were summaries of the historical development that we were tracking in lecture. However, pressing them to recount the development of the ideas each week became a successful strategy. I also find that this can be implemented across several philosophy courses. Philosophers are often responding to each other and developing an awareness of the overall conversation goes a long way towards an awareness of the historical nature of philosophic discourse.

2E. Faculty Discussion: Program-Level Outcomes: Please provide examples of what is being done at the program-level to assist students in achieving your Program-Level Learning Outcomes, degree/certificate completion, and/or transferring to a four-year institution (e.g. review of progress through the program, “career days”/open houses, mentoring, education pathways (clear, structured academic program maps (suggested courses for each term) for all academic programs), etc.). If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

In the composition of Course Outlines of Record, we have concentrated on making sure that despite each course being distinct, there is a sense of connection across courses. Hence, the intro course focuses attention on epistemology and metaphysics and the impact of one upon the other. However, whenever possible we emphasize the ways in which these issues can inform topics in the other courses. This happens in reverse as well. Thus, in a course in political theory, attention can be paid to the ways in which their previous studies in ethical theory can inform the content. Given the fact that not all of them have taken those other courses, this can do two things at once. To use Kant again, if we want to understand his political theory, there must be a bit of refresher on (or for some, a first look into) his moral theory. However, if done in Socratic fashion, the students who have had previous exposure can be beckoned to point out the intersections that others are perhaps missing. This all leads to the program learning outcomes of being conversant in, and being able to critically analyze, various philosophic theories. If students are consistently shown how everything they have learned in the department relates to and supports everything else, then they are better able to critically analyze the concepts at hand. It also encourages them to continue to explore the course offerings to further supplement their abilities.

We also make sure to have course outlines that transfer to as many schools as possible. We are program that offers degrees, but our biggest function is to provide transferable courses, for both majors and those who are satisfying general education requirements in a variety of fields.

**Please attach Course and Program-Level Outcomes (Four Column Report from TracDat).
Contact the Office of Instruction if you need help.**

**If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.**

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2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional five-year projected occupational growth for your program?

What is being done at the program-level to meet/adjust to the projected labor market changes?

What is being done at the program-level to assist students with job placement and workforce preparedness?

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Offer Phil 11 again	Year: 15-16	X Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Offer Phil 12 (new)	Year: 15-16	<input type="checkbox"/> Completed	X Ongoing	<input type="checkbox"/> No Longer a Goal
Improve productivity and enrollment.	Year:	X Completed	X Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

As mentioned earlier, we added temporary contracts to adjuncts in an attempt to help with the overall college effort to meet enrollment goals. This helped with enrollment, but negatively impacted productivity. However, the decline was not terribly severe and we did manage to stay within the 500 (+/-25), though just making it at 479. This year, we have managed to schedule more effectively and thus should have improved enrollment and productivity

Please provide rationale behind any objectives that are no longer a priority for the program.

3B. Current Program Objectives and Resource Requests: Please list all new and ongoing program objectives based on discussion in Sections 1 and 2, including your objectives to eliminate any achievement disparities in course success for student subgroups (Section 2A). If additional resources are needed, indicate them in the table below. Refer to the Operations Planning Committee (OPC) [website](#) for rubrics and resource allocation information.

Resource Request	Program Objective	Implementation Timeline	Progress Measures	Resource Type Requested*	Estimated cost
	<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>		
	Expand online	Spring 2019	More courses		

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	offerings.		offered online.		
	Improve productivity.	Fall 2018	Productivity equal to, or above the college goal.		
	Offer Phil 12: Philosophy of Science.	Fall 2018	Successful running of the course.		

*Resource type should indicate one of the following: One-time B-budget; Ongoing B-budget augmentation; Facilities/Equipment; New faculty/staff.

3C. Faculty/Staff Position Requests: Please describe the rationale for any new faculty or staff positions your program is requesting:

3D. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

3E. Please review any resource requests granted over the last five years and whether it facilitated student success.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Continued focus on closing the achievement gap among targeted populations.	Strategies like a more diverse set of philosophers has been implemented where possible. Also, continually encouraging students to visit office hours and/or contact instructors online when they are facing difficulties with the material can have a positive effect.

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4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The philosophy department continues to focus on offering broadly transferable courses that can be used to fulfill transfer requirements for our students. We also attract a significant number of students from four-year institutions like UCSD, UCSC and Cal Poly SLO who are seeking to satisfy GE requirements for their various degree programs. It is also the case that our ethics courses attract a variety of professionals seeking credentials and looking to licensing requirements. These students come from several fields including EMTs, nurses and accountants.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Philosophy Department serves transfer students with high-quality courses and transfer degree pathways. With just one full-time faculty member, the department has for years provided students with a diverse set of courses that allow them to explore some of the most fascinating subjects in undergraduate education: ethics, morality, thought, religion, etc. As evidence by the depth of thought in this program review, Instructor Brian Tapia has been dedicated in creating a curriculum with depth and diversity, that serves the needs of both traditional transfer students but also working professionals in areas that require ethics courses to maintain their licenses, such as health care and emergency responders.

The program has responded to declining face- to-face enrollment by offering more online courses and I encourage Brian and the adjunct faculty to look at additional courses, such as Eastern Religion for instance, that we can offer online. This has strong potential for allowing the program to grow. The philosophy department has a strong group of adjunct faculty, and I suggest Brian work closer with them to look at ways to expand online offerings. This could lead to more students earning the ADT degree in philosophy.

One area I would like to see more attention to is creating engagement among faculty through department meetings. I think we can do more to connect with the adjuncts, get their input and buy-in to new course ideas and or the schedule of classes decisions, to help the program continue to serve students.

The program was approved for a second full-time faculty member in 2016-17, and also in 2015-16, but in both cases the search failed. In the second year we had a De Anza faculty member who requested to transfer and then after being approved, changed his mind in July 2017. This has been challenging for the program and I commend Brian for his continued effort in keeping the program moving forward despite these challenges.

6B. Areas of concern, if any:

No major areas of concern. I would like to see growth in the ADT completion numbers and I think we can work on creating a program website, expanding information to students, connecting the philosophy ADT to law pathways or other careers that benefit from a philosophy education.

6C. Recommendations for improvement:

Create an annual schedule of regular department meetings to engage with adjunct faculty and seek their input on department goals and objectives. Create stronger engagement between full-time faculty and new hires, when that occurs.

6D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

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6F. Areas of concern, if any:

6G. Recommendations for improvement:

6H. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.