2023-24 Program Review

Program Name: Philosophy
Program Contact: Jeremy Ball
Academic Year: 23/24
Status: Doing awesome
Updated: 8/23

1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
  - CSM Mission and Values Statements
  - CSM Statement of Solidarity
  - CSM's Strategic Priorities
  - SMCCCD's Strategic Goals
  - CSM Forward 2028 - Education Master Plan

Most students taking Philosophy courses do so to meet their GE requirements for transfer. The Program also serves students seeking two AA-Ts: for Philosophy and for Law, Public Policy and Society. A few students also take our courses as part of life-long learning or as electives.

We typically offer 6-7 classes a semester and 2 for summer school.

All philosophy courses are writing intensive and use primary texts. Our courses are non-sequential. The courses continue to be culturally diverse (Introduction to Philosophy has readings for authors that span nearly 2700 years). We offer courses that focus on contemporary social and moral issues (Phil 244) and on world religions (Phil 300). We do what we can to contextualize the emphasis on the western tradition by pointing out that just because most authors we study are white and male that this does not mean they are better or better at doing philosophy. We try to make students aware of the complicated histories of Western intellectualism and the results that systematic oppression of peoples of color and women had and continue to have on who rises to prominence in academic fields and why. The sharing of ideas, the consideration of alternative perspectives, the development of the ability to understand others' reasons for holding the positions that they do all fit well with the CSM mission statement and values.

Most classes (pre covid) were taught in person with a couple classes offered each semester fully asynchronous, online. More recently we started to offer "late start" sections We are running some courses as multi-modal classes section that so far, seem to be working very well. Moving forward, we see lots of opportunities to address the diverse needs of students by offering more hybrid and more hyflex options. Currently, we have access to the tech to regularly offer multi-modal courses.

2. Results of Previous Program Review (200-500 words)

a) Describe the results of your previous Program Review's action plan and identified equity gaps.

From our last PR we had 3 goals:

Goal 1: Increase the modality offerings of courses to better address equity and diverse student need.
Goal 2: Better develop connections and/or partnerships to other programs; specifically, to Law Public Policy and Society and Global studies.
Goal 3: Find ways better market classes and AA-Ts

We were wildly successful with the first goal. Even though the department is small (only one faculty member). To better address the diverse needs of students we offer couses in a full array of modalities: Traditional classes, Hybrid, online, multimodal and even late-start courses. We think this is a powerful step in addressing equity issues by offering a vast number of ways that students can "take" philosophy classes.

As far as the second goal, we did make great connections with the study abroad program and did much cross marketing with the,

For the 3rd, we did very little. At the time, there was little institutional support for this.

b) Explain any curriculum or programmatic changes since last program review

Changes Implemented: One of the changes was to add late start courses. Enrolment in these has been robust, but success rates (I believe) are much lower. I suspect that this is because many of the students who sign up for late start courses do so because they must be enrolled full time for financial aid or residency requirements. I suspect many may have dropped from one of their semester length courses and had to find a way to "pick up" units. Additionally, adding a late start course is like adding two classes into her schedule (since they are shorter, they also are more intensive.) This poses problems for these students who may be choosing to take the class because of weak time management skills or environmental impediments.
I suspect they are a group of students who could use some additional help that are now in an accelerated course. This would be an area where our department would REALLY like to work with student services and/or the Learning Center to find ways to better support this student population.

Other changes include the use of multi-modal technology in all classes. While two of our classes are truly multi-modal (Phil 200 and Phil 103: there are two cohorts, the Zoomies and the Roomies) all courses have live zoom sessions being broadcast from the class and each class session is recorded. This, I believe, has had mixed results. While it is fantastic for access (students can effectively attend class online if something comes uppreventing them from attending class in person). Unfortunately, this may contributed to lower success rates (I believe). I think the added level of access simultaneously provides less engaged students a stronger rationalization to not attend class in person (or to pay less attention while in class because the believe they can look at the recording at a later date). It's a bit early to know what really is going on but we plan to keep the multi-modal option for ALL students because we think it is a great way to address a myriad of equity issues confronting learners as they try to access their education,

c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

- SLO/SAO

I have been surprised about how popular the late start courses are, but how low the success rates are. For example, the late start courses are about the same duration as a summer school class, but summer school students are much more successful. This may have to do with the differing kinds of students who attend CSM for a summer session (ie, many students are home from a 4-year university picking up a few units?). Not yet sure.

- Assessment results

The main thing we assessed was how well students could identify arguments from primary sources they were assigned to read. We assessed this by having students write "folios"—500-word responses where they attempted to lay out a theorist argument in the students own words.

What we found is that not many students are very good at this. Surprisingly, any students in online or hybrid classes turned to outside sources (like google searches or ChatGPT) and simply plagiarized. Other students provided encyclopedia-esk responses that explained the person's history, historical content and what they thought rather they explain the reasoning the theorists gave for why they held the position they did.

- Program improvements implemented

In online classes we are trying a follow up the folio assignment with a capstone assignment. Students are put in groups assigned a movie to watch (like the *Matrix*) and then asked to explain what the theorist they wrote about in the folio might say to a particular scene or issue that comes up in the film. Different students in the group do this for different theorists. The hope is that the collaborative effort might create a space where they really start thinking out arguments for positions rather than just positions themselves.

- What changed?

Hopefully, students are getting a better understanding of how to identify arguments. Since the approach was to do a follow up assignment, the original folios seem to be in the same range of grades they were before. While I am hopeful that the addition of a group capstone will help teach argument identification (antidotally, it seems to) I am working on ways to better document this learning.

3. <u>Current Program Review (200-400 words)</u>

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats	Ethnicity	First Gen	Age	Gender	Total

2022-23					
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

The program numbers mirror many of the college-wide numbers. As such, the department remains very interested in college-wide efforts to address equity gaps.

According to the data, the department's "success rates" are trending downward. I do not think that this is a reflection of changes at the department level, but rather an expected result of other sorts of changes at our institution. The college is targeting less college-ready populations. This is great in many ways but also challenging because classes like those in our program assume a certain level of writing and reading skills. For example (antidotally—we were not given any data on this), our enrollment of middle college students has gone up. Many of these students have not yet completed their high school level reading or writing curriculum. All of our course outlines have recommended preps of eligibility for our concurrent enrolment in Eng 100 or the equivalent. High school students do not meet the recommended prep and we are even seeing middle schoolers take our classes. In short, as our institution's reach extends to more and more students who are less college ready, we would should expect success rates to go down.

Relatedly, we have been dealing with a cohort students who did a significant amount of learning online in high school during covid. There is a lot of data to show this cohort did not do so well (for example) https://www.brookings.edu/articles/the-pandemic-has-had-devastating-impacts-on-learning-what-will-it-take-to-help-students-catch-up/

b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

I have worked very hard to think about what programs can actually do to make a difference with issues around equity. In the past year, and moving forward, our program is really focusing efforts of access to classes: In the past we had either asynchronous online or traditional classes—and that was it. We started exploring late start offerings, which we are highly enrolled, but have very high drop rates and lower than normal success rates. More recently we added hybrid class and the use of muti-modal technology and pedagogy in all our classes. The idea is that our most vulnerable student populations often have a myriad of things that keep them from coming to campus consistently. With our new multi-modal classroom, we can bring the class to them, or at the very least, have a recording of it avaible for when they get the rest of their life sorted and have time to look at the recording. It's a very homogeneous population that can guarantee transportation up a giant hill multiple times a week between the outs of 9am and 2pm. Hard to tell yet how well this is assisting students.

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

Crazy time, but disruptions often encourage innovation. I think Covid forced us all online and many of us discovered that there are great benefits to online learning (and great limitations). The challenge for our program over the next few years is to find ways to combine both sets of strengths—to rethink how we deliver content effectively. For years, I have been troubled by how many of our students have been unable to complete a course because something came up in their lives during a semester that prevented them from attending class for an extended period of time, forcing them to drop the course. I have also thought a lot about students, like young mothers wanting to take care of their kids (not able to commit to coming to campus at a regular time multiple times a week) but not relishing the relative isolation of an online, asynchronous class. Health problems, transportation issues, unexpected work or family obligations—all these usually either made a student drop a course or at least had a negative effect on their grade. What we learned from Covid, or what I learned, is that with a bit of work, I can structure my classes in ways that make it so these are no longer a significant hinderance to students wanting to complete their education. Regular zoom office hours, recorded class lectures, putting most assignments online, (hopefully) a hyflex classroom—all these are really cool tools. The lessons learned during Covid are a game changer and really animate our departmental planning for the next few years.

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area

assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

Goal 1: Better develop connections and/or partnerships to other programs; specifically, to Law Public Policy and Society, and Global studies.

Given the low number of students seeking an AA-T in Philosophy, connecting Philosophy courses to other programs is a great way to both build enrolment for individual courses and to provide more opportunities for students while at CSM. I really think CSM ought to offer students more than just the traditional "narrow" AATs that tie to specific majors. "Broad" AATs that allow students more options when it comes time to transfer like the AAT in Law, Pubic Policy, and Society is a great example. This is also an opportunity to work with people in other disciplines to promote the program and attract students who may have interest in this area. Likewise, pre Covid, I did all the curriculum work for an AAT in Global Studies—once we have a more solid "return to campus" I would like to collaborate with other interested faculty on better developing this as an option for students.

Goal 2: Find ways better market classes and AA-Ts

Again, as a one-person department with no training in marketing, it's difficult to do much. It would be great, for example, if we had professional help putting tother an informational video about the Philosophy to put on the new "Guided Pathways" site to better inform students about what "philosophy" is and why it's a very practical, useful, discipline to major in.

Request: Funding to produce an informational video for Philosophy (and for Law,Public Policy and Society) to put on the Guided Pathways website and other places to better promote the program(s).

Program goals

Goal one:

Continue to offer courses in as many modalities as possible to help meet equity gaps. Work with faculty in other two colleges to ensure a balanced offering.

Goal two:

Find ways to offer all the courses needed for the philosophy AA-T.

Goal three:

Find ways to navigate the pedagogical landscape now that AI is a viable option for students.