



COMPREHENSIVE PROGRAM REVIEW REPORT

Philosophy

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

The Philosophy Department is a vital part of the college's mission. Philosophy promotes critical thinking and communication skills, while increasing understanding of diverse cultures.

The Philosophy Department has continued to offer an evening on-campus class each semester, supporting the NOW (Nights, Online and Weekend) program (formerly, College for Working Adult). The Philosophy Department also serves a high proportion of Middle College students, including participating in Middle College's Fall student orientation activities each of the last three academic years. The Philosophy Department has offered an Honors section in all but two of the Fall/Spring semesters this program review cycle and plans to offer at least one section every Fall/Spring semester moving forward.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

The CalGETC transfer pattern changes have had a uniquely sizable impact on the Philosophy program. With CalGETC, one of Philosophy's AA-T core required courses, PHIL 200 Introduction to Logic (C-ID PHIL 110), no longer counts toward any General Education area credit whatsoever. With the CalGETC transfer model, PHIL 200 only counts as three units of transferable credit.

The Philosophy Department has taken multiple steps to navigate these changes. First, it redesigned PHIL 103 Critical Thinking to become PHIL 103 Critical Thinking and Argumentative Writing. This course received CalGETC 1B approval and will be offered for the first time in its new form during the Spring 2026 semester.

The Philosophy Department waited to see how other Philosophy Departments fared with trying to redesign their Logic courses to satisfy one of the AA-T's major requirements (C-ID PHIL 110) while also satisfying the CalGETC 1B requirement. Within SMCCCD, Skyline College's proposed PHIL 210 Symbolic Logic and Argumentative Writing Course Outline of Record (COR) was rejected for CalGETC 1B, while College of San Mateo's proposed COR for PHIL 210 Symbolic Logic and Argumentative Writing was accepted for CalGETC 1B.

During the Fall 2025 semester, Cañada College's Philosophy Department submitted a PHIL 210 COR. It is based off of CSM's successful submission of PHIL 210 as well as the draft Common Course Number template for Logic and Argumentative Writing that was developed in Summer 2025 by a statewide philosophy discipline convening.

Additionally, the Philosophy Department is aware of CSU's recent announcement during Fall 2025 that the CSU system will maintain a local General Education pattern that is similar to the pre-CalGETC CSU transfer pattern. With this in mind, the Philosophy Department will monitor the potential continued interest among students for a non-writing intensive Critical Thinking class that PHIL 200 Introduction to Logic has served since Fall 2017.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes." CTE programs: identify the dates of your most recent advisory group meeting, its membership, and describe your advisory group's recommendations for your program.

Dramatic changes have continued across society. As discussed in the previous Philosophy Program Review, philosophy becomes more relevant when social patterns are disrupted, as repeatedly shown across human history. To use two of many examples: first, Confucian ethics and Daoist philosophy emerged in response to the so-called Warring States period of Ancient Chinese history. Second, the historically influential Ancient Greek philosophy emerged when Athens entered a prolonged period of crisis following its defeat to Sparta. Turning to our

Program Review

current local, national, and international contexts, it is acutely more difficult for anyone to be confident about what their personal, professional, or public lives will look like in the future. The comparatively high fill rate for Philosophy courses during this Program Review cycle broadly suggests that our Department's courses are serving many students' interests. Philosophy's ethical frameworks help us to more precisely understand our social and political crises; without nuanced diagnoses, we cannot have effective solutions. One student wrote in the 2024-2025 College graduation survey: "I learned to better understand arguments in my ethics class." Being comfortable and respectful with disagreement is necessary to avoid the danger of lapsing into lazy platitudes, which cripple the collective work needed to make our communities better. One dramatic change that has appeared within the last three years is consumer generative Artificial Intelligence tools. Student interest in and concern about the topic has shown in selecting it as an applied ethics topic to be covered in the last two PHIL 240 Introduction to Ethics course offerings (Fall 2023 and Fall 2024). The technology's impact on personal identity, professional aspirations, and thinking habits are directly or indirectly shaping the content of all Philosophy courses. As two additional examples: the Spring 2025 Contemporary Philosophy included information networks as one of its main themes. This course approached the topic of Artificial Intelligence primarily from the perspective of how information distribution impacts the political structures of human societies. Second, in preparation for offering PHIL 160 Ancient and Medieval Philosophy during the Spring 2026 semester, one important theme planned for the course is how philosophers examined and debated technological changes that occurred over two thousand years ago, such as Socrates's trenchant critique of writing in Plato's *Phaedrus*. Philosophy at Cañada College has never been more relevant to our students, as we all navigate an uncertain future in our personal, professional, and public lives. Philosophy can help our students better understand themselves and shape their communities toward more life-affirming ends.

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

The IPC recommendation feedback from the previous program review submission consisted of the following two recommendations:

- "The program could benefit from action plans associated with closing equity gaps and improving completion for PHIL 190.
- "Recommendation to provide more support for smaller programs like PHIL and ones that are led by only one full-time faculty member."

Let me start with the first recommendation concerning PHIL 190 Contemporary Philosophy. To clarify, PHIL 190 continues to have an above average success rate of students completing the class. This was true during the previous program review cycle, in which PHIL 190 had one of the two highest success rates of Philosophy courses. The above average success rate for PHIL 190 has continued with the current cycle: when offered during the Spring 2025 semester, 82% of the students successfully completed PHIL 190.

The IPC reviewers, I believe, were responding to part of my SLO reflection. During the previous program review cycle, I noted that

"the only SLO criteria that were not met during this assessment cycle were two from PHIL 190. The main reason for this was that each had a high standard (90% of students needed to earn a passing grade on the assessment method). ... Students in the class actually performed collectively well to satisfactory on the outcomes: 83% met the 'Recognize the social and political contexts of contemporary philosophic movements' learning outcome; while 76% met the 'Analyze important concepts in contemporary philosophy' learning outcome."

Because the success rate for students was high for PHIL 190 and the unmet SLO criteria was a function of a very high standard, this recommendation did not receive any particular attention on the part of the Philosophy Department.

With regard to providing more support for one-full-time-faculty departments, the Philosophy Department, of course, whole-heartedly agrees with this sentiment. One salient issue for the Philosophy Department concerns the multiple curriculum changes stemming from CalGETC and AB 1111 that place additional time demands and stresses on

Program Review

one-full-time-faculty departments. The curriculum changes have been especially challenging for the Philosophy Department, as perhaps the only discipline who had a core major requirement cease to count toward any transfer General Education Area requirement, as noted above.

When the Philosophy Department submitted its redesigned PHIL 103 “Critical Thinking and Argumentative Writing” Course Outline of Record to the curriculum committee, it was the only COR that received some no votes. There were two no votes from people who were concerned that the COR title was too similar to ENGL 1001 “Critical Thinking and Writing.” This was despite the difference in discipline prefix, the Philosophy course title being descriptively accurate and easy to understand for students, as well as CSM’s and Skyline’s curriculum committees both already approving the course title PHIL 103 “Critical Thinking and Argumentative Writing.” Additionally, when PHIL 210 “Symbolic Logic and Argumentative Writing” COR was submitted to the curriculum process during Fall 2025, it received a preliminary rejection from the Interim Dean of Humanities and Social Sciences on the grounds that it included a textbook in its Representative Texts section that was written by an English faculty member. This Representative Text is an OER resource that addresses one of the four required course topics (“Writing Extended Essays and/or Research Paper”) that are listed in the Lecture Content section of PHIL 210. The representative text in question does not, however, address the other three required Lecture topics. Additionally, this textbook is part of the template for a “Logic and Argumentative Writing” Course Outline of Record that was developed by the statewide Common Course Numbering Philosophy convening, which as noted in the template would need to be used in conjunction with Logic focused texts given the required content. The inclusion of a composition-focused textbook as one of the Representative Texts reflects the most common reason that Logic CORs submitted for CalGETC 1B were rejected: lack of composition in the Lecture Content and Representative Texts sections. It would be helpful if the Dean were more supportive and collaborative with the Philosophy Department’s curricular changes, especially if there are concerns across Departments, as we navigate these changes together.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

In the last program review cycle, Philosophy created four goals related to growing the program:

1. “The program plans to explore multi-modal course offerings, especially for key major requirement courses, such as Introduction to Ethics (PHIL 240), Contemporary Philosophy (PHIL 190), and Introduction to Philosophy of Religion (PHIL 312).”
2. “Also discussed in 7C were some curricular changes: first, adding an Honors addendum for the Ethics course, so that it could be offered as a split section course during Fall semesters.”
3. “Second, the philosophy program plans to add new Open Educational Resources and Low-Textbook Cost options for the philosophy courses when the course curriculum is updated in Fall 2023.”
4. “A final strategy addressed in 7C concerned more scalable marketing solutions for small programs, such as the Faculty Online Profile, that would not require special webpage training or marketing department requests.”

With regard to #1, the Philosophy Department offered one multi-modal course during this review cycle: PHIL 175 Modern Philosophy during the Spring 2024 semester. The course had strong enrollment, allowing the Department to offer Modern Philosophy for the first time in many years. This was especially important because PHIL 175 is a List A selective requirement. Yet this was the only Philosophy multi-modal course offered in this review cycle for two reasons: first and most important is that the multi-modal offering significantly increased the workload for

Program Review

faculty; second, enrollments have increased in the program such that only evening sections have had enrollment difficulties during this review cycle.

With regard to #2, the Philosophy Department added an Honors addendum to PHIL 240 Introduction to Ethics during the Fall 2023 semester. Since then, it has offered an Honors section of Ethics each time it has been offered, which means that Philosophy now offers an Honors section every Fall/Spring semester.

With regard to #3, the Philosophy Department switched its PHIL 200 Introduction to Logic course to a Zero Textbook Cost/Open Educational Resource during the Fall 2025 semester. This was done in part to mitigate the enrollment headwinds that will come from the CalGETC changes. The redevelopment of supplemental materials for Logic will be a multiyear effort moving forward and will be an important project regardless of whether the C-ID PHIL 110 core requirement for the AA-T is offered as PHIL 200 and/or PHIL 210.

With regard to #4, the full-time Philosophy faculty member advocated for the creation of a new Faculty Online Profile through the District governance processes, including getting it on the prioritization list. The District did not take up its project, as it has focused its resources toward other projects, such as the transition to WebSmart 9 due to WebSmart 8's obsolescence. The current District directory database will be updated as part of the WebSmart 9 project, though it is yet unclear whether it will be a clear improvement.

In the last program review cycle, Philosophy created two goals related to improving the success rates of courses:

1. raise the success rate of Introduction to Logic (PHIL 200),
2. raise the success rate of Philosophy's Fall online courses.

To achieve these goals, the program planned on the following three strategies:

1. offer more individualized instruction, such as Umoja practices,
2. work with the Peer Online Course Review workgroup, which centers on developing Quality Reviewed online courses, and
3. more broadly engage in continued professional development related to teaching and learning.

The success rate for PHIL 200 and Philosophy's online courses are discussed in detail below for Question 7B. Briefly with regard to these two goals, the success rates for PHIL 200 and Fall online courses both improved. It is uncertain how much of this was due to strategies #1 and #3. The most notable example of strategy #1 during this cycle has been the increased number and frequency of students make use of Office Hours. This includes more students joining over zoom as well as students coming to in-person office hours. Additionally, more students are using the Calendly Scheduler tool to schedule appointments at different times. With regard to strategy #3, the Philosophy Department faculty members have participated in multiple Regular and Substantive Interaction trainings during this program review cycle. This includes trainings within SMCCD and in other Districts. One salutary effect of RSI is the creation of a more detailed communication plan with students. With regard to strategy #2: the Philosophy Department did not have an opportunity due to time/workload constraints to substantially participate with POCR efforts during this program review cycle, so strategy #2 was not a factor.

Current State of the Program

As stated in the 2022-2027 EMP: "Can~ada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

Some important program changes were noted in 4B above:

- The Philosophy Department offered one multi-modal course during this review cycle: PHIL 175 Modern Philosophy during the Spring 2024 semester.

Program Review

- The Philosophy Department added an Honors addendum to PHIL 240 Introduction to Ethics. As a result, it now offers an Honors section every Fall/Spring semester.
- The Philosophy Department switched its PHIL 200 Introduction to Logic course to a Zero Textbook Cost/Open Educational Resource during the Fall 2025 semester. This was done in part to mitigate the enrollment headwinds that will come from the CalGETC changes and also to prepare materials that will be useful to a PHIL 210 Symbolic Logic and Argumentative Writing course.

Other important program changes include:

- Due to difficulty with consistently enrolling a minimum of 15 students in its evening section, the Department decided to switch the evening offering from PHIL 100 to PHIL 103 Critical Thinking and Argumentative Writing. Since PHIL 103 now satisfies CalGETC 1B, we are hoping it will increase the evening enrollment so that we can continue to support our evening students and the NOW/CWA program.
- The local AA degree has been redesigned. It has done away with the increasingly frustrating and narrowly defined List Requirements of the statewide Transfer Model Curriculum for the AA-T. Philosophy sees a sizable number of returning college students who take Philosophy courses primarily out of personal intrinsic interest, a trend that has increased with SB 893. The redesigned local AA degree is designed for students who are interested in the subject matter but not transferring to a university.

5B. Program of Study Completeness

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

The philosophy program directly contains two programs of study: a Philosophy AA-T and a Philosophy AA. Both degrees are completable within a two-year timeframe.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

Philosophy AA-T: At this time, the map is current. But there will likely be changes starting Spring 2027, if PHIL 210 Symbolic Logic and Argumentative Writing is approved for CalGETC 1B.

Philosophy AA: The AA degree has been significantly revised, in part because of the increasingly frustrating Transfer Model Curriculum. The local AA degree has done away entirely with the arcane list requirements. Instead, it has placed together all of the courses that counted toward its core and selective requirements as the path to earn a Philosophy AA degree.

- For the AA program map, the HIST 100 and HIST 101 listing should be replaced and situated within the broader category of Philosophy List A, List B, or List C requirement listing. I think it is still helpful to maintain the List terminology in the AA degree requirement, in case any students decide to pivot to the AA-T pattern.

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings.

Program Review

•Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.

There is one disproportionately impacted student population that appeared in Philosophy's enrollment data: Female students. During the 2023-2024 academic year, 9% fewer female students enrolled than would have been expected given the general student demographics. In one other academic year, 2021-2022, Female students also enrolled less than expected: 7.3% less than expected. As noted in the PRIE data packet: "Philosophy has seen an occasional disproportionate impact for Female students, but it is not consistent." Given the higher numbers of female students in our general college population, the class composition has been more balanced among the Male and Female students than the above numbers would suggest. Additionally, there have been multiple exemplary Philosophy students who were Female, including two who organized a Philosophy-focused student club. Yet the Philosophy discipline as a whole has historically been overrepresented by Males. For this reason, I take the above data as potentially significant even though it has not been a consistent pattern.

The trends in headcount, full-time equivalent students, and load have been positive for Philosophy during this program review cycle. The PRIE data packet summarized the overall trends as follows: "Philosophy enrollment has rebounded in recent years after a large drop off in 2021-2022. The sections offered seem properly scaled to current demand for courses." Undoubtedly, the single biggest factor is the District-wide increase in enrollments that came with the return to campus, subsiding of the Covid pandemic, and the SB 893 Free College initiative.

Looking at enrollment factors that were more directly related to the Department's activities, it is notable that the highpoint of student enrollments in Philosophy during the last five years was the 2023-24 academic year. This is despite overall college enrollments still increasing modestly after the 2023-24 academic year. Spring 2024 was the semester that the Philosophy Department offered a multi-modal section. As noted above, this has occurred only once thus far due to the significant increase in workload that came with managing the logistics of a multi-modal class. Another factor is that the Department offered PHIL 175 Modern Philosophy for the first time in many years. This is a List A selective requirement for majors. There was a previous attempt to offer the course in Fall 2018, but the section had been cancelled due to low enrollment. The multi-modal opportunity for PHIL 175 brought in Philosophy majors from CSM and Skyline Colleges.

The evening hybrid section of PHIL 100 has had the greatest enrollment challenges for the Philosophy Department. It has not been able to consistently enroll above 15 students, which places the section in danger of cancellation. In attempt to address this issue while continuing to serve our evening students and the NOW (formerly, CWA) program, the department will start offering a hybrid section of PHIL 103 Critical Thinking and Argumentative Writing during the Spring 2026 semester. Since this course fulfills the CalGETC 1B requirement, the Department hopes that our evening enrollments will improve.

Looking at the short- and medium-term, the Philosophy Department recognizes that there may be some enrollment headwinds. First, the impact of the CalGETC reforms on how many units students enroll in and which courses the enroll in is uncertain and will probably take 2-3 years to more precisely judge. The total number of required General Education units has decreased, yet the reduction in required GE units means that students have more opportunity to enroll in elective units while fulfilling their minimum unit requirement for an Associate's degree. Second, it is uncertain whether SB 893's stimulus in enrollment will persist over the long-term. With regard to this factor, the Philosophy Department may have benefited disproportionately from a number of older community members who already have a Bachelor's or above degree returning to college and used SB 893 to enroll in a Philosophy course.

7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

The PRIE data packet summarizes Philosophy Retention and Success Data as follows: "Overall success rates are high and had a slight increasing trend over the past few years. Withdraw rates remain stable and low." Over the last

Program Review

three academic years, the Department's overall success rates have varied between 78% and 80%. For the withdraw rate, the average has not gone above 10%. For a general comparison: during the same academic years, the college's overall course success rate has ranged from 71.7% up to 74.7%. And the college's overall withdraw rate from courses has ranged from a low of 12.6% to a high of 13.8%.

Turning back to Philosophy: there are two disproportionately impacted student groups that have had equity gaps over multiple years during this review cycle. Additionally, there is overlap between these two groups: Hispanic students and Female Hispanic students. Overall, Hispanic student equity gaps have been -10.5%, -11.6%, and -9.2% during the 2022-23, 2023-24, and 2024-25 academic years, respectively. While the most recent year had the smallest equity gap, it was not a consistently improving trend.

For Female Hispanic students, there was a -18.2% equity gap in 2022-23 and a -13.5% gap in 2023-2024. The equity gaps are larger for Female Hispanic students when compared to all Hispanic students. While these equity gaps are larger in size, they only appear over two years and had a consistently improving trend over this review cycle culminating with no equity gap in the most recent academic year.

All of the other equity gaps in overall course success rate among student sub-populations appear only in single years over the last five academic years. So at this point the other equity gaps listed in Philosophy's data packet appear to be random variance.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write "not applicable."

The PRIE data packet summarizes Philosophy Online Success Rates as follows: "Online success rates have improved in recent years but remain slightly below face to face success rates." During the last three academic years, the success rate for online Philosophy students has varied between a low of 74% and a high of 77%. In comparison, Face to Face success rates for Philosophy students had a low of 76% and a high of 81%.

In comparison to college-wide success rates in online courses, the Philosophy Department has similar to slightly better success rates. Over the last three years, the online success rates for the College as a whole had a low of 71.4% and a high of 75.4%.

In looking at specific online courses, PHIL 200 Introduction to Logic deserves special attention. It is only offered as an online asynchronous course and it consistently has the lowest success rate of Philosophy courses. As discussed in my previous program review, it is common for Logic courses to have low success rates. More precisely, there is a consistent pattern of bimodal grade distributions in which students cluster around an A/A- course grade or do poorly, with a number of students failing entirely. Formal reasoning skills have a steep learning curve, so it is more difficult for students to achieve competence in formal reasoning skills. On a positive note, the success rate for Introduction to Logic has improved from the previous review cycle: the course was offered three times: Fall 2022 with a success rate of 70%, Fall 2023 with a success rate of 56%, and Fall 2024 with a success rate of 62%. In the previous cycle, the highest success rate for PHIL 200 was 57.5% in Fall 2019. So there has been improvement, although the trend has not steadily improved. As discussed above, this course is a core requirement for all Philosophy AA-T students. The course has been offered in an online asynchronous format to ensure it has sufficient enrollment.

In looking at course success rate by modality for student sub-populations, the following equity gaps appear over multiple years:

- There is an equity gap for Hispanic students in Face-to-Face course success rates: -14.2% equity gap in 2023-24 and -9.2% equity gap in 2024-25.
- There is an equity gap for Female Hispanic students in Online Asynchronous courses: -16% in 2022-23 and -17.9% in 2023-24.

Since there is overlap between these two student sub-populations but the two equity gaps appear in the two most different modalities, I think modality is a correlated factor with success rate for these sub-populations rather than a causal factor.

All of the other equity gaps by modality among student sub-populations appear only in single years, so at this point these appear to be random variance.

Program Review

On a general note, while the goal of improving success rates is always worthwhile, I wonder if it makes sense to have as a goal no difference in success rates between online asynchronous courses and other modalities. For Philosophy courses, at least, all of the approaches that I can think of for pursuing improved success rates in online courses are also useful supports for other modalities. To take two examples: creating pre-recorded video lectures and offering more flexible individualized meeting opportunities to students helps with online success rates. But these resources also help students in the other course modalities. Striving for equal success rates among online asynchronous courses and the other course modalities might be a helpful regulative ideal. But unless there are supports or resources or some other factor that contributes to success that are only available to students in the online asynchronous modality, is it an objectively unreasonable goal to have equal success rates between online asynchronous and other modalities?

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

During the previous program review cycle, the Philosophy Department made the following requests, as indicated in quotation marks. The impact is assessed after each request in a sub-bullet point.

- “Currently, the classrooms available use basic technology which includes a laptop connection, projector, DVD/VCR, and screen. Our department would benefit from the use of classroom space which has at a minimum intermediate Smart Technology which features a smart podium with a control panel, PC and laptop connection, projector, and screen. It is preferred if a classroom with advanced Smart Technology were available which features a smart podium with a touch panel control system, PC and laptop connection, document camera, USB microphone, DVD/VCR Player, projector, and screen. A Smart classroom would allow for not only an improved and up to date college classroom experience but also allow for interactive classroom lectures to be captured and posted for use within face-to-face web-assisted, hybrid, fully online, and multi-modal courses.”
 - The availability of smart podiums is now standard across classrooms. This has improved the multimedia that is available to classrooms.
 - Speaking specifically to the classrooms in Building 13, the notable limitation that the new technology that came with the remodeled Building 13: it is now almost impossible to use the projection screen at the same time as the white board. Before the remodel of Building 13, the white boards were wider, extending on each side well past the edges of the projector screen. Additionally, the projection screen had been closer to the wall, which also reduced how much of the white board the screen obstructed.
- “Further, given the climate of community colleges nationwide and continued goal for classroom safety, it is requested that the classroom come equipped with a Help Phone and not rely on the availability of a cell phone by the instructor or students.”

Program Review

- The college has provided printed safety-related instructions in the Building 13 classrooms. And has provided black-out curtains for the glass doors. These are both appreciated safety-related measures the college has taken, as safety is as important a concern as it has ever been.
- But the request for phones in each classroom was not met. If this request continues to be too expensive or otherwise impracticable, the Philosophy Department strongly encourages the college to consider any functionally similar possibilities. For example, with classrooms that have smart podiums, is there any way to have an interface button/link on the Crestron units that could signal the Public Safety Department? Could the Public Safety Department have some web-based interface that would allow a teacher to click a request for help, since a teacher might have a laptop with internet access but not a reliable phone signal?
- “Philosophy is one of ten disciplines within the Social Science program at the college. Most of the disciplines only have one full-time faculty. It is important for the program to have a space for Social Science students to congregate and study. Currently we have a Social Science Hub and we should maintain that space. To provide an enriched learning and study environment, the HUB would benefit from having a Smartboard or NeatBoard.”
 - The Philosophy Department still appreciates the Social Sciences Hub as an important space for the Social Sciences programs. The space has been used an impressive amount by Social Science, Honors, and Umoja students during this Program Review cycle.
 - The Philosophy Department still views the NeatBoards as a valuable resource, though would like the college to prioritize placing them in more classrooms, as the NeatBoards help address the projection screen-white board issue.
- “We have a continued need for a Social Science Coordinator. The Social Science coordination should continue to receive the requested release time of FTE .2 in order to complete the job and core duties.”
 - The Philosophy Department appreciates the College’s continued support of the Social Science Coordinator. It has helped the Department complete program review, PLO assessment, do outreach to different groups of students, and organize various speaker events.
- “We also have a continued need for library resources, including but not limited to JSTOR and Kanopy access, Film On Demand, and the ethnographic film database.”
 - The library has been helpful in maintaining textbooks reserves and free *New York Times* access for Philosophy students.
- “Faculty also benefit greatly from the resources available within the Faculty Teaching and Learning Center and Lounge (formerly named CIETL), and as such request continued support for the space.”

Program Review

- The Philosophy Department appreciates the range of resources that FTLCL has developed during this program review cycle. It has not been able to make as much use of these resources as desired due to the Department heavy involved in College and District governance, noted the response to question 8B below.
- “We also advocate for revised faculty profiles to continue to inform prospective and current students about faculty members and courses. This will help to increase enrollment, publicize events and activities on campus, and showcase accomplishments.”
- As noted above in Question 4B, the current District directory database will be updated with the WebSmart 9 project, though it is yet unclear whether it will be an immediate improvement in all respects. Thus, there is hope that there will be substantial improvements on this front, as it could help with advertising programs and encouraging students to make greater use of Office Hours for individualized instruction.

8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write “not applicable.”

During all three years of this program review cycle, the full-time faculty member in the Department has been an Academic Senate president for the College or District. This has made it more difficult to plan and implement changes for the Department.

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The Philosophy Department is current in its Student Learning Outcome assessments. The Philosophy department has followed its three-year assessment plan. During the current program review cycle, the program has reviewed SLOs for the following courses:

- during the 2022-23 academic year: PHIL 240;
- during the 2023-24 academic year: PHIL 100 and PHIL 175;
- and during the 2024-25 academic year: PHIL 103, PHIL 190, and PHIL 200.

There is one Philosophy course that has been offered during this review cycle that has not been assessed: PHIL 312. This is because it is scheduled to be assessed Spring 2026. And additionally, PHIL 312 had been assessed in the Spring 2021 semester, which was part of the previous three year SLO assessment cycle.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, based upon the results of your SLO assessment?

There was one significant discussion that arose from SLO assessments during the program review cycle. The discussion relates to PHIL 200 Introduction to Logic. As discussed in 7B above, this course has the lowest success rate within the Philosophy Department. In the Fall 2024 SLO assessment for PHIL 200, the success criterion was met for SLO #3: “Use formal techniques for determining logical properties of individual statements and logical relationships that hold between sets of statements, such as contradiction, contingency, consistency, equivalence, etc.” Exercise 3 was used to evaluate SLO #3. Importantly, Exercise 3 is the first assignment that focuses on a formal reasoning method. Notably, the class average went slightly up on the Exercise 3 assignment in

Program Review

comparison to Exercises 1 and 2. The overall class average was 83% compared to 80% and 81% on Exercises 1 and 2 respectively. Based on this assessment result, we are focusing on developing more supplemental resources for the second or third formal reasoning methods covered in the course.

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies, geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. This cycle, we approached assessment more holistically with the purpose and goal of mapping all of our course level SLOs to our PLOs, and reviewing the alignment between discipline-specific assessment methods and outcomes (SLOs), and overall program outcomes (PLOs) for the social sciences.

131 SLOs from 40 courses in 7 disciplines were mapped to each of the three social sciences PLOs. 73% of the SLOs mapped to PLO #1, while 50% of the SLOs mapped to PLO #2, and 57% to PLO #3. Overall, we were very satisfied with the outcome. More SLOs map directly to PLO #1 (73%) and PLO #3 (57%) than PLO #2 (50%). However, that makes sense, given that "diverse viewpoints" and "social sciences concepts" apply to lots of different types of assessments and activities, whereas PLO #1 "evidence based argument" is based on a specific type of assessment / activity. Furthermore, since "evidence based arguments" often entail empirical findings that connect to research epistemologies, we would expect this PLO to lag behind the more basic conceptual frameworks that constitute each subfield. Note: The criterion for success was established as part of our group process of review and reflection. While it makes sense that fewer SLOs would map to PLO #1, we would not want that number to drop below 50%.

While this holistic approach to mapping our SLOs to our PLOs is one important measure of success and alignment, our analytic rubric provides a more direct measure of student achievement. As a result, this coming year, we will return to our analytic rubric.

Analytic Rubric (direct assessment method):

In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

As noted in Question 6: "Philosophy has seen an occasional disproportionate impact for Female students, but it is not consistent." In the hopes of addressing this equity gap, the Philosophy Department plans the following strategies:

- highlight the work of female philosophers in advertising for courses,

Program Review

- highlight sex and gender related topics in advertising for courses,
- seek opportunities to partner with student groups, such as when two Female students led a Socratic Discussion Club from 2019-21.

Thinking in broader terms of enrollment, the Philosophy Department's overall goal with regard to enrollment is to maintain its high fill rate in its course offerings. Given the potential headwinds from CalGETC changes, the uncertain continued impact of SB 893, and continued expected demographic decline in high school graduates in the region, the Philosophy Department recognizes that continued innovation will likely be required in order to maintain the Department's current rate of enrollments. Other changes planned to help with enrollment are:

- Create PHIL 210 Symbolic Logic and Argumentative Writing COR and subsequently create/adopt the related CCN COR. These will enable the Department to offer the C-ID PHIL 110 core requirement while appealing to a broader audience by counting toward a GE requirement.
- Monitor the continued interest for PHIL 200 Introduction to Logic. While this course no longer counts toward any GE area in the CalGETC pattern, there could be multiple student groups who might still be interested in this course.
 - First, any students with past catalogue rights who would prefer satisfying the legacy CSU critical thinking requirement rather than CalGETC 1B.
 - Second, any current or prospective CSU students who are aiming to complete CSU's local GE pattern, which was announced in Fall 2025 to continue with a non-writing intensive Critical Thinking requirement.
 - Third, students with degrees that include PHIL 200 as a way to satisfy degree-specific requirement.
 - Fourth, Philosophy majors who would be better prepared by a Logic-focused course, including having a chance to satisfy the Logic degree requirement at their transfer institution by taking PHIL 200.
- Shift the evening Philosophy in-person course from PHIL 100 Introduction to Philosophy to PHIL 103 Critical Thinking and Argumentative Writing. The latter course now satisfies CalGETC 1B and so might appeal to more students.
- If enrollment declines occur, start offering multi-modal course options again, especially for List A selective requirement courses. In this situation, the added workload that comes with a multi-modal course would be offset by a decrease in overall enrollments.
- Updating the Philosophy Department webpage with a redesign that includes information on planned future semester course offerings and an invitation for students to request courses, and information about general in-person availability during Fall/Spring semesters.

Program Review

- Strengthen student interest in the Law, Public Policy, and Society AA-T. This could include noting the degree on Philosophy's Department webpage and including materials on the Department's bulletin board. This transfer degree includes multiple core Philosophy courses.
- Monitor the impact of the revised Philosophy AA degree. Explore using this to market to returning adult students, who when enrolled in Philosophy courses tend to be less interested in transfer degrees.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

As covered in 7A above: "There are two disproportionately impacted student groups that have had equity gaps over multiple years during this review cycle. Additionally, there is overlap between these two groups: Hispanic students and Female Hispanic students. Overall, Hispanic equity gaps have been -10.5%, -11.6%, and -9.2% during the 2022-23, 2023-24, and 2024-25 academic years, respectively."

To address or mitigate these equity gaps, the Philosophy Department plans the following strategies:

- develop or curate more supplemental resources to primary sources, such as podcasts,
- incorporate AI tools as part of the writing assignment designs,
- explore alternative grading strategies for writing assignments, especially the larger writing assignments.

The second and third strategies might complement each other. Any designed incorporation of AI tools in writing assignments would involve more emphasis on the process of writing, such as students sharing more of their own writing process as part of their submission. Including such measures in the design of the assignments would open up new ways of grading. Anna Mills's September 18, 2025 webinar "Building Your Own Multi-Pronged Approach to Reducing AI Misuse in Writing Assignments" included helpful guidance on how to provide multiple options for students to submit quantified measures of their writing process work or the alternative option of meeting with the instructor to discuss their writing.

The other success rate deserving of special attention continues to be PHIL 200 Introduction to Logic, since it is the Philosophy course with the lowest success rate. As noted in 7B above: Logic had success rates of 70% in Fall 2022, 56% in Fall 2023, and 62% in Fall 2024. To continue raising the success rate of this course, the Philosophy Department plans the following strategies:

- compare PHIL 200's success rate to PHIL 210, if the latter receives local and statewide approval,
- explore feasibility of offering PHIL 200 with in-person meetings,
- develop and curate more resources related to natural deduction proofs.

The third planned strategy is discussed in more detail in response to the next question (10C).

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

Based on our SLO assessment of PHIL 200 during the last program review cycle combined with our course success rate data, the Philosophy Department will focus on how to improve the learning the method of Natural

Program Review

Deduction Proofs. This is the third formal reasoning method covered in the current PHIL 200 course. This skill will be a key element of PHIL 200 and PHIL 210, so it will be relevant regardless of which courses the Department offers in the future. Strategies for improving the learning outcomes of this skill include:

- further segmenting the skills involved in Natural Deduction Proofs into smaller assignments,
- incorporating an online natural deduction proof platform that works with the OER textbook and develop the necessary support materials on how to use the platform,
- curate example arguments that effectively use symbolization into propositional logic/truth-functional logic as a persuasive argumentative tool, which would be especially relevant for the PHIL 210 course.

Supporting Information

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Philosophy and Social Sciences

Item Requested

NeatBoard for Building 13 Classrooms

Item Description

NeatBoard

Program Goals this Request Supports

Improving Success Rate of Hispanic Students

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

9,477

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

The current projector system in Building 13 cannot effectively be used at the same time as the white board. Using the white board is critical for encouraging more active discussion, but there are multiple teaching cases where it could be important to quickly share a multimedia resource without having to lower the projector screen and turn on the projector. Also, having NeatBoards in more rooms helps teachers have more time before or after a class meeting that can be used to meet with students. If everyone tries to use the same NeatBoard classrooms, it reduces the number of teacher-student individualized interactions.

Critical Question: How does this resource request support Latinx and AANAPISI students?

More active discussions helps improve the learning of students who would not normally speak during class discussion.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Which of Cañada College's Strategic Initiatives does this resource request support?

Support innovative teaching that creates more equitable and antiracist learning environments