

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Jesús Ramírez

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Social Sciences: Philosophy

II - CO-CONTRIBUTORS

- 1) Jesús Ramírez
- 2) Click or tap here to enter text.
- 3) Click or tap here to enter text.
- 4) Click or tap here to enter text.
- 5) Click or tap here to enter text.

III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

Philosophy supports Gavilan College's commitment to accessible, student-centered education by cultivating ethical reflection, critical thinking, and engaged citizenship. The department offers inclusive introductory and advanced courses that develop students' ability to analyze arguments, clarify ideas, and thoughtfully examine questions of value, responsibility, and justice. Philosophy students build practical reasoning skills that transfer across disciplines, careers, and civic life. Through careful inquiry and respectful dialogue, the department fosters intellectual growth, ethical awareness, and meaningful participation in a diverse and interconnected community.

The philosophy program employs pedagogical practices that actively cultivate critical thinking and ethical awareness. Our curriculum introduces students to foundational questions in ethics, logic, and social and political philosophy while equipping them with practical reasoning skills applicable across disciplines and

professions. Many of our courses emphasize public philosophy, encouraging students to apply philosophical analysis to contemporary moral and social challenges. In doing so, the program prepares students not only for academic and professional success, but for thoughtful participation in public life beyond the university.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

In previous years, the philosophy program plan was included as a department wide program review. For this reason, the report will only speak to goals that apply to the philosophy program specifically.

Goal 1: Engage in Dialogue Days

Philosophy faculty participated in department meetings, dialogue days, and other professional development activities on campus and abroad.

Goal 2: Advocate for a Sustainable Civic and Community Engagement Program at Gavilan

Philosophy faculty supported the findings of Dr Debbie Klein's sabbatical research on how to establish civic engagement on campus. Unfortunately, without a person in place to coordinate the civic engagement program and reestablish relationships with community organizations, it has not been possible to meet this program goal. Even so, we continue to support and call for this program to be revitalized for the benefit of our students.

Goal 3: Build More Campus and Department Community

Philosophy faculty participated in campus events, committees, and various community building events at the department level. This included attending discussion sessions, campus wide staff development activities and social events, and department wide social events.

Goal 4: Engage in reflective dialogue about what it means to create a balance between in-person and distance education offerings.

We have had numerous department wide discussions about how to build a schedule that better balances the modalities of our courses. In 2023, we recruited a full-time faculty hire who could teach in person. We have one less online faculty member, but will seek out more, especially for local in-person instruction.

Goal 5: Engage in more training on effective teaching practices for distance education modalities.

Philosophy faculty have completed the GOTT programs to enhance our online courses.

Goal 6: Organize and Secure funding for a Reading Apprenticeship Cohort

Philosophy has been unable to meet this goal.

Goal 7: Increase enrollment and success rates in the department.

We have reached this goal. Philosophy has seen a steady increase in the past three years, with a dip this semester and the previous fall. We will need to work to identify possible causes and identify ways that the program can increase these metrics recognizing that there may be broader institutional and societal factors at play.

3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

They have not changed over the past three years although there has been steady in-person instruction for both Hollister and Gilroy campuses from the full-time faculty member, which will continue in the future.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#) .

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

The success rates for philosophy has increased slightly since the 21/22 AY where it was 63%. It went to 75% in 22/23, then to 71% in 23/24, and dipped slightly to 69% in 24/25. The college average was 73% in 24/25, so our program is in line with success rates overall. We will need to identify reasons for the more recent decline and find ways to increase the success rates to 22/23-23/24 range.

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the

college average.

The persistence rates for the philosophy program increased to 83% in 22/23 AY from its previous 69%. From 83%, it dipped to 78% in 23/24, and rose to 80% in 24/25 AY. Even with the decline, the persistence rate is higher than the college average of 62% in 24/25.

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

The decline was slight. We are unsure why there has been a decline and will need to ascertain what factors might contribute and if those factors are something that can be remedied at the program level. Even so, we are happy to find that, even with the decline, the program, is still 18% higher than the college average in 24/25 AY.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Our goal is to have as many students be successful as possible. At minimum, we strive to meet or exceed the college average. Given the college average was 72% in the last academic year, our goal is to increase our success rates by 3%.

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

The unduplicated headcount was 363 in 21/22, 340 in 22/23, 432 in 23/24, and 502 in 24/25 AY. The success rates have been reported in questions above. We have no way to ascertain the second part of this question because we are not a service department.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

Our program continues to provide students with an option to meet their social science requirements for degree transfer. It also builds skills useful for a variety of jobs and academic pathways.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

It appears that there has been a significant increase in headcount, which may be due to the 2023 hire of an in-person full-time faculty member. To keep these numbers up, it would be prudent for our department to market our classes through such venues as the philosophy club and for our division to demonstrate the importance and value of critical thinking skills for both the job market and any graduate programs students seek out. Additionally, at least one more in-person adjunct faculty would help facilitate the growth in headcount.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

In the 2024/25 AY, the success rates for males were 62%. This was a considerable drop from 23/24's 76%. In 22/23, this was 73%. This is disproportionate to the female success rates, which were 75% in 24/25, 66% in 23/24, and 76% in 22/23. For African Americans, success was at 47%. This was significantly down from 75% in 23/24, and 88% in 22/23. We are unsure what has contributed to these fluctuations. It appears there is a steady increase of female success rates, dips in male success rates, and African American success rates. Given this lack of clarity and consistent gaps, it is difficult to ascertain if any interventions are necessary at the program level. At the program level, this may be addressed by having more adjunct in-person instruction. We can continue to offer a variety of modalities and times to meet student needs and partner with campus resources to ensure student success. These issues need to be examined from the institutional level as there is limited impact that individual academic programs can have.

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

The available data indicate that student success rates in our online philosophy courses are currently higher than in our face-to-face sections, with a noticeable increase over the past three semesters. While this trend may appear encouraging, we believe it warrants scrutiny. Philosophy courses are designed to cultivate habits of critical reflection, argumentative rigor, and conceptual clarity, skills that require sustained intellectual engagement. Considering the growing accessibility of AI tools, it is hard to determine whether reported success rates accurately reflect authentic philosophical understanding.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

Faculty in our program aim to include diverse perspectives in our courses, participate in DEIA initiatives across campus, and continue to seek out trainings to help us meet the goals laid out in the EEO plan. We have also worked to recruit diverse candidates to teach in the program.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

We will continue to stay apprised of the college-wide initiatives to improve success and implement those in our classes to the best of our abilities.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? Choose an item.

2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? YES
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? NO
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

We intend to update our maps and assess our courses so that we are back on the assessment cycle.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

Based on the assessments and success rates examined thus far, the curriculum appears to be sound. We do not have plans to modify any further at this time. Individual instructors continue to assess their individual assignments for usefulness and make corrections as needed.

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

Our students are encouraged to think critically, communicate effectively, practice social responsibly, and cultivate well-being. The ILOs are supported by the curriculum in philosophy courses as well as the assignments and assessments that we utilize.

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

We are working to return to the proper assessment cycle. Of the SLOs assessed in Introduction to Philosophy thus far, it appears that the majority of

students are meeting the SLOs. However, a number of students do not complete the course or the assigned work; assessments must take into account whether the work was actually attempted by students in order to produce meaningful and useful findings.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

We have been asked to create a certificate of completion in philosophy that students may earn as they make progress toward the ADT. The thought behind this proposal is that such a certificate can serve as a tangible marker of achievement, encouraging students to continue to degree completion by recognizing their work at a meaningful midpoint.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

The current plan is to develop a Latin American Philosophy course, a Latinx Philosophy course, and Existentialism. The former would be in A course and the latter a B course, like the way Ancient and Modern Philosophy function. Students have expressed great enthusiasm for those courses. We would like to have the opportunity to teach Political Philosophy, but this depends on enrollment. We would also like to deactivate a few courses that have not been taught, like Comparative Religions and possibly Philosophy of Religion. These courses are likely best served in other programs.

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

We offer Introduction to Philosophy and Critical Thinking and Writing, the primary courses taught in the program, at a variety of times and in a variety of

modalities. It has been challenging to find instructors willing and able to teach some of the other courses in-person, so we would like to continue to recruit new part-time faculty to rotate the offerings of the other philosophy courses and for the development of newer ones as addressed in the previous question.

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

2022/2023 - FTEF = 4

2023/2024 - FTEF = 5

2024/2025 - FTEF = 4.5 (we did not renew an adjunct in fall 25 semester)

2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)

There are no foreseeable issues with personnel in terms of reassignment or sabbaticals.

3. Additional Comments: We need to recruit more in-person faculty.

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

This does not apply to our program.

1. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

Our discipline budget of \$350 has helped support teaching through the acquisition of books, and other teaching resources.

2. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

This is a department and division level issue that we cannot tackle in the philosophy program.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

We will continue to work with the CAPS leaders to ensure that our program contributes to the success of our students.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**

The most significant structural challenge facing the Philosophy program is the recent reduction in required general education units in the social sciences. While it is not yet clear whether this represents a sustained trend, continued monitoring and strategic scheduling will be necessary to respond effectively.

A second concern involves the rapid emergence of generative artificial intelligence technologies. Because philosophy courses center on original argumentation, critical reasoning, and written analysis, these tools raise complex questions about academic integrity, authorship, and authentic assessment, particularly in fully online modalities.

Faculty have observed increased concerns regarding academic dishonesty in online settings and believe this issue requires coordinated, campus-wide attention. The program recommends institutional exploration of additional academic integrity supports, such as expanded proctored assessment options or a centralized testing center, to help ensure equitable and consistent standards across instructional modalities.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**

Philosophy courses depend heavily on dialogical engagement, critical reflection, and the gradual development of students' own reasoning. In online environments, especially amid rapid technological change, the program must

remain attentive to preserving academic integrity while fostering meaningful intellectual growth.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**

There will be more cheating and less authentic work submitted in online and in-person courses. It is not enough for faculty to simply alter their assessments, as even the most seemingly AI proof assignments have proved otherwise.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit):** Revise program maps.
- Alignment to Strategic Goal Choose an item.
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
- Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
- Responsible Party (One Sentence limit): **Click or tap here to enter text.**

- Timeline to Completion: Semester/Year: **Click or tap here to enter text.**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Click or tap here to enter text.**
- **Goal (*One Sentence Limit*):**
 - Ensure that SLOs are assessed, updated, and properly mapped/alligned.
 - Alignment to Strategic Goal Choose an item.
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
 - Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
 - Responsible Party (One Sentence limit): **Click or tap here to enter text.**
 - Timeline to Completion: Semester/Year: **Click or tap here to enter text.**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Click or tap here to enter text.**

- **Goal (*One Sentence Limit*):**
 - Revise courses to comply with the CCN standards.
 - Alignment to Strategic Goal Choose an item.
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
 - Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
 - Responsible Party (One Sentence limit): **Click or tap here to enter text.**
 - Timeline to Completion: Semester/Year: **Click or tap here to enter text.**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Click or tap here to enter text.**

- **Goal (*One Sentence Limit*):** Click or tap here to enter text.
 - Alignment to Strategic Goal Choose an item.
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
 - Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
 - Responsible Party (One Sentence limit): **Click or tap here to enter text.**
 - Timeline to Completion: Semester/Year: **Click or tap here to enter text.**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Click or tap here to enter text.**

XIV - RESOURCE REQUESTS

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1. Request Name (short title): Requesting a new in-person adjunct hire
2. Request amount: 80,000 for PT faculty (through Academic Staffing Committee) ick or tap here to enter text.
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*)**Click or tap here to enter text.**
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☒
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*
Which of the following best describes your requests?

Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

We need at least one more in-person philosophy instructor that is willing to work at the Hollister and Gilroy campuses. This would help increase success and enrollment to ensure that we stay at or above college averages of success, enrollment, and persistence.

XV - ADDITIONAL QUESTIONS

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? **Our program and department participate in mentorship through one semester of ASGC participation and through unofficial mentorships to new faculty in other departments.**
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. **Currently, the need is in recruiting more faculty to teach in-person courses.**
3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? **We continue to seek out--and complete--training related to DEAI initiatives. We have included these perspectives when we hire faculty in our program area and the social sciences department at large.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **Click or tap here to enter text.**
5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. **Click or tap here to enter text.**

XVI - EXECUTIVE SUMMARY

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Philosophy program continues to provide students with a rigorous and transferable plan of study that strengthens critical thinking, ethical reasoning, and clear communication. Our curriculum prepares students for transfer, diverse career pathways, and engaged participation in civic life. Through courses in ethics, logic, and social and political philosophy, students develop practical reasoning skills that are foundational across disciplines and professions.

While recent data show modest fluctuations in overall success rates, the program remains broadly aligned with college-wide trends. We will continue to monitor equity gaps and modality-based outcomes, particularly as online sections show higher pass rates than in-person courses. These differences warrant careful analysis to ensure that student learning, academic rigor, and meaningful engagement remain consistent across instructional formats.

Over the next three years, the program's goals are threefold. First, we aim to strengthen introductory offerings in critical thinking and ethics to support student success, transfer preparation, and workforce readiness. Second, we seek to increase program visibility through outreach, collaboration with counseling and guided pathways, and the integration of public philosophy initiatives that connect coursework to contemporary issues. Third, we will continue aligning curriculum with the college's commitments to equity, access, and inclusive excellence, ensuring that philosophical inquiry remains relevant and responsive to the diverse communities we serve.

Despite statewide shifts in general education requirements that may reduce exposure to humanities coursework, Philosophy remains central to the cultivation of analytical reasoning, ethical discernment, and informed citizenship. The program is committed to sustaining its academic rigor while adapting strategically to enrollment trends and evolving institutional priorities.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.