

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
<b>A. Program Information</b>				
<b>Program Mission Statement</b>				
<b>How many criteria are met for the Program Mission statement?</b>	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 8 criteria - Meets the Standard	Exceeds expectations for all 8 criteria - Excellent	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard
<b>Reader Feedback</b>	I really like how the mission statement highlights logic, reasoning, and critical thinking skills as foundational to all academic study and why philosophy would be particularly useful to students in all majors. I wondered though about how the mission statement specifically focuses on transfer students and doesn't directly speak to the values/mission of the college as a whole- one could argue that developing reasoning skills etc is pretty important to a democratic society and citizens that are globally engaged in ethical ways. Could philosophical discourse also be	The mission statement provides a clear and concrete account of the program's purpose. Of particular significance is the way in which the program serves all students (not only philosophy majors) -- most academic disciplines originated in philosophy, and philosophy therefore provides foundational critical thinking skills that will be useful for many different educational pathways.	N/A	Some improvement needed on the Mission Statement. It needs aspirational goals and departmental values. It also should be better aligned with the mission statement of the college.

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
	rephrased to be more accessible to a non-specialist/ someone outside of academia?			
<b>Program Learning Outcomes</b>				
<b>Overall, this section:</b>	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 5 criteria - Meets the Standard	Exceeds expectations for all 5 criteria - Excellent	Addresses all 5 criteria - Meets the Standard
<b>Reader Feedback</b>	How might these be rephrased in a way that a beginner would understand? For example, epistemology isn't really that difficult of a concept, but a lot of people are just thrown off by the word because most people don't use it frequently. *there is also an extra comma after between in the 3rd PLO that can be deleted.	All of the PLOs are student-centered, actionable, and measurable. Levels of learning are also reflected -- students will "recognize" and "understand" philosophers and philosophical movements, and they will also accomplish higher-order analysis and evaluation of philosophical arguments.	N/A	PLOs meet the standard. Analyzing and evaluating arguments are important, but also consider adding PLO content on how students will apply their analysis and evaluation to real world problems.
<b>B. FTES - Enrollment Trends</b>				
<b>1. What does the FTES data trend indicate?</b>	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTES has improved over the time span - Excellent

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
<b>FTES Narrative Explanation - <i>Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.</i></b>				
<b>Overall, in this section:</b>	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard
<b>FTES Action Narrative (if applicable) - <i>Describe the proposed actions for stabilizing/increasing the FTES.</i></b>				
<b>Overall, in this section:</b>	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
<b>Reader Feedback</b>	This department is showing an overall enrollment increase since 2016, even with the drop due to the COVID pandemic. The explanation highlights reasons such as philosophy is becoming popular to take for students who are transferring...is the department or individual faculty doing anything in particular to draw students into philosophy over any other courses that could	The narrative imparts a clear understanding of FTES trends, both the notable increase between 2016/17 and 2019/20 as well as the drop in FTES since the beginning of pandemic. The program's efforts creating a guided pathways map seems like a good step towards stabilizing enrollment. The new and increased course offerings proposed could also improve FTES and are worth pursuing.	I did not locate the data informed actions.	This section meets standards for the most part. Data informed approaches to FTE growth are needed. Consider conducting a student survey to see what philosophical topics students might be attracted to before offering new courses to make sure that they are appealing.

## Philosophy Program Review

<b>Rubric Evaluation</b>	<b>Julie Jenkins (Same Division Faculty)</b>	<b>Richard Mills (Faculty At-Large)</b>	<b>Andre Meggerson (Staff At-Large)</b>	<b>Aaron Korngiebel (Administrator)</b>
	<p>fill those gen ed requirements? // While the department could spend energy coming up with reasons for the drop in enrollments between 2020 and 2021, this would not be a good use of its time because the biggest factor here is the COVID pandemic and the overall enrollment drops in the CCC system. Department has proposed stabilizing some of the losses with guided pathways and offering courses that might be attractive to students- which absolutely may help and are within department control, but those actions may still not actually address the underlying factors as to why enrollment is dropping for everyone. I do think that student/non-academic friendlier language can help draw in students that might not initially think that Philosophy is an option. The inclusion of the philosophic systems</p>			

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
	outside the Western historical context could also attract students- whether as a separate course or as a part of the courses that already exist.			
<b>C. Sections - Enrollment Trends</b>				
<b>Section Narrative Explanation (If Applicable) - Explain why the number of sections is flat, increased or decreased.</b>				
<b>Overall, in this section:</b>	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard
<b>Section Narrative Explanation (If Applicable) - Explain why the number of sections increased while FTES decreased.</b>				
<b>Overall, in this section:</b>	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included
<b>Reader Feedback</b>	The trend shows that sections increased as enrollment increased, and then decreased sharply alongside the enrollment drop with COVID. Department didn't include reasons that were in their control, except for that fact that they decreased the number of section..	The sections were reduced to match declining FTES, so the narrative was not required.	N/A	Greater discussion of the data is needed. Topics to consider, enrollment in online vs hybrid, impact of the pandemic, which class sections have stronger enrollment and which have weaker, etc.

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
	<p>But could perhaps flesh out some of the nuances in the 2016-2019 years. I've seen that a lot of courses tend to be scheduled at similar times because departments aren't working together to make sure that key courses that draw from the same pool of students aren't competing with one another. Philosophy might want to work with other departments in their guided pathways, etc to be more deliberate about scheduling t</p>			
<b>D. Productivity - Enrollment Trends</b>				
<b>1. What does the data indicate about the productivity trend?</b>	The program productivity is flat - Meets the Standard	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent
<b>Productivity Narrative Explanation (If Applicable) - <i>Explain why the productivity is flat, increased or decreased.</i></b>				
<b>Overall, in this section:</b>	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
<b>Productivity Action Narrative (If Applicable) - Describe the proposed actions for stabilizing/increasing the productivity number.</b>				
<b>Overall, in this section:</b>	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
<b>Reader Feedback</b>	Since enrollment is a problem overall, the department has decreased sections in order to stabilize productivity numbers.	Productivity appears to have tracked with enrollment. As enrollment declined, the program offered fewer sections in order to mitigate the effect on productivity. This was a sensible decision.	N/A	Consider strategies for increasing productivity other than adding or reducing sections. Some examples include professional development for faculty who have sections that are chronically under enrolled, initiatives to increase enrollment like high school partnerships or recruitment activities, or course development to include practical applications of philosophy, etc.

### E. Enrollment by Student Demographics

#### a. Enrollment by Gender

#### Enrollment by Gender Narrative Explanation - Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.

<b>Overall, in this section:</b>	The narrative includes 2 of the criteria - Needs Some	The narrative includes fewer than 2 of the criteria - Needs Major	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some
----------------------------------	---	---	---	---

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
	Improvement to Meet the Standard	Improvement to Meet the Standard		Improvement to Meet the Standard
<b>2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College?</b>	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent
<b>(College 2020-21 = 52%Female, 46% Male)</b>				
<b>Enrollment by Gender Action Narrative (If Applicable) - <i>What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?</i></b>				
<b>Overall, in this section:</b>	The narrative is not included	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative is not included
<b>3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?</b>	The Gender gap by declared major is between 11% and 20% - Meets the Standard	The Gender gap by declared major is between 11% and 20% - Meets the Standard	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent
<b>Reader Feedback</b>	I wonder if these are at all significant or what is driving the trend.. but also do any of the courses highlight the role of female philosophers throughout time?	While the rubric indicates that the absence of certain narrative criteria renders the narrative components in need of major improvement, I believe the narrative sections are satisfactory. The	N/A	Philosophy enrollment trends by gender are very close to college enrollment trends. Further exploration is needed around the trend of female enrollment is increasing, while male enrollment is decreasing.

## Philosophy Program Review

<b>Rubric Evaluation</b>	<b>Julie Jenkins (Same Division Faculty)</b>	<b>Richard Mills (Faculty At-Large)</b>	<b>Andre Meggerson (Staff At-Large)</b>	<b>Aaron Korngiebel (Administrator)</b>
		<p>distribution of enrollment by gender tracks quite closely with the college population, so actions appear to be unnecessary. Moreover, while there is a 57%/43% (M/F) distribution of declared majors, this gap has only emerged in the last year. Prior to 2020-21, female declared majors often outnumbered male declared majors. (Only in one other academic year were male majors in the majority, and then only by 1%.) This recent shift toward more male majors could be anomalous, and more data from future academic years is needed in order to determine whether a trend is emerging. It would, however, be wise to keep an eye on the distribution of majors in the future -- if this differential persists or increases, then action on the part of the program may be warranted.</p>		<p>This report very few insights on why these trends are occurring.</p>

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
<b>b. Enrollment by Ethnicity</b>				
<p><b>Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?</b></p> <p>(College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4%Decline to State)</p>	The enrollment does not mirror the college’s ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment does not mirror the college’s ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment does not mirror the college’s ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment does not mirror the college’s ethnic distribution - Needs Some Improvement to Meet the Standard
<p><b>Enrollment by Ethnicity Narrative Explanation (If Applicable) - <i>Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).</i></b></p>				
<b>Overall, in this section:</b>	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<p><b>Enrollment by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.</i></b></p>				
<b>Overall, in this section:</b>	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
<b>Reader Feedback</b>	"Philosophy, and particularly the historically	This section provides a thorough account of	The write up is clear and concise with accountability	Again, some exploration of student survey data would

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
	<p>important philosophers that would be discussed at an introductory level, are part of a tradition that is inherently European."- Yes, but philosophers and ideas traveled right? Weren't some philosophers influenced by "non-European" ideas, or created problematic images around a non-European Other to make their points? Could this be a way to further expand conversations about diversity and inequality in the discipline over time and currently- to carve out more space in those intro courses? Because just as the history of Europe is not actually just about Europe in isolation, (European) philosophy is most likely not either... I would also challenge you on this statement: "Philosophy in this regard is not unlike history. Thus, in the same way that a course in European history will naturally focus on the</p>	<p>disparities in enrollment within the program, as well as a compelling explanation of disciplinary limitations on culturally diverse curriculum. While the discipline is rooted in a European tradition, the program does include culturally diverse curriculum where possible and has plans to add special-topics courses that would provide more room f culturally diverse curriculum once enrollment begins to increase.</p>	<p>and action to benefit the division. Thank you.</p>	<p>be useful here to see if indeed African American and Latinx students would be interested in taking courses on Critical Theory. If the data does show that students would be interested in a course on the topic, strategize how to offer it in a way that is more introductory/distilled in nature rather than an advanced course.</p>

## Philosophy Program Review

<b>Rubric Evaluation</b>	<b>Julie Jenkins (Same Division Faculty)</b>	<b>Richard Mills (Faculty At-Large)</b>	<b>Andre Meggerson (Staff At-Large)</b>	<b>Aaron Korngiebel (Administrator)</b>
	<p>history of Europe, Philosophy as traditionally conceived is a tradition that starts in Greece and develops over the history of Europe and later the United States. There are analogous intellectual traditions and movements in other places that are included in the context of comparative philosophy."-- particularly b/c in a European history course, the European part isn't/is no longer silent. But also again, maybe the way to navigate that in these intro level courses is to make visible philosophical connections, influences, etc. I wonder how the Intro courses at colleges that we have transfer agreements with are handling these conversations. Are they expanding on the canon from the outset? Is the problem really the quarter system and lack of time? Thinking about that disparity in African</p>			

## Philosophy Program Review

<b>Rubric Evaluation</b>	<b>Julie Jenkins (Same Division Faculty)</b>	<b>Richard Mills (Faculty At-Large)</b>	<b>Andre Meggerson (Staff At-Large)</b>	<b>Aaron Korngiebel (Administrator)</b>
	<p>American and Latinx student populations, you note that these groups might be intimidated by the difficulty of philosophic literature, etc. A lot of this type of literature was written or is presented in a way to be intimidating- that was a part of the making of who was considered 'rational' etc and who wasn't. So, yes, including a wider diversity of sources in addition to the foundational thinkers could help- but also humanizing the foundational thinkers too and breaking down those concepts. You don't have a million books written about Marx or Nietzsche b/c they are easy reads, but that doesn't mean that the ideas themselves are actually all that complicated.</p>			

---

### F. Student Course Success

---

#### a. Student Course Success

---

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
<b>1. What does the data trend indicate about overall course success?</b>	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	
<b>Student Course Success Narrative Explanation - <i>If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.</i></b>				
<b>Overall, in this section:</b>	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
<b>Student Course Success Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/increasing the student's course success percentages.</i></b>				
<b>Overall, in this section:</b>	The narrative is not included	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included
<b>Reader Feedback</b>	Course success rates are increasing, although not sure why. Department suggestions this is b/c of the instructors availability to students to help with assignments and understanding materials. Could a particular modality be working better than others? Types of activities? B/c of the diverse	The program has experienced increased success rates, and identifies two factors that may have contributed -- the increased success rates across campus, as well as the department's commitment to individual student attention.	Trends improved with unknown reasons yet all points were met for the criteria.	Further exploration is needed as to why success rates have increased. There could be some best practices that can be shared with the rest of the campus, if a departmental practice is behind the increased success rate.

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
	materials that are already included?			
<b>b. Student Course Success by Student Groups</b>				
<b>3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?</b>	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has decreased over the time span - Meets the Standard
<b>Course Success by Student Groups Narrative Explanation - <i>Explain why the course success gap is flat, increased or decreased.</i></b>				
<b>Overall, in this section:</b>	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
<b>Course Success by Student Groups Action Narrative (If Applicable) - <i>What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?</i></b>				
<b>Overall, in this section:</b>		The narrative is not included	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative is not included
<b>Reader Feedback</b>	Its great that there seems to be a narrowing of the gap between students groups in the philosophy department- difficult to	The department has seen a narrowing of the course success gap that tracks with the narrowing of the success gap college-wide.	I did not locate a reason for the gap closing, yet great work thus far.	Gap is narrowing. No narrative in this section.

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
	know what is driving that and whether it is in the department's control or not!	No reasons within department control are provided in the first part of the narrative, although I agree that it may be difficult or impossible to determine precisely what department actions (if any) contributed to narrowing the gap.		

### G. Student Course Success by Demographics

#### a. Student Course Success by Gender

What does the data indicate about course success?

<b>Female</b>	Course success has improved over the time span - Excellent	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
<b>Male</b>	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
<b>Non-binary</b>	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
<b>Course Success by Gender Narrative Explanation - <i>If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.</i></b>				
<b>Overall, in this section:</b>	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
<b>Course Success by Gender Action Narrative (If Applicable) - <i>Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.</i></b>				
<b>Overall, in this section:</b>	The narrative is not included	The narrative is not included		The narrative is not included
<b>Reader Feedback</b>	Again, success rates are increasing! and seems to match college wide trends.	The program has seen increases in student success among both male and female students and no change among non-binary students. While the program sees this as part of the college-wide trend, they haven't been able to determine actions within department control that account for the increased student success.	N/A	N/A

### b. Student Course Success by Ethnicity

**What does the data trend indicate about program**

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
<b>student course success by ethnicity?</b>				
<b>African Americans</b>	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
<b>Asian</b>	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
<b>Filipinx</b>	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
<b>Latinx</b>	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
<b>Native American</b>	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
<b>Pacific Islander</b>	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
<b>White</b>	Course success has improved over the time span - Excellent	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
<b>Decline to State</b>	Course success has improved over the time span - Excellent	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	
<b>Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).</i></b>				
<b>Overall, in this section:</b>	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
<b>Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>Describe the reasons for the gap in course success.</i></b>				
<b>Overall, in this section:</b>	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Student Course Success by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/improving the course success by ethnicity.</i></b>				
<b>Overall, in this section:</b>	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

## Philosophy Program Review

Rubric Evaluation	Julie Jenkins (Same Division Faculty)	Richard Mills (Faculty At-Large)	Andre Meggerson (Staff At-Large)	Aaron Korngiebel (Administrator)
Reader Feedback	I think the idea of having a weekly study group would be really helpful for students, particularly in breaking down that language and making it meaningful. There are obviously structural reasons that might contribute to student success that fall along race/ethnicity lines...but are there any aspects of the class content/assessment/structure that needs to be examined?	Only one group had a significant decline in course success, Pacific Islander students, and the narrative does not provide reasons for the decline. However, given that this is a small student population within the philosophy program, and given that the decline was rather sudden, I agree that this could be anomalous. The department indicates that they will pay attention to data related to this group in the future to see if a trend emerges, which strikes me as the appropriate course of action. While that narrative does not describe reasons within the department's control for the course success gap among African American students, it does convey a thoughtful account of the systemic forces that could potentially be contributing to this gap. Moreover, the strategies of early intervention and voluntary	N/A	Again, interventions need further exploration and supporting data

## Philosophy Program Review

Rubric Evaluation

Julie Jenkins  
(Same Division Faculty)

Richard Mills  
(Faculty At-Large)

Andre Meggerson  
(Staff At-Large)

Aaron Korngiebel  
(Administrator)

---

discussion forums  
proposed in the narrative  
have the potential to  
impact student success  
and close the gap in course  
success.

---