2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

CLUSTER: 3

LAST YEAR CPPR COMPLETED: 2024

CURRENT DATE: 3/3/2025

PROGRAM(S): PHILOSOPHY

AREA OF STUDY: SOCIAL AND BEHAVIORAL SCIENCES

NEXT SCHEDULED CPPR: 2029

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Philosophy AA-T

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

The sole FT faculty member of the Philosophy Department, Chris Gilbert, is currently serving as Interim Division Chair for Social Sciences and will begin a full four-year term as Chair in 2025-2026. Since the position comes with 40% reassigned time, we have reduced the number of PHIL sections per term by two. It is our hope that this reduction in supply will better meet student demand, which has been slow to recover from the enrollment downturn associated with COVID. Christopher Britton recently joined the adjunct pool in PHIL; we hope to assign him one or two courses per term at CMC starting in Fall 2025.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

      Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
      No ☒ If no, you do not need to complete a Progress Report.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.
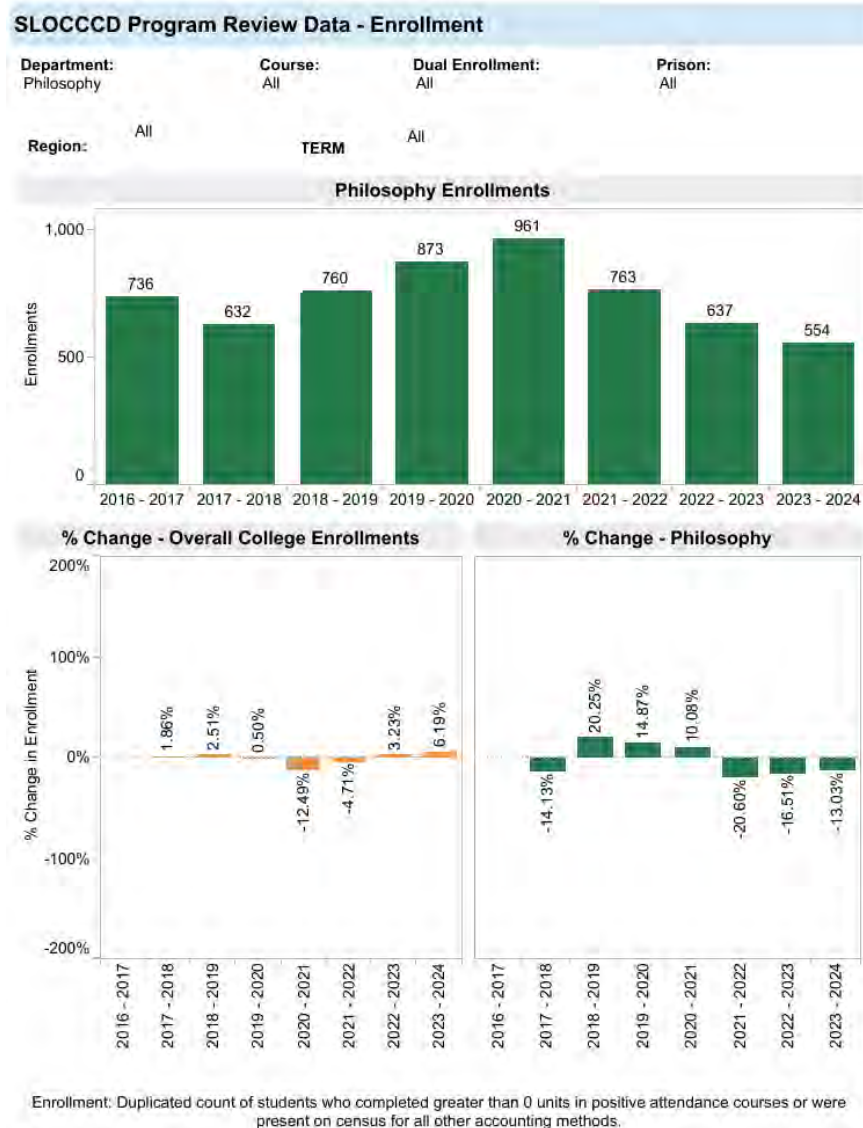
PHIL enrollments were lower last year than they have been in other recent years. However, as the table shows, enrollments in PHIL courses fluctuate considerably from year to year. At least part of the decline in PHIL enrollments might be explained by the department's effort to meet the Office of Instruction request that we increase the number of F2F sections relative to DE sections. Our F2F offerings have tended to be under-enrolled, because students still seem to favor DE over F2F, at least in PHIL.

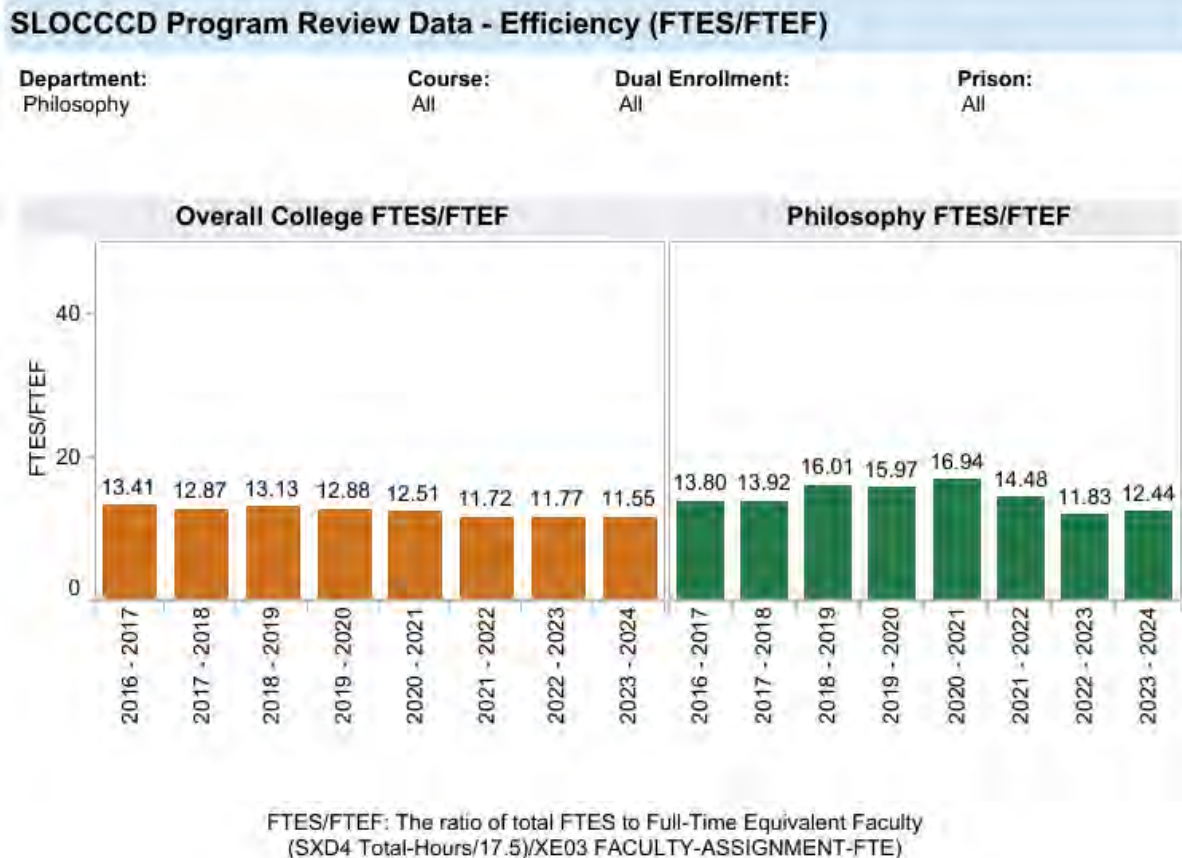B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

Overall College Fill Rate

Year	Fill Rate
2016	83.68%
2017	81.12%
2018	83.17%
2019	83.58%
2020	81.07%
2021	76.86%
2022	76.00%
2023	79.72%

Philosophy Fill Rate

Year	Fill Rate
2016	73.60%
2017	72.15%
2018	92.91%
2019	106.72%
2020	110.46%
2021	99.09%
2022	82.83%
2023	71.76%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

In five of the past eight years, the fill rate in PHIL courses has exceeded that of the overall college. The average fill rate in PHIL over the past eight years was 88.69, while that of the college was 80.65. So, on average, PHIL enrollments have exceeded those of the college as a whole by eight percentage points.

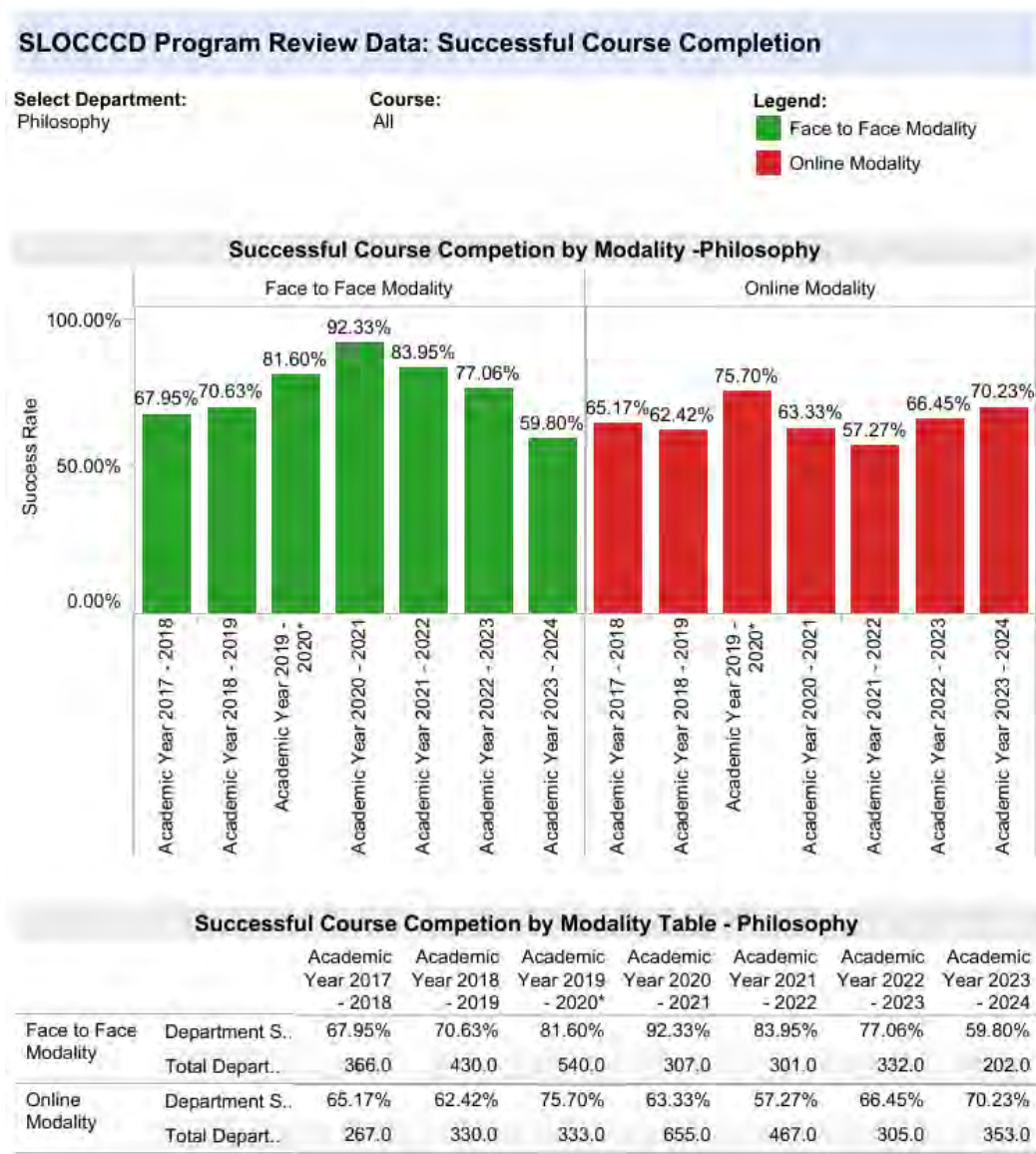C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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

Overall College FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
13.41	12.87	13.13	12.88	12.51	11.72	11.77	11.55

Philosophy FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
13.80	13.92	16.01	15.97	16.94	14.48	11.83	12.44

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

Philosophy is an efficient department. The FTES/FTEF ratio in Philosophy has slightly exceeded that of the college in every one of the past eight years. The average FTES/FTEF rate for the college over the past eight years was 12.48. The average FTES/FTEF rate for Philosophy over the past eight years was 14.42, indicating that Philosophy courses provide important fiscal support for the college.

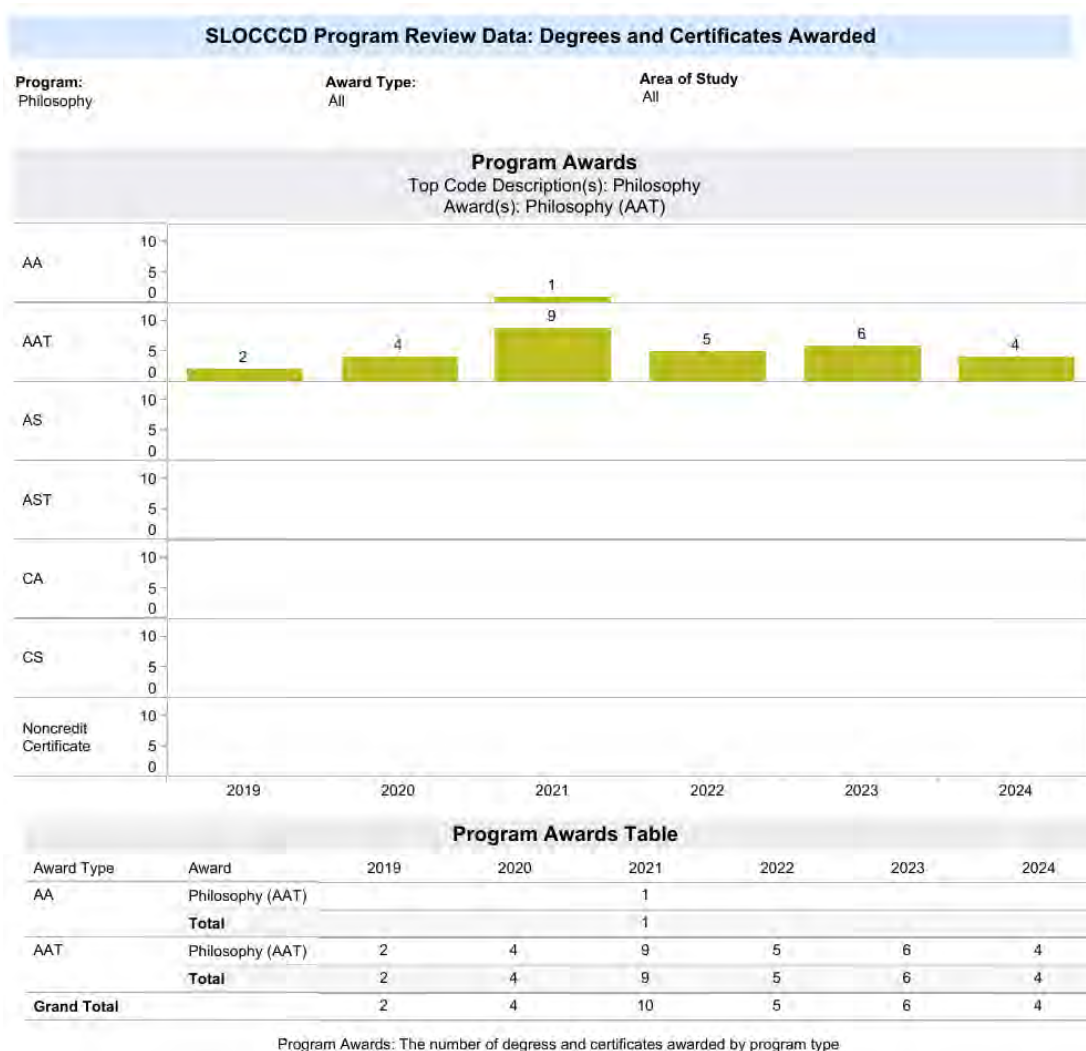D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Philosophy Course: All

Legend:
- Face to Face Modality
- Online Modality

Successful Course Competion by Modality -Philosophy

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	67.95%	70.63%	81.60%	92.33%	83.95%	77.06%	59.80%
Online Modality	65.17%	62.42%	75.70%	63.33%	57.27%	66.45%	70.23%

Successful Course Competion by Modality Table - Philosophy

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	67.95%	70.63%	81.60%	92.33%	83.95%	77.06%	59.80%
	Total Depart..	366.0	430.0	540.0	307.0	301.0	332.0	202.0
Online Modality	Department S..	65.17%	62.42%	75.70%	63.33%	57.27%	66.45%	70.23%
	Total Depart..	267.0	330.0	333.0	655.0	467.0	305.0	353.0

Success rates in PHIL courses by modality have been edging closer to each other. In the past few years, successful completion in F2F courses has decreased, but successful course completion in DE has increased. 2023-2024 marked the first year in which success in the DE modality surpassed that in the F2F modality in PHIL.

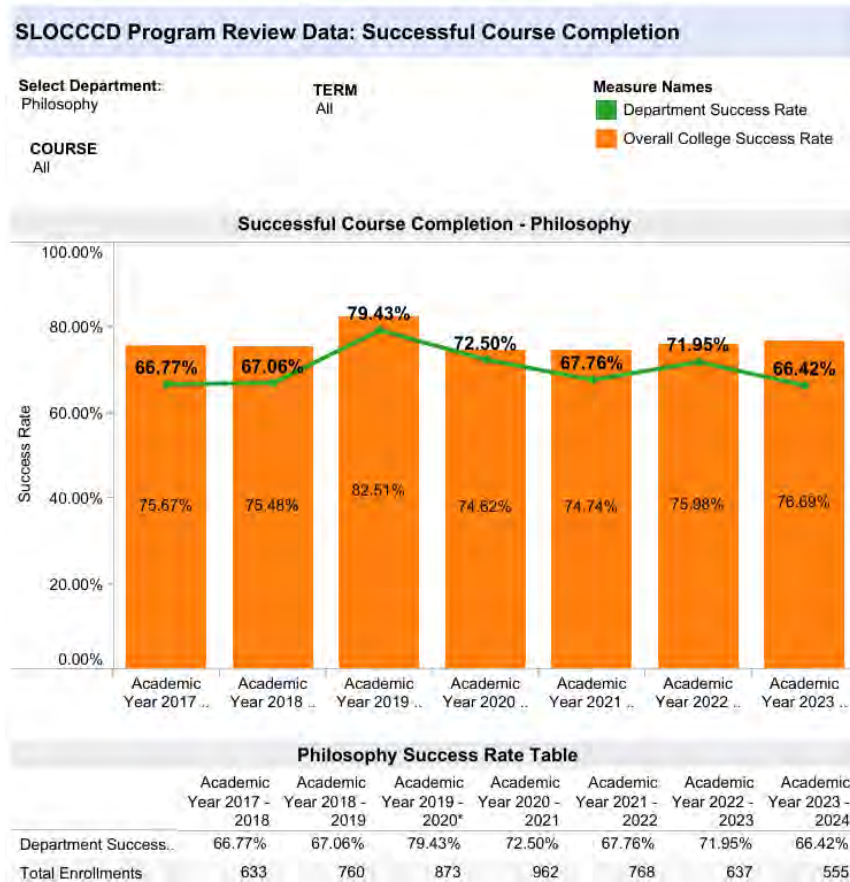E. **Degrees and Certificates Awarded (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Philosophy	Award Type: All	Area of Study All

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

	2019	2020	2021	2022	2023	2024
AA			1			
AAT	2	4	9	5	6	4
AS						
AST						
CA						
CS						
Noncredit Certificate						

Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AA	Philosophy (AAT)			1			
	Total			1			
AAT	Philosophy (AAT)	2	4	9	5	6	4
	Total	2	4	9	5	6	4
Grand Total		2	4	10	5	6	4

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

Few Cuesta College students pursue the Philosophy AA-T, but the Philosophy Department does not regard this as a problem. The number of students who major in Philosophy should be small, since there are very few jobs available for people with degrees in Philosophy. Indeed, many people with MA or PhD degrees in Philosophy are underemployed or otherwise employed. The Philosophy Department serves an important role for the college and for students, not by recruiting students to major in Philosophy, but by providing interesting and challenging courses by which students can satisfy part of their General Education breadth requirements.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
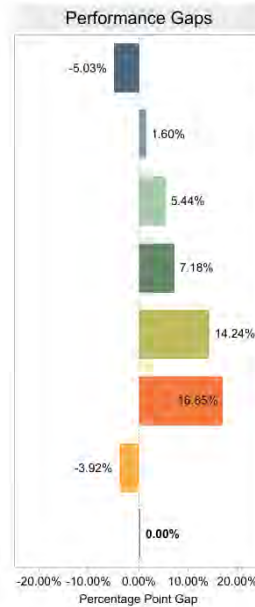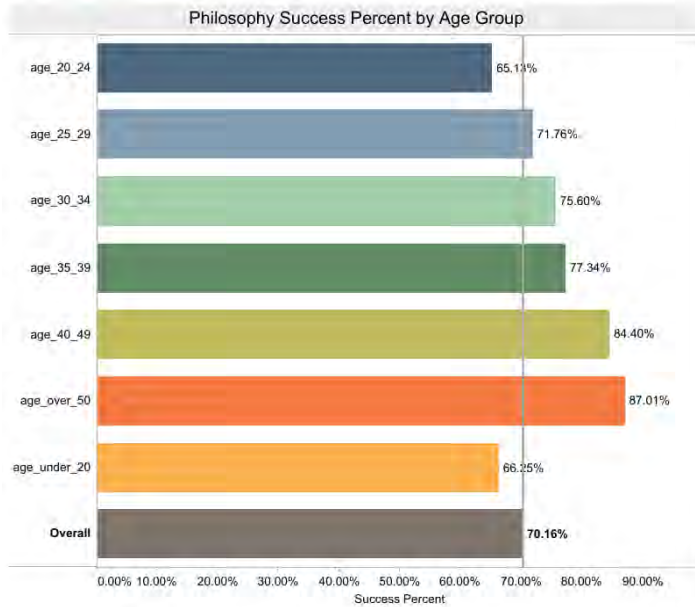   Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Philosophy
TERM: All
COURSE: All

Measure Names
🟩 Department Success Rate
🟧 Overall College Success Rate

Successful Course Completion - Philosophy

	Academic Year 2017 ..	Academic Year 2018 ..	Academic Year 2019 ..	Academic Year 2020 ..	Academic Year 2021 ..	Academic Year 2022 ..	Academic Year 2023 ..
Department (line)	66.77%	67.06%	79.43%	72.50%	67.76%	71.95%	66.42%
College (bar)	75.67%	75.48%	82.51%	74.82%	74.74%	75.98%	76.69%

Philosophy Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	66.77%	67.06%	79.43%	72.50%	67.76%	71.95%	66.42%
Total Enrollments	633	760	873	962	768	637	555

Course completion in Philosophy is stable. It mirrors that in the college overall, though it is consistently a bit lower. The average course completion rate in Philosophy over the past seven years was 70.27%, which is only a few percentage points below the SLOCCCD course completion baseline standard of 74%. The average difference between course completion in Philosophy and that of the college as a whole over the past six years is roughly six percentage points. The observed difference between the Philosophy Department and the college reflects the relative difficulty of the subject matter in Philosophy courses.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation

Philosophy Success Percent by Age Group

Age Group	Success Percent
age_20_24	65.13%
age_25_29	71.76%
age_30_34	75.60%
age_35_39	77.34%
age_40_49	84.40%
age_over_50	87.01%
age_under_20	66.25%
Overall	70.16%

Performance Gaps

Age Group	Percentage Point Gap
age_20_24	-5.03%
age_25_29	1.60%
age_30_34	5.44%
age_35_39	7.18%
age_40_49	14.24%
age_over_50	16.65%
age_under_20	-3.92%
Overall	0.00%

Academic Year: All
Department: Philosophy
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Age Group
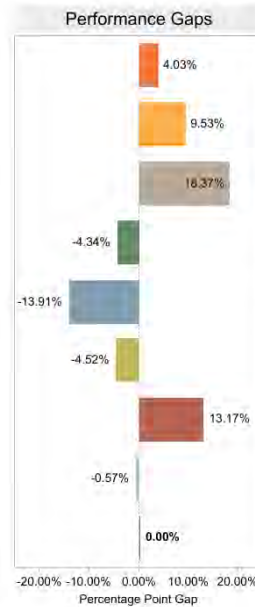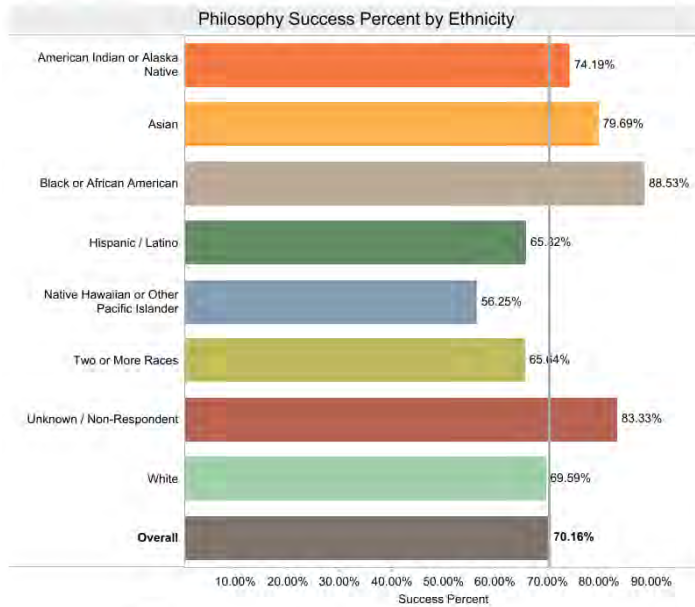
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Philosophy Success Percent by Ethnicity

Ethnicity	Success Percent
American Indian or Alaska Native	74.19%
Asian	79.69%
Black or African American	88.53%
Hispanic / Latino	65.82%
Native Hawaiian or Other Pacific Islander	56.25%
Two or More Races	65.64%
Unknown / Non-Respondent	83.33%
White	69.59%
Overall	70.16%

Performance Gaps

Ethnicity	Percentage Point Gap
American Indian or Alaska Native	4.03%
Asian	9.53%
Black or African American	18.37%
Hispanic / Latino	-4.34%
Native Hawaiian or Other Pacific Islander	-13.91%
Two or More Races	-4.52%
Unknown / Non-Respondent	13.17%
White	-0.57%
Overall	0.00%

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

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Philosophy Success Percent by Veteran

Not Veteran	75.03%
Unknown/Unreported	65.25%
Veteran	81.37%
Overall	70.16%

Performance Gaps

	4.87%
	-4.91%
	(1.21%)
	0.00%

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

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

For many of the groups shown in the graphs above, the relatively small sample sizes and variation in sample size make the group percentage comparisons difficult to interpret. Still, in the success rate data disaggregated for age group, ethnicity, and veteran status, a few things stand out:

- The negative performance gap for students in the two lowest age groups (under 20 and 20-24) is larger in Philosophy than in the college as a whole. This probably reflects both (a) the academic rigor of Philosophy courses, for which many of our youngest students are not well prepared when they first arrive at Cuesta, and (b) the intellectual depth of the subject matter in Philosophy courses, which gives more mature students a slight advantage over less mature students.
- The positive performance gaps in Philosophy exceed those of the college for several age groups:
  - 25-29: College = –0.48%, Philosophy = 1.6%
  - 30-34: College = 1.81%, Philosophy = 5.44%
  - 35-39: College = 2.4%, Philosophy = 7.18%
  - 40-49: College = 4.1%, Philosophy = 14.24%
  - Over 50: College = 5.37%, Philosophy = 16.85%
- The performance gap for Hispanic/Latino students in Philosophy (–4.34%) is slightly larger than the performance gap for Hispanic/Latino students in the college (–4.04%). The Philosophy Department welcomes suggestions on resources the District might provide that could help it minimize this equity gap.
- The performance gap in Philosophy exceeds that of the college for three ethnic groups:

- American Indian or Alaska Native students: College = –1.73%, Philosophy = 4.03%
- Asian students: College = 4.75%, Philosophy = 9.53%
- Black or African American students: College = –1.64%, Philosophy = 18.37%
- The positive performance gap for veterans in Philosophy (11.21%) exceeds that of the college (0.72%) by more than 10 percentage points.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

   PHIL 206 and PHIL 209 both had textbook updates in 2024. No other major or minor modifications were scheduled. We have also made a major modification to PHIL 208 in 2034-2024 so that it will satisfy the requirements for CalGETC Area 1B.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
PHIL 206, 209	Minor	Spring 2024

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR	Past Due Date for	Briefly state why modification was not	Re-scheduled date for

Prefix and Course #	Modification	completed on schedule	modification (must be within 1 year)
N/A			

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A			

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST
- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR
Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

DE/F2F Balance:

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

PHIL 208:

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

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

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

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.