

# Instructional Discipline Template

## A. Program Information

### Program Mission Statement

Please enter your mission statement here.

The mission of the Philosophy Department is to provide students with a disciplined introduction to the history of philosophy, as well as a clear understanding of the fundamental categories of philosophic discourse. Being the origin and foundation of most academic subjects, a strong background in philosophy is useful, not just for philosophy majors, but for students in all disciplines. The Philosophy Department endeavors to provide this background in the history of philosophy, as well as a solid foundation in logic and critical reasoning. The philosophy department is dedicated to providing transfer students of all majors with the logical, analytical and critical reasoning skills necessary for success in university study. Beyond merely academic concerns, the ultimate mission of the Philosophy Department is to provide students with understanding of various world-views, critical reasoning skills and an ethical awareness essential for global citizens and participants in a democratic and equitable society.

### Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Students will be able to critically analyze and evaluate arguments regarding issues of ethics and political philosophy.

Students will be able to critically analyze and evaluate arguments regarding issues of metaphysics and epistemology.

Students will be able to recognize and understand the relationship between major philosophers and historically important philosophic movements.

## B. FTES - Enrollment Trends

### Enrollment Variables and Trends

Enrollment Trends  
Business & Social Sciences - Philosophy-FD

	2016-17	2017-18	2018-19	2019-20	2020-21	5-yr %Inc
<b>Unduplicated Headcount</b>	1,468	1,770	1,777	2,014	1,614	9.9%
<b>Census Enrollment</b>	1,672	1,955	1,926	2,187	1,785	6.8%
<b>Sections</b>	47	46	43	48	43	-8.5%
<b>WSCH</b>	2,490	2,880	2,827	3,154	2,596	4.3%
<b>FTES (end of term)</b>	166	192	189	211	174	4.8%
<b>FTEF (end of term)</b>	5.2	5.1	4.7	5.1	4.7	-9.6%
<b>Productivity (WSCH/FTEF)</b>	479	567	607	613	552	15.4%

1. In the data table above, what does the FTES data trend indicate?

- the data trend shows an increase in FTES
- the data trend shows a decrease in FTES
- the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

There are two trends to consider when it comes to FTES. There was a steady increase in enrollment from 2016-17 to 2019-2020. This was due to many factors. One factor that was responsible for this trend was that all courses are IGETC transferable and were becoming increasingly popular among CSU and UC students to satisfy their general education requirements. The increase in FTES from 2016-17 to 2019-20 was a little over 27%. However, during 2020-21 FTES decreased by more than 17%. This was part of an overall down turn in enrollment due the global pandemic. In the end, it was still an increase over the 5year period, but a decrease from the previous year.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

yes

no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

One action that has been taken recently is the creation of a guided pathways map for both Philosophy degrees. This is quite new and we are still working out some of the difficulties with scheduling consistently with the map. However, a functional map might make the department attractive to incoming students. Action that has been discussed is offering more varied courses in philosophy that might attract the attention of potential students. For example, the offering seldom offered courses like Philosophy of Art and Aesthetics could attract more students. Another idea is to develop a course in Critical Theory. This is a subject that is increasingly discussed and seldom understood. Its topical nature might be attractive to students.

## C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

the data trend shows an increase in sections

the data trend shows a decrease in sections

the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

The number of sections decreased in 2020-21 to compensate for the decrease in enrollment. This prevented a more severe decline in productivity.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

N/A

## D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

the data trend shows the productivity number increased

the data trend shows the productivity number decreased

the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

There is a steady increase in productivity in the 4 year period from 16-17 through 19-20. During this time productivity increases by nearly 28%. However, there is a decrease from 19-20 to 20-21 of nearly 10 percent. Thus, the overall increase over the 5 year period was 15.4 percent. Looking at the numbers, all of this is driven by enrollment. From 16-17 to 19-20 there is an increase in enrollment from 1672 at census to 2187. However, in 20-21 that number went back down to 1785. As mentioned above, in the interest of productivity we reduced sections from 48 to 43, and our FTEF from 5.1 to 4.7. This allowed for the decrease in productivity to be less severe.

2. Does the data trend suggest changes are necessary to improve productivity?

yes

no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

At the beginning of the 2021-22 school year, we have continued to decrease the number of sections as enrollment continues to decline. Until we come to the end of this downturn, we will continue to adjust offerings in order to maximize productivity and still provide students with the courses they need to meet their academic goals.

## E. Enrollment by Student Demographics

### Enrollment Distribution

Enr Distribution by Student Demographics  
Business & Social Sciences - Philosophy-FD

#### by Gender

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent								
Female	840	50%	1,031	53%	998	52%	1,153	53%	943	53%
Male	811	49%	908	46%	909	47%	1,007	46%	826	46%
Non-Binary	0	0%	0	0%	0	0%	2	0%	1	0%
Unknown	21	1%	16	1%	19	1%	25	1%	15	1%
Total	1,672	100%	1,955	100%	1,926	100%	2,187	100%	1,785	100%

#### by Ethnicity

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent								
African American	60	4%	64	3%	74	4%	69	3%	50	3%
Asian	584	35%	663	34%	634	33%	705	32%	550	31%
Decline to State/Unknown	68	4%	38	2%	36	2%	123	6%	40	2%
Filipinx	100	6%	114	6%	102	5%	105	5%	102	6%
Latinx	314	19%	416	21%	391	20%	435	20%	376	21%
Native American	11	1%	5	0%	5	0%	7	0%	5	0%
Pacific Islander	13	1%	10	1%	20	1%	19	1%	22	1%
White	522	31%	645	33%	664	34%	724	33%	640	36%
Total	1,672	100%	1,955	100%	1,926	100%	2,187	100%	1,785	100%

#### a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

There is a slight increase in the enrollment of women (50% to 53%) and a slight decrease in the percentage of men (49% to 46%). There doesn't seem to be significant movement in the percentage of non-binary students, though the number did change from 0 to 1. It is not clear why there is this slight disparity between men and women enrolling in Philosophy courses, the percentage seems to be consistent with the college overall.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2020-21 = 52% Female, 46% Male)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

There is a slight difference of one percent greater percentage of female students at 53% compared to the college which is at 52%. The percentage of male students seems to be the same. This difference doesn't seem significant compared to the college as a whole.

### Data Table for Enrollment by Gender of Declared Majors

<https://foothill.edu/programreview/prg-rev-docs/majors-by-gender-10.25.21.pdf>

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- the data trend shows an increase in the female enrollment of the declared major
- the data trend shows a decrease in the female enrollment of the declared major
- the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

- the data trend shows an increase in the male enrollment of the declared major
- the data trend shows a decrease in the male enrollment of the declared major
- the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

### b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- the data trend shows an increase in the African Americans enrollment rates
- the data trend shows a decrease in the African Americans enrollment rates
- the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipinx enrollment rates
- the data trend shows a decrease in the Filipinx enrollment rates
- the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates
- the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

- the data trend shows an increase in the White enrollment rates
- the data trend shows a decrease in the White enrollment rates
- the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

- the data trend shows an increase in the Decline to State enrollment rates
- the data trend shows a decrease in the Decline to State enrollment rates
- the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)

- yes
- no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

- There is a 2% disparity between the college and the department for African American enrollment. One possible way to improve this could be to include more culturally diverse material in all courses and the creation in the future of courses that might focus on race and/or African American philosophical perspectives. Such course development would need to wait until the current decline in enrollment changes direction. As for inclusion of culturally diverse material, this is already done where possible. However, in a quarter

system it is difficult to very much of this kind of material, while also maintaining the requisite material for transfer to UC and CSU schools. Philosophy, and particularly the historically important philosophers that would be discussed at an introductory level, are part of a tradition that is inherently European. However, in the exploration of specific topics, there is potential to grow the amount of culturally diverse material and thinkers. Much of this is already done in introductory courses where issues are discussed considering a wide array of world philosophy. This is also true in the study of Ethics, Political Theory and Aesthetics. We continue to try to find ways to incorporate a diverse set of philosophers while maintaining transferability.

- There is a higher percentage of Asian students than the college as a whole. However there is a 4% decrease in Asian enrollment over the past 5 years. It isn't clear why there has been this slight decrease. However, the department intends to monitor this trend to see if the cause can be identified.
- There has been little change in Filipinx enrollment. Vacillating between 5% and 6% it is fairly consistent with the college.
- There is a slight increase in Latinx students from 19 to 21%. However, the overall enrollment is still 28%. This disparity could possibly be due to the same factors mentioned above regarding African American student enrollment. Again, the philosophy department continues to make every effort to balance the traditional philosophy of European origin with world philosophy that can further illuminate the difficult questions philosophy has to deal with.
- Native American enrollment has gone from 1 to 0 percent. The raw number has gone from 11 in 2016-17 to 5 consistently with 7 being an exception in 2019-20. Again, the reason for the disparity is unclear, but the trend will be monitored to determine if there is a significant reason or if it is just an inexplicable vacillation.
- Raw numbers for Pacific Islanders has increased from 13 to 22. The percentage is consistent throughout the 5 year period at 1%.
- The percentage of white students seems to have increased from 31% to 36% over the five year period. The reason for this increase isn't clear from analysis of the data.
- There is a 2% decrease in students who decline to state. Given the vagueness of this category, it is unclear why this would be the case.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- yes
- no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

As mentioned above, there is a small disparity in both African American and Latinx student populations. One way this could be addressed is through the development of courses that could address issues like Critical Theory, including Critical Theory focused on race. The biggest problem with this strategy is that the reason for the disparity is very likely that these underrepresented groups might be intimidated by the difficulty of philosophic literature, particularly the primary literature that is required in IGETC transferable courses. Critical Theory, of any focus, is at the higher end of difficulty, thus potentially compounding the problem. The foundational thinkers, (Nietzsche, Marx, Freud) as well as the thinkers that establish what we think of as critical theory (ex. Frankfurt School thinkers like Marcuse, Horkheimer, Adorno, etc) are very advanced even for those experienced in philosophy. A more reasonable approach is to include a wider diversity of sources whenever this is possible in existing courses, without displacing the foundational aspects of the tradition.

## F. Student Course Success

### Course Success Rates by Unit

Course Success  
Business & Social Sciences - Philosophy-FD

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent								
<b>Success</b>	1,258	75%	1,618	83%	1,551	81%	1,836	84%	1,460	82%
<b>Non Success</b>	213	13%	156	8%	160	8%	147	7%	109	6%
<b>Withdrew</b>	201	12%	181	9%	215	11%	204	9%	216	12%
<b>Total</b>	1,672	100%	1,955	100%	1,926	100%	2,187	100%	1,785	100%

## Course Success for African American, Latinx, and Filipinx Students

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent								
<b>Success</b>	299	63%	446	75%	394	69%	448	74%	389	74%
<b>Non Success</b>	85	18%	76	13%	79	14%	67	11%	50	9%
<b>Withdrew</b>	90	19%	72	12%	94	17%	94	15%	89	17%
<b>Total</b>	474	100%	594	100%	567	100%	609	100%	528	100%

## Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent								
<b>Success</b>	959	80%	1,172	86%	1,157	85%	1,388	88%	1,071	85%
<b>Non Success</b>	128	11%	80	6%	81	6%	80	5%	59	5%
<b>Withdrew</b>	111	9%	109	8%	121	9%	110	7%	127	10%
<b>Total</b>	1,198	100%	1,361	100%	1,359	100%	1,578	100%	1,257	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

### a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

It is unclear what programmatic factors would have led to a 7% increase in student success. The philosophy department always strives to be available to our students for individual assistance with understanding the material, as well as assistance with reviewing for exams and help with written assignments. It is also possible that the increase in success could be related to an overall increase in success rates across the college.

2. Do the data suggest changes are necessary to improve student course success?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

N/A

### b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage

- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- yes
- no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

The success rate among African American, Latinx and Filipinx students rose from 63% to 74%. The success rate among Asian, Native American, Pacific Islander, White and Decline to State students went from 80% to 85%. This reflects a narrowing of the success gap, going from a 17% gap to a 11% gap. It is unclear what has led to the narrowing of this gap. However, the current gap seems to be consistent with the performance gap college wide. The philosophy department will continue to do it's best to facilitate the success of all Foothill college students in any way it can.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- yes
- no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

N/A

## G. Student Course Success by Demographics

### a. Student Course Success by Gender

The following questions concern student success rates by gender.

## Course Success Rates by Group

Success Rates by Gender									
Business & Social Sciences - Philosophy-FD									
2020-21									
	Success		Non Success		Withdrew		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
<b>Female</b>	782	83%	48	5%	113	12%	943	100%	
<b>Male</b>	664	80%	60	7%	102	12%	826	100%	
<b>Non-Binary</b>	1	100%	0	0%	0	0%	1	100%	
<b>Unknown</b>	13	87%	1	7%	1	7%	15	100%	
<b>All</b>	1,460	82%	109	6%	216	12%	1,785	100%	
2019-20									

	Success		Non Success		2019-20		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
	Success		Non Success		Withdraw		Total			
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	981	85%	75	7%	97	8%	1,153	100%		
Male	832	83%	71	7%	104	10%	1,007	100%		
Non-Binary	2	100%	0	0%	0	0%	2	100%		
Unknown	21	84%	1	4%	3	12%	25	100%		
All	1,836	84%	147	7%	204	9%	2,187	100%		

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	804	81%	78	8%	116	12%	998	100%
Male	733	81%	81	9%	95	10%	909	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	14	74%	1	5%	4	21%	19	100%
All	1,551	81%	160	8%	215	11%	1,926	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	856	83%	71	7%	104	10%	1,031	100%
Male	749	82%	84	9%	75	8%	908	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	13	81%	1	6%	2	13%	16	100%
All	1,618	83%	156	8%	181	9%	1,955	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	637	76%	98	12%	105	13%	840	100%
Male	607	75%	112	14%	92	11%	811	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	14	67%	3	14%	4	19%	21	100%
All	1,258	75%	213	13%	201	12%	1,672	100%

Success Rates by Ethnicity  
Business & Social Sciences - Philosophy-FD

2020-21

	Success	Non Success	Withdraw	Total
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	Success		Non Success		Withdraw		Total	
	2020-21							
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	29	58%	8	16%	13	26%	50	100%
Asian	490	89%	16	3%	44	8%	550	100%
Decline to State/Unknown	33	83%	4	10%	3	8%	40	100%
Filipinx	87	85%	7	7%	8	8%	102	100%
Latinx	273	73%	35	9%	68	18%	376	100%
Native American	4	80%	0	0%	1	20%	5	100%
Pacific Islander	9	41%	6	27%	7	32%	22	100%
White	535	84%	33	5%	72	11%	640	100%
All	1,460	82%	109	6%	216	12%	1,785	100%

2019-20

	Success		Non Success		Withdraw		Total	
	2019-20							
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	43	62%	13	19%	13	19%	69	100%
Asian	629	89%	27	4%	49	7%	705	100%
Decline to State/Unknown	100	81%	11	9%	12	10%	123	100%
Filipinx	82	78%	9	9%	14	13%	105	100%
Latinx	323	74%	45	10%	67	15%	435	100%
Native American	6	86%	0	0%	1	14%	7	100%
Pacific Islander	12	63%	4	21%	3	16%	19	100%
White	641	89%	38	5%	45	6%	724	100%
All	1,836	84%	147	7%	204	9%	2,187	100%

2018-19

	Success		Non Success		Withdraw		Total	
	2018-19							
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	41	55%	17	23%	16	22%	74	100%
Asian	540	85%	36	6%	58	9%	634	100%
Decline to State/Unknown	27	75%	1	3%	8	22%	36	100%
Filipinx	84	82%	9	9%	9	9%	102	100%
Latinx	269	69%	53	14%	69	18%	391	100%
Native American	4	80%	1	20%	0	0%	5	100%
Pacific Islander	15	75%	3	15%	2	10%	20	100%
White	571	86%	40	6%	53	8%	664	100%
All	1,551	81%	160	8%	215	11%	1,926	100%

2017-18

Success		Non Success		2017-18		Withdrew		Total	
Success		Non Success				Withdrew		Total	
Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent

African American	46	72%	9	14%	9	14%	64	100%
Asian	578	87%	41	6%	44	7%	663	100%
Decline to State/Unknown	28	74%	6	16%	4	11%	38	100%
Filipinx	93	82%	10	9%	11	10%	114	100%
Latinx	307	74%	57	14%	52	13%	416	100%
Native American	4	80%	0	0%	1	20%	5	100%
Pacific Islander	8	80%	0	0%	2	20%	10	100%
White	554	86%	33	5%	58	9%	645	100%
All	1,618	83%	156	8%	181	9%	1,955	100%

2016-17

Success		Non Success		Withdrew		Total		
Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
African American	33	55%	16	27%	11	18%	60	100%
Asian	480	82%	49	8%	55	9%	584	100%
Decline to State/Unknown	51	75%	14	21%	3	4%	68	100%
Filipinx	68	68%	13	13%	19	19%	100	100%
Latinx	198	63%	56	18%	60	19%	314	100%
Native American	9	82%	1	9%	1	9%	11	100%
Pacific Islander	10	77%	1	8%	2	15%	13	100%
White	409	78%	63	12%	50	10%	522	100%
All	1,258	75%	213	13%	201	12%	1,672	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change and/or is flat in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- the data trend shows an increase in the non-binary course success rates
- the data trend shows a decrease in the non-binary course success rates
- the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

There was a increase in both the male and female success rate. The male success rate went from 75 to 80%, and the female success rates went from 76 to 83%. It is unclear what would account for this slight increase in success rates at a programmatic level. However, it does seem to be part of an overall increasing trend college wide.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- yes
- no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

N/A

## b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change and/or is flat in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change and/or is flat in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

The only group to have a significant decline was Pacific Islander students. This is a relatively small group of just 22 students. In the previous year the success rate was at 63%, which was down a bit from previous years where their success rates in philosophy were in line with the rest of the college. In the 20-21 school year, the percentage dropped to 41%. It is unclear why this sudden drop in success among this population would occur. It is possible that this is an anomaly specific to these 22 students. We will keep an eye on this data trend in coming years to see if this will be a continuing trend.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- yes
- no

If yes, describe the reasons for the gap in course success.

It is difficult to determine a cause for the significant gap in African American success rates without more complete information as to who these individual students are and what their secondary educational backgrounds were before coming to Foothill and thus any conclusions would be speculative. This is the one group, aside from the aforementioned Pacific Islander population, where philosophy is below the rate for the college as a whole. One potential issue is a gap in academic preparedness and confidence going into college. One tension that faces philosophy as a discipline is that for our courses to be IGETC transferable they must be covering primary philosophical literature which can be difficult for any group, much less a group with a statistical legacy of underfunded secondary schools. The brevity of a quarter system compounds this problem. However, this conclusion is inherently speculative. The data is not adequate to determine a cause definitively.

3. Do the data suggest that changes are necessary to improve program course success equality?

- Yes
- No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

One possible action could be to engage in early intervention for all students that appear to be falling behind. Another possibility could be the formation of teacher lead weekly study groups in addition to regular in-class activities. These would be voluntary discussion forums either live or via zoom where students could discuss the material, its application in a broader context and perhaps pop culture reflections of the various ideas. While this would be specific to each class, the groups would be something closer to a club within the class itself. These discussions might have the potential to include applications that have particular relevance to the African American community, and could serve to function as a "support group" to keep everyone engaged and accountable to each other. There is also the selection of material in courses like ethics and political theory that address issues of racism and social justice.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

N/A

## Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November

- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

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This form is completed and ready for acceptance.