

Foothill Annual Program Review 2023

Annual Program Review Template 2023

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1. Number of full-time faculty in the program.

1

2. Number of part-time faculty in the program.

3 (4 counting a full timer in another department who teaches a class each spring as overload).

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

No.

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

The organization of study groups in addition to regular class activities to improve engagement.
Development of new curriculum that might focus on issues of race and justice including critical theory.
One new goal is the development of OER materials.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

Regarding disparity in success rates among ethnic groups one plan of action was the development of study groups led by the instructor. Unfortunately, time constraints have limited the implementation of these larger groups in an organized way for online courses. However, there have been implementation of this plan in a face to face section of Philosophy 4. This involved organizing study sessions held outside of class, leading into the exam. This did seem to improve the average exam scores across all ethnic groups. While OER materials remain a challenge for Philosophy, due to limited resources and the necessity for good translations, we have been able to make more copies available for free through the library reserve desk. In some cases, students have been loaned course materials by instructors directly. This increased availability of resources has also seemed to improve engagement and performance.

7. Explain your implementation timeline and if there have been any changes or updates.

By Spring 2024, the plan is to include optional study groups that involve the professor on a bi-weekly basis for both in person and online sections.

The chair plans to apply for a professional development leave to develop understanding of OER and other pedagogical strategies to increase equity and engagement. As stated above, the main problem in philosophy for OER is the quality of translations. Good translations of philosophy written in Greek, Latin, German, Chinese, Sanskrit, etc. have a tendency to be very expensive. Translations available so far in OER are not suitable, either for dissemination of ideas, nor for appreciation of the literary quality of thinkers like Plato, Nietzsche, Lao Tzu, Shankara, Descartes etc. Deeper training on OER resources might help with this.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

Comparing the class average from previous quarters to the current scores indicates that the average was higher than usual with the implementation of instructor lead study groups. This will be difficult to implement on a wide scale as we can't contractually impose extra obligations on instructors for each course. However, it does seem to be a fruitful practice.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/EctjgGNEurtMlb1n6ZQ5k3kBNTejiE9G_kGSHMhfM1tsrA?e=yDcC7c

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

Black students have a percentage gap of -16 with 7 additional successes needed to erase the gap. Latinx students had a gap of -21 with forty additional successes needed. Low income students had a gap of -15 with 41 additional success to close the gap.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

It is very difficult to derive usable information from raw statistics. It is additionally problematic to deal with groups like this in a monolithic way. To simply see a group like "Black" and "Latinx" and draw any conclusions as to the identity of actual people and their individual circumstances, and how those circumstances are affecting their success, is not really realistic. As a Latinx professor and former Latinx student, my circumstances and aptitude for the subject tells me nothing about any other Latinx student, much less a whole group labeled as "Latinx."

The picture becomes even less clear when we drill down to individual courses. For example, introduction to philosophy contains quite a bit of difficult reading from a variety of cultures and philosophical traditions. The course typically will include the likes of Plato, Aristotle, Lao Tzu, Shankara, Hume, Descartes, etc. The presumption regarding the gap for Latinx might be that the advanced reading of primary literature might be impacting success rates. However, this makes a big assumption as to who these Latinx students are. Are there language barriers? Are these Latinx students who are first generation college students? Where do they live? What is the socioeconomic situation? We are left to guess as to the individual situations. Further, the numbers aren't really consistent between sections of the class, even when taught by the same professor.

This isn't to say we can't speculate as to why Black, Latinx and low income students might have more trouble with a subject with more focus on difficult primary literature and writing requirements. We could cite centuries of institutional racism and multigenerational poverty etc. However, it would be speculative and it doesn't seem like statistical analysis yields much information. Simply speaking from experience, there seems to be some fairly obvious remedies that might help with the success gap both at a college level and with this subject area.

Rather than focus on things that are likely to have no impact, like changing the language of the COR assignments descriptions, we should be focussed as a college on things that will actually have an impact on students and their success. Philosophy courses need to have a certain rigor in order to transfer. For that reason, there will always be difficult primary literature in the readings, writing of academic essays, and lectures that lay out complex arguments and historical progressions of ideas. Given that this is the case, the biggest impact on students who may be at risk is that we are on the quarter system. We constantly hear about the concern for equity, but we continue to give students the shortest window of any district in the state for them to get up to speed and learn. All of the things that are often suggested as classroom interventions take up a fair amount of class time. With only eleven weeks of instruction, this doesn't provide much time to

deal with the material while also addressing the variety of learning styles and individual obstacles to success of each student. This is compounded by the fact that we have class caps of 50 students. If we are going to make an impact on equity it would seem that an obvious place to start is with smaller class sizes and a longer semester schedule to give students the time to get up to speed.

Click on the link below to view the Annual Program Review Rubric.

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End of Annual Program Review Template 2023

This form is completed and ready for acceptance.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

Meets Expectations

Needs Improvement

Feedback

The department is making progress on its Comprehensive Program Review goals. Its concerns around speculating the causes of disproportional impacts are noted.

This form is completed and ready for acceptance.