



Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update. Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.



▼ 🏛️ Dept - (SSH) Philosophy



Program Mission Statement: The philosophy department provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character, and abilities; to realize their goals; and to be socially responsible citizens who think critically about, and seek knowledge and wisdom concerning, the most fundamental aspects of the world and human life?namely, knowledge, reality, and ethics.



I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Basic skills



I.B.1 Number Certificates of Achievement Awarded: 0

I.B.2 Number Certif of Achievement-Advanced Awarded: 0



I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:



I.C.1. CTE Programs: Impact of External Trends: N / A

I.C.2 CTE Programs: Advisory Board Input: N / A

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 7.2

I.E.2 #Student Employees:

I.E.3 % Full-time : Part time 2% decrease, full time 4% increase

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: While we have dramatically decreased from 87 sections in 2012-13 to merely 74 sections in 2015-16. We are up in productivity by 18.3%. We have a 14.9% decrease in sections offered. We are being allotted fewer FTEFs and as a result must offer fewer classes. I would very much like to see more sections given to the philosophy department so as to increase the number of sections we have to offer.

II.B.1 Overall Success Rate: We're up 6% for total student success vs 2012-13, and are steady for targeted ethnic groups. In many cases we are up as much as 5%, such as with our African American population. Success for this group rose from 62% to 67%. Such success is enjoyed pretty consistently across ethnic groups with large representation. For some of our smaller groups (i.e. Native American students, of whom we had only 6 in 2015-16), it seems difficult to draw any substantive conclusions. In short, our success seems to be improving or staying steady.

II.B.2 Plan if Success Rate of Program is Below 60%: Our overall success rate is 78%, up 2% from 2014-2015. And up 6% from 2012-2013.

II.C Changes Imposed by Internal/External Regulations: None in the past year, though we anticipate some substantive changes as we begin the process of pursuing an ADT program.

III.A Growth and Decline of Targeted Student Populations: The philosophy department has increased its success for targeted populations by 3%, enjoying an overall success of 66% for targeted populations. This shows a 3% growth in success. However, we served 90 more minority students during this period. Success rates for our African American population has risen from 62% in 2014-15 to 67% in 2015-16. Our Filipino population has increased success rates from 66% in 2014-2015 to 71% in 2015-16. And our Latino/a population has increased success rates from 62% to 64%. Pacific Islander success rose from 54% in 2014-15 to 66% in 2015-16. These strong increases were off set by a decrease in Native American success rates. Native American success decreased from 42% to 40%. However, we only had a total of 6 Native American student enrolled in philosophy from 2015-2016. On the whole we are above the school average and are improving, especially in respect to many key targeted groups. With new faculty committed joining our program and an ongoing commitment to further success, I believe that these equity gaps will close even further.

To summarize the information:

African American: Increase of 5% (67%)

Filipino: increase of 5% (71%)

Latino/a: increase of 2% (64%)

Pacific Islander: Increase of 12% (66%)

Native American: Decrease of -2% (40%) but only 6 students enrolled in 2015-2016.

III.B Closing the Student Equity Gap: We had previously sought to address achievement gaps by taking a closer look at the organization of our course offerings. We have begun this process, but as mentioned above expect further revisions to our curriculum as we pursue ADT status. We continue to participate actively in our division's C.A.R. project, which aims specifically at facilitating experiments to address achievement gaps. Also, one of our full-time faculty members is on the core equity team. Our experiments, including student surveys and a few pedagogical 'tricks', do not yet seem to correspond to dramatic changes. We anticipate challenges

III.C Plan if Success Rate of Targeted Group(s) is Below 60%:

III.D Departmental Equity Planning and Progress: The philosophy department understands that we are to do more than close 'achievement gaps', and hopes to embrace the Office of Equity's language of constructing/employing 'lenses' that culminate and fair opportunities for all students. To this end, we have re-introduced our 'Women and Philosophy' course into our regular offerings, and have held several interesting conversations (documented via our participation in the Social Science and Humanities division's "Conversation, Application and Reflection" program) encouraging faculty to consider whether (and how) course content engages with all of our students. Tracking achievement of this is daunting, however.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100% assessed for first cycle. Neither of our PLOs have undergone a second cycle of assessment yet, though assessments are planned.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 100% assessed for first cycle. None of our SLOs have undergone a second cycle of assessment yet, though assessments are planned.

V.A Budget Trends: We have not been significantly affected. Please refer to Dean's Summary for further info.

V.B Funding Impact on Enrollment Trends:

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s): N / A

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s):

V.E.1 Equipment Requests: No Equipment Requested

V.E.2 Equipment Title, Description, and Quantity: N / A

V.E.3 Equipment Justification: N / A

V.F.1 Facility Request: N / A

V.F.2 Facility Justification: N / A

V.G Equity Planning and Support:

V.H.1 Other Needed Resources:

V.H.2 Other Needed Resources Justification:

V.J. "B" Budget Augmentation: Please refer to Dean's summary

V.K.1 Staff Development Needs: No funds are need for our staff development.

V.K.2 Staff Development Needs Justification:

V.L Closing the Loop: We do hope to involve our new faculty hire in a more rigorous assessment of our two program level outcomes. Given the difficulty we tend to find in getting adjunct faculty involve in the planning of these assessments, we look forward to the extra help.

Submitted by: Nick Baiamonte, 3/6/17 nickbaiamo@gmail.com

Last Updated: 03/21/2017

APRU Complete for 2016-17: Yes

#SLO STATEMENTS Archived from ECMS: 8

