De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

   The feedback indicated a need for the department to create a clear plan to bring our SLO Assessments up-to-date and to reflect more on our equity achievement gaps. On the former, we have developed a schedule for SLO Assessments. The department chair has also begun to look into course-level information on equity gaps. Once a report on this is completed, it will be brought to the department for reflection on how to work on those issues.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

   Our enrollment increased by 325, or 16%. Our overall success rate, however, declined by 8%. The success rate gap for Black students improved by 11%. The success rate gap for Low Income students increased by 11%.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

   Our goal to reduce our achievement gap for Black students by 5% was exceeded already. However, we have not made the same progress with our goal to reduce the achievement gap for Latino students, as that gap has grown slightly (by 1%).

   We also set a goal to increase the number of AA-T degrees awarded from three to six. Last year we awarded five AA-T degrees, so are closing in on that goal.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

   They are not changing.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

   We have not requested any resources.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

   N/A

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (https://www.deanza.edu/slo/) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	For PHIL 8: Articulate and defend a personal stance on at least one of these questions [i.e. central questions about right action and/or the good life] and/or traditions.
Method of Assessment of Learning Outcome (please elaborate)	Exam essay question. Students were required to write an exam critically analyzing an ethical position in a text assigned in the class, and to defend their own position on the issue. There were four essay options on death, the connection between one's own values and a broader human community, the moral status of animals, and personal responsibility when living in an unjust society.
Summary of Assessment Results	13 students exceeded expectations, 12 met expectations, 1 approached the expectations, and 3 did not meet expectations. 5 students did not complete the exam.
Reflection on Results	The course was mostly successful, though there were fewer students meeting expectations for this SLO than for the more basic SLO assessed for the course. As being able to articulate and defend a position is more challenging than merely identifying an issue or question, this makes some degree of sense. However, we should not rest with this and work to raise all students to the level of fully meeting expectations.
Strategies Implemented or Plan to be Implemented	For the students who do not attend regularly, more effort should be made to reach out to them and perhaps also refer them to support services if necessary. For students who struggle to articulate their arguments, there should be more active contact from the instructor to coach them with their

(aka: enhancements)	writing. These students may also benefit from being referred to the Student Success Center.

Done? Please email this form to your dean/manager.

8.   Dean Manager Comments:

The Philosophy Department is one of the most streamlined and consistent areas within the Social Sciences and Humanities division. While most of its course offerings are online, the department continues to maintain strong enrollment numbers. I recommend initiating discussions around addressing equity gaps among faculty and exploring the development of new courses to ensure the department remains relevant and responsive to the needs of this evolving generation.