

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Philosophy
2. Name of individual(s) completing the form: Rich Booher
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

We only received the recent feedback form a few weeks ago, so have not been able to act on the suggestions there yet. The chair has not looked closely at course-level success rate gaps, nor at the differences between modalities. That seems like a fruitful inquiry to pursue, and the chair will make a plan to examine that data in the coming year.

We are also unaware of any resources to request, as the feedback form asked. We are generally a department that runs without using the kinds of materials that are requested, such as equipment or software. If we hear of anything that would be useful to us, we will consider asking.

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

Our enrollment declined by 103 between 2023-4 and 2024-5, which is approximately a 4% decline. This is not a major change yet, but it is a bit steeper than the numbers for the college and district. As our comprehensive program review noted, we are braced for a possible decline in the next few years as the new GE regime comes into force. 2025-26 will be the first year that PHIL 4 will no longer be offered, all sections being replaced by PHIL 3. We are monitoring what these changes mean for our future projected enrollment.

Our success rate between those same years increased by 2%. Our success rate gap for both Black and Latinx students narrowed. For 2024-5, the gap for Black students was 0%, an improvement of 12%. For Latinx students it was 7%, an improvement of 7%. This means that we have reached one of the goals we set, though we need to monitor the data to make sure that this holds in the coming years.

The gap for low-income students increased by 2%. This is the second year that this success rate has declined. We thought that last might have been a blip, but we need to begin having conversations about improving this. Suggestions from RAPP about who on the campus to work with would be helpful.

There was a also a surprising drop in the number of AA-T degrees earned. In 2023-24, it was five. That made it seem like we were moving toward our goal. The number in 2024-25, however, was just one. This is quite surprising because we have worked to improve our outreach about the degree, and have also been in more regular communication with our majors. We are unsure whether with such small numbers we can avoid such swings from year-to-year. If we cannot, then we need to rethink how we measure success over a range of years, rather than by a single year at a time. If we can avoid such shifts, we need to see if we can come up with a rough idea of what the causes of such a change are. This is not easy to do. One hypothesis about this shift is that the chaos around international student visas has been a factor. The data that we have does not tell us how many of our majors are international students, so we need to see if we can get more precise data that might allow us to understand the possible reasons for changes.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Increase AA-T degrees awarded	The department aims to increase the number of AA-T degrees awarded to 6.	Philosophy Faculty	Institutional Research, SSH administration, Guided Pathways Team, Counselors	Program Review Data Tools	Comparing the numbers	More need to explore who our majors are, and what has caused the changes over recent years.
Reduce our achievement gaps for Black and Latinx students	Reduce the achievement gap for Black and Latinx students by 5%.	Philosophy Faculty	Institutional Research, SSH administration, Guided Pathways Team, Counselors	Program Review Data Tools	Comparing the numbers	Continue to monitor progress to ensure that it is stable. Will examine course-level and modality data more closely.

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6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Reduce our achievement gap for low-income students	Reduce the achievement gap for low-income students by 5%	Philosophy	Institutional Research, SSH administration, Guided Pathways Team, Counselors	Program Review Data Tools	Comparing success rates over successive years

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

n/a

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

n/a

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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)	PHIL 20C: Identify and assess the central figures, questions and themes of 19th and 20th century philosophy in the western tradition.
Method of Assessment of Learning Outcome (please elaborate)	Students were required to complete an in-class essay exam. This exam required students to analyze an argument of a 19th or 20th century philosopher, explain the place of the argument in its historical context, and critically evaluate the argument.
Summary of Assessment Results	8 students exceeded expectations, 6 students met expectations, 0 students did not meet expectations. Before the assessment, 3 students withdrew from the course and 5 students dropped the course.
Reflection on Results	This was a small class, which at the beginning of the term had 22 students, later dropping to 14. The small class size meant that I was able to give a lot of individual attention to students. I scheduled one-on-one office hours with all students whose early work earned lower than a B+. Being able to talk through issues, show support and care, made a world of difference. At the end of the term (when the exam used for this assessment was given), some of the strongest work was done by students who I met with early on, whose improved performance was matched by an increase in enthusiasm for the material.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	In an ideal world, the enhancement would be to make all classes have enrollment caps of 18, enabling meaningful individualized attention for every single student. Given the unlikelihood that development, when and if this class has a larger enrollment, making sure that substantive, supportive feedback and guidance is offered early on to students whose work early in the course earns lower marks. Encouragement is also key! This class covers some of the most difficult philosophical in the history of the world, and students need to know that it is normal to feel lost at times, and that the rest of the class is there to support them.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Philosophy Department, while small in size, holds significant potential to strengthen its presence and impact on campus through intentional engagement strategies and innovative programming. With renewed energy and strategic focus, the department can create opportunities that more actively attract students, support faculty engagement, and highlight the relevance of philosophy to contemporary issues and interdisciplinary learning.

Across community colleges, philosophy programs that have experienced enrollment growth have done so by reframing philosophy as a high-impact, transferable, and career-relevant discipline. Common strategies include embedding philosophy courses within general education pathways, partnering with programs in social sciences, humanities, STEM, and career-technical fields, and offering themed courses such as *Ethics of Artificial Intelligence*, *Bioethics*, *Philosophy of Race and Social Justice*, and *Environmental Ethics*. These approaches help students see philosophy as directly connected to real-world challenges, civic engagement, and ethical decision-making across professions.

Additionally, many colleges have increased enrollment by strengthening co-curricular and campus-wide engagement, such as hosting philosophy cafés, public debates, ethics bowls, guest lectures, and interdisciplinary panels tied to current events. Some institutions have also collaborated with honors programs, learning communities, and first-year experience initiatives to introduce philosophy early in students' academic journeys. Flexible scheduling, online or hybrid offerings, and short-format or embedded philosophy modules within other courses have also contributed to broader student access.

For De Anza College, similar strategies could help the Philosophy Department increase visibility, foster student and faculty engagement, and position philosophy as a foundational discipline that enhances critical thinking, ethical reasoning, and communication skills across majors. With thoughtful planning and collaboration, the department can play a more prominent role in supporting general education outcomes, interdisciplinary inquiry, and student success.

11. Vice President/Associate Vice President Comments:

The Philosophy Department continues to demonstrate strong instructional quality and meaningful progress in advancing equity and student success. Despite a modest enrollment decline, the department increased overall success rates and eliminated the achievement gap for Black students while significantly narrowing the gap for Latinx students. Faculty commitment to individualized instruction and early student engagement has contributed to strong learning outcomes and improved persistence. As new General Education requirements take effect, continued attention to enrollment trends and student pathways will be essential. The department's focus on strengthening outreach to majors, examining modality-based outcomes, and addressing success gaps for low-income students reflects a thoughtful and data-informed approach to continuous improvement.