

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Philosophy Academic Year 2026

1. Has your program mission or primary function changed in the last year?

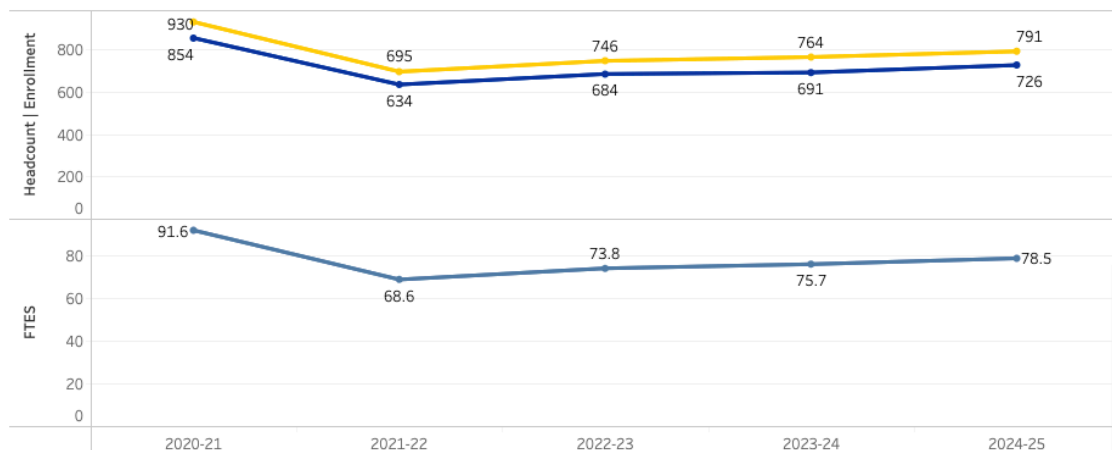
No, there were no changes to the program's mission or primary function.

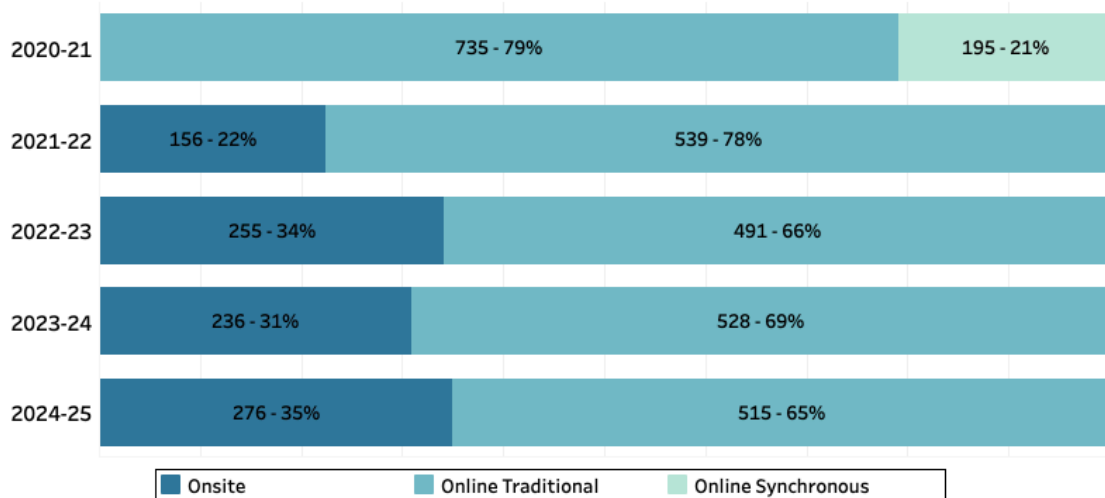
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

The philosophy program remains mostly stable over time, with only small changes in most of the data that, for the most part, align with the trends with Allan Hancock College more generally.

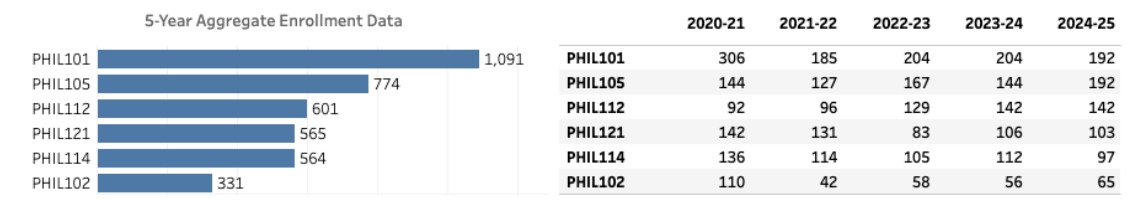
Philosophy courses have begun to be offered at FCI Lompoc again, with the last offerings prior to this being back in the 2022-23 academic year. One instance of PHIL 105 (Ethics) was taught there in both the fall and the spring terms. It remains unclear whether this will be an ongoing course offering at this time.

Enrollment improved modestly in the 2024-25 academic year (from 691 to 726) continuing a trend that began in 2021-22 following a sharp decline with the pandemic. Enrollment in onsite courses showed a larger increase of ~15%, from 236 to 276 students. The majority of the program's students (65%), however, still took their course in the online modality.

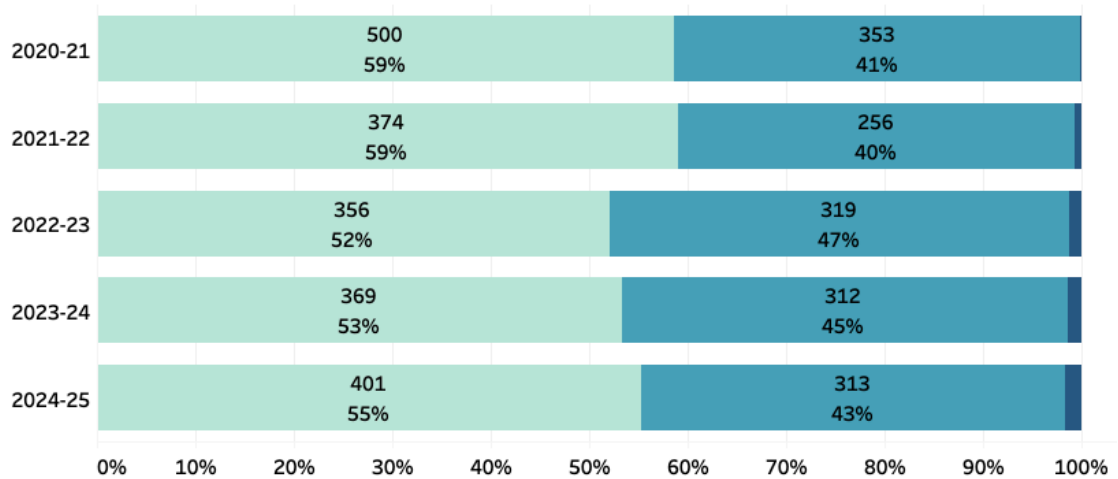




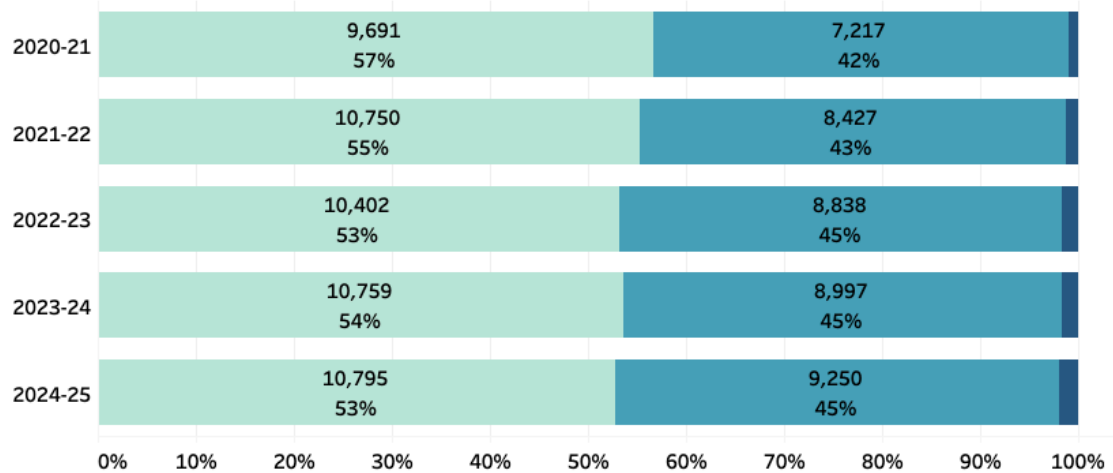
Enrollment in specific courses largely mirrors how often they are offered:



The past year saw the return of a slight trend towards increased female and nonbinary enrollment in our philosophy courses:



While the latter is likely reflective of increased nonbinary enrollment/identification across Allan Hancock generally, the increasing female representation since the 2022-23 academic year is in contrast to the trend across the college more generally:



The overall success and retention of students similarly showed (even more modest) improvements for the 2024-25 academic year, with a 3% increase in success rates (to 76%) and a 2% increase in retention (to 90%). Similar to enrollment, this past year reflects a longer trend that began following a drop with the pandemic. One particularly notable success is the critical thinking courses (PHIL 114), which showed a larger improvement, from a 56% to a 79% success rate and a 79% to a 89% retention rate:

	2020-21	2021-22	2022-23	2023-24	2024-25
Grand Total	71% 87%	69% 88%	69% 85%	73% 88%	76% 90%
PHIL101 ALL	71% 90%	68% 89%	63% 81%	76% 90%	75% 91%
PHIL102 ALL	74% 87%	67% 81%	76% 93%	79% 95%	78% 89%
PHIL105 ALL	86% 94%	77% 91%	82% 84%	78% 90%	75% 90%
PHIL112 ALL	82% 91%	82% 97%	74% 88%	75% 87%	82% 92%
PHIL114 ALL	54% 76%	51% 82%	61% 80%	56% 79%	72% 89%
PHIL121 ALL	67% 80%	69% 87%	57% 89%	72% 90%	71% 91%

The 2024-25 academic year was also the first (and only on available record) where success and retention rates for philosophy exceeded the average for the college.

	2020-21	2021-22	2022-23	2023-24	2024-25
AHC ALL	74% 88%	71% 86%	72% 87%	74% 89%	75% 89%

The number of degrees awarded for the 2023-2024 year (the most recent for which there is data) increased to 3, from the 1 degree rewarded each in the two previous years. The program did not exist prior to that, so these 5 degrees are the total awarded by our program.

		21-22	22-23	23-24
AA-T	Philosophy for Transfer CSU	1		1
	Philosophy for Transfer UC		1	3
Grand Total		1	1	3

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The two year program is in place, and there were no noteworthy challenges. The required courses (at least those in philosophy) are offered regularly and in a variety of modalities.

4. Were there any staffing changes?

No, the department has had the same four part-time faculty since the 2023-2024 academic year.

5. What were your program successes in your area of focus last year?

There was no previous program review or area of focus, and thus no successes specific to it. Speaking generally, however, the program shows consistent (if slow) improvement across most metrics, though in my judgment is limited by scant resources (particularly in terms of faculty and variety of course offerings).

Learning Outcomes Assessment

- a. Please summarize key results from this year’s assessment.

No learning outcomes assessment was carried out this year.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

n/a

- c. Please summarize recommendations and/or accolades that were made within the program/department.

n/a

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

n/a

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

- PHIL 105 – Ethics (Winter 25-6)

- b. What were some key findings regarding RSI?

A proper review could not be completed this year due to a lack of data, caused by a lack of sufficient faculty participation. What is included below is a self-assessment:

- Some strengths:
 - Regular use of discussion boards.
 - Multiple means for students to ask questions and receive answers/feedback.
 - Consistent and substantive feedback on course assignments.
- Some areas of possible improvement:
 - Inconsistent and insufficient communication beyond the prepared course materials themselves and feedback on student work, e.g. lack of announcements, direct communication, and so on.
 - Expectations surrounding RSI are not made sufficiently clear to students.

- c. What is the plan for improvement?

Make greater use of both planned and impromptu announcements via Canvas, increase participation in discussion boards, utilize modules like Hypothes.is (which allows for group annotation of readings), and more clearly communicate expectations surrounding RSI to students.

Part I: Regular and substantive interaction – Instructor Contact

Substantive interaction:

The course doesn't show clear evidence in teaching, learning, and assessment that is consistent with the content under discussion.

The course shows clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.

Explanation and/or examples:

- Canvas course includes a number of videos, articles, and instructor-written pages, each appropriate in content to the course and organized according to topic. Course has assignments that assess the appropriate objectives.

In addition, the course shows evidence of at least two of the following:

1. Direct instruction:

The course doesn't provide direct instruction.

The course provides direct instruction.

2. Assessing or providing feedback on a student's coursework.

The course doesn't show clear evidence of assessment and feedback on students' coursework.

The course shows clear evidence of assessment and feedback on students' coursework.

Explanation and/or examples:

- Student assignments have a large number of marginal notes and feedback.

3. Providing information or responding to questions about course content/competency.

The course doesn't show clear evidence of responses to student questions about the course.

The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples:

- Office hours and email/messaging policies clearly laid out and methods for reaching the instructor made clear.
- Google Form is provided, functioning as a question/suggestion box for the course.
- One of the main assignments is based, in part, around asking questions about course content and receiving an answer.

4. Facilitating group discussion regarding course content/competency.

The course doesn't show clear evidence of facilitating group discussions regarding course content or competencies.

The course shows clear evidence of facilitating group discussions regarding course content or competencies.

Explanation and/or examples:

- Discussion boards and corresponding assignments for each of the major course topics.

5. Other instructional activities approved by the college or accrediting agency.

The course doesn't show any other evidence of instructional activities.

The course shows other evidence of instructional activities (as described below).

Regular interaction:

1. Opportunities for substantive interaction on a predictable and scheduled basis

The course doesn't provide opportunities for substantive interaction on a predictable and scheduled way.

The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples:

- Each topic in the course has a corresponding discussion assignment for it, with one discussion due per week.

2. Monitoring student academic engagement and success and promptly and proactively engaging in interaction based on such monitoring or upon request by students.

The course doesn't monitor student engagement and success nor engages in interaction based on that monitoring or upon request by students.

The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students.

Part II. Regular and substantive interaction –Student-to-Student Contact

1. Giving students opportunities to initiate interaction with other students.

The course doesn't provide opportunities for students to initiate interaction with other students.

The course provides opportunities for students to initiate interaction with other students.

Explanation and/or examples:

- While there are opportunities for structured interaction at mostly prescribed times, there are no opportunities for more spontaneous interactions.

2. Giving opportunities to engage in regular and substantive interaction with other students.

The course doesn't provide opportunities for students to engage in regular and substantive interaction with other students.

The course provides opportunities for students to engage in regular and substantive interaction with other students.

Explanation and/or examples:

- Regular discussion board assignments concerning the course content.

3. Providing guidelines explaining levels of participation and how participation will be evaluated.

The course doesn't explain the levels of interaction between students expected from each student nor how such interaction will be evaluated

The course explains the levels of interaction between students expected from each student and how such interaction will be evaluated.

Explanation and/or examples:

- Prompts for the discussion board assignments make clear the expectations for both content and matters such as length and formatting, as well as how deviations from these expectations will be graded.

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

n/a

b. How does the program address needs that are not met by similar programs?

n/a

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

n/a

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

n/a

e. Have recommendations from the previous report been addressed?

n/a

Area of Focus Discussion Template

EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student Centered Funding Formula and CCCCO Vision for Success.

1. What data were analyzed and what were the main conclusions?

There was, ultimately, not much of note. AHC's philosophy course offerings are highly standard, mirroring almost exactly the mainstay philosophy courses most other community colleges offer. And with the program being as recent as it is, there is a lack of data on actual, real world transfers.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

I think that the challenges all stem from a lack of resources on the part of the program. We have only four part-time faculty, one of which splits time with FCI Lompoc and another of which teaches English courses as well. The majority (65%) of our courses are asynchronous online. For those students who want to go on to study philosophy further at one of the UCs or CSUs, they may have very little actual practice in the activity of doing philosophy by the time they leave AHC. Philosophy is spent almost entirely in conversation with one another, in an often very messy back and forth where people throw ideas at the wall to see what sticks. It is something that was always difficult to do effectively online, and have only grown more difficult as it becomes compromised by AI.

Being able to offer more in-person courses, and at more varied and desirable times for students, would provide students who want to study philosophy the preparation and flexibility they need for success.

3. What are your plans for change or *innovation*?

As a part-time faculty member disconnected from the decisions made regarding the shape of the program, I think that I ultimately lack the resources and authority to do much of anything to impact the program beyond the bounds of the courses that I teach. Were I to recommend a plan to someone with resources and authority, however, I would recommend expanding the course offerings to offer courses that are more interdisciplinary in nature.

One of the main strategies for survival for philosophy programs (given their general lack of majors) in many institutions is to leverage the breadth of the field and offer courses that are natural fits for other programs. Logic becomes a requirement for mathematics and computer science, aesthetics/philosophy of art for the creative arts, environmental ethics for environmental science, bioethics for medical fields, and so on.

A bioethics (basically medical ethics) course in particular would be a natural fit. It's a currently hot topic in philosophy with natural and practical connections to medical degrees and careers. It's a course already offered at several other CA community colleges (SBCC is the nearest example). And it's one that, despite the subject matter, doesn't require a specialist to teach (UCSB had its grad students teach the course, for instance). There are other courses that similarly could be offered; but bioethics would be the most obvious were the program to ever expand (save for perhaps history of philosophy courses, which we also currently do not offer).

The hope would also be that this would spur interest in the philosophy degree as a byproduct, by attracting more people to take philosophy courses who otherwise likely wouldn't.

4. How will you *measure* the results of your plans to determine if they are successful?

Success would be measured by how much student uptake such courses would have and their utility to other programs, e.g. whether the RN program finds the concepts and theories their students learn from bioethics to be useful and productive parts of their education.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

Choosing to forego validation for this year.

2. Are there specific recommendations regarding the core topic responses from the validation team?

n/a

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Outreach to Neighboring Philosophy Departments
Planning years:	2026 - 2027
Description:	
<p><i>Allan Hancock College, in part due to a small number of faculty and in person course offerings, lacks much of a philosophical community. And this deprives students of many of the opportunities for philosophical discussion that their peers in other institutions enjoy. This puts them at a disadvantage when they arrive as a transfer without practice in some of the argumentative skills necessary for philosophy. The philosophical community in the region is small though, with faculty from Cal Poly, CSU Channel Islands, Cuesta College, and SBCC all coming through UCSB as grad students (as well as two of our current part-time faculty). Helping set up a philosophy club (something a few students have expressed interest in) and setting up connections to the clubs in surrounding institutions would help to integrate AHC into that network and give the students who are interested more opportunities.</i></p> <p><i>Initiative could be carried out by whichever faculty are interested, with the intention that this eventually become a student run endeavor once setup.</i></p>	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
 Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
 Title V

Program Review Signature Page:

Christopher Britton

[Christopher Britton \(Jun 1, 2026 11:18:29 PDT\)](#)

Program Review Lead

Jun 1, 2026

Date

Moni Millard

[Monica Millard \(Jun 1, 2026 11:21:31 PDT\)](#)

Program Dean

Jun 1, 2026

Date



Vice President, Academic Affairs

Jun 16, 2026

Date











Education and Industry Partnerships_PHIL_2025-26

Final Audit Report

2026-06-16

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