



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

Statement of collaboration

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

Participants in the self-study

Martha Smith Roberts
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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

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A Note on terminology

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study, on a page all by itself.)

Our self-study of the Philosophy and Religious Studies department for 2021 has yielded fruitful conversations and brought to light many areas in which our department has both had success and is in need of improvement. Overall, we have found the trends of the past six years have been marked distinctly by the pandemic, the move to online teaching, the increasing awareness of antiracist and equity issues in broader society and higher education, and the changes that all of this has brought to our department and College. We started this cycle of the self-study with upward trends in course completion and success that were then negatively affected by the trends of the past two years. We also lost several faculty members, and now have only two full-time faculty, compared to the 4-5 we had at the beginning of the study period. Because of this, we see several areas for improvement that are continuations of the last self-study, and we recommit to those strategic action plans, which we see as unfinished and still essential.

Our department statistics mirror many of the trends in the larger College. Our areas for improvement are, similarly, focused on course completion and success and degree/transfer success. There are also historically disadvantaged groups that are in need of particular attention in order to achieve equity. Mainly that includes Black/African American and Latinx students, as well as Foster youth and Low-income students. To address this, we will continue to focus on equitable pedagogy, grading, and classroom management strategies. We are, as a department, fully committed to the College's Mission and Values, and see our goals in alignment as well. We also are committed to the antiracist work of the College, and we have put much effort into committees and practices that further this work.

Our conclusions from the self-study are optimistic overall. We move forward with clear goals and are enthusiastic about what the next 6 years will bring. We conclude that the most pressing need of our department at this time are additional full-time faculty, eventually bringing our department numbers back to four members. We know this would improve our ability to serve our students and the College. Additional faculty would enable us to make the gains in metrics of program success and equity that we discuss in this report. More full-time faculty would allow us to make long-lasting pedagogical developments toward equity in the department (including in the development of SLOs, new curriculum, and program reviews), and to have more faculty available to students in office hours and outside of the classroom, behaviors that create community and a sense of purpose and belonging for students, which are keys to student success and retention. When we disaggregated the data, we found that 88% of all philosophy sections in the fall 2020 semester were taught by adjunct faculty. As we work toward student equity and to meet the needs of historically disadvantaged groups, having faculty support and availability is crucial.

The Philosophy and Religious Studies Program, despite the setbacks of the past two years, continues to make an essential contribution to the College and General Education program and to the skills and success of all Fullerton College students. We look forward to continuing this work, and we welcome further conversations as well.

2.0 Mission

Please explain briefly how your program contributes to the College's mission, vision, core values, and goals. Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

Mission: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

In a broad sense, our goals are two-fold: to provide introductory courses in philosophy and religious studies which will satisfy general education and transfer requirements, and to offer a selection of second-year ('sophomore," 200-level) courses which prepare majors for transfer and provide the general student body with courses more specific than the introductory survey courses. We actively work to forward the mission, vision, and core values of the College. We are certain you will see this in the reflections we offer throughout our program review. As a program, and as individual faculty members, we actively seek to innovate our pedagogy and create a supportive, active, student-led and participatory learning space in all of our courses, both online and in-person.

Vision: Fullerton College will transform lives and inspire positive change in the world.

To support this vision, our program is highly invested in the ethical principles valued by the College. We model and encourage trustworthy conduct, respectful behavior, accountability, fair and just actions, and compassion. We know that the content of our courses is directly engaged with developing students' abilities to make ethical and compassionate change in the world.

Core Values: Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas. Diversity – We embrace and value the diversity of our entire community. Equity – We commit to equity for all we serve. Excellence – We honor and build upon our tradition of excellence. Growth – We expect everyone to continue growing and learning. Inclusivity – We support the involvement of all in the decision-making process. Innovation – We support innovation in teaching and learning. Integrity – We act in accordance with personal integrity and high ethical standards. Partnership – We work together with our educational and community partners. Respect – We support an environment of mutual respect and trust that embraces the individuality of all. Responsibility – We accept our responsibility for the betterment of the world around us.

Philosophers and religious communities are concerned with principles, values, and the development of ideas. While specific philosophers and religious communities may not in fact share the core values of Fullerton College, it is our conviction that through comparative and

reflective studies of these individual communities, the core values of the college are advanced. In the program review that follows, we have carefully examined the ways in which we can work to improve community excellence and growth through diversity, equity, inclusion, innovation and integrity in teaching. Our program is uniquely engaged in disciplinary issues of logic and critical thinking, problem resolution, and the study of diverse world religious cultures that cultivate respect and responsibility toward the individuals and communities around us.

Alignment With College Goals: As a department, we are particularly concerned to increase student success (goal 1) and to reduce the achievement gap (goal 2). We attempt to achieve these goals while maintaining the high standards in our courses necessary for transfer success. We work with various segments of our campus (Tutoring, Counseling, Basic Skills, etc.) to raise levels of retention and success for all groups on campus, and we seek to increase the number of successful degree-achieving and transfer students. We will reference the following goals again in our strategic action plan.

- **GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT**

To meet this goal we are particularly focusing on the three most achievable objectives:

- Objective 1: Create a clear pathway for every student
 - We will be working with a Counselor to design program pathways
- Objective 3: Improve student critical thinking skills
 - All of our courses engage student in critical thinking skills through speaking, writing, and reading proficiencies.
- Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness
 - Our program review is evaluating all of this data to learn ways that we can support course completion, success, and transfer-readiness.

- **GOAL 2: CULTIVATE A CULTURE OF EQUITY**

We are committed to meeting all of the objectives of this goal.

- Objective 1: Remove institutional barriers to student equity and success
 - Working with committees and programs to cultivate antiracism and equity
- Objective 2: Increase equity in hiring and training
 - Hiring a new faculty line that embodies this objective
- Objective 3: Increase outreach to and recruitment of students from underserved populations
 - Our strategic action plan is to increase the number of success students from underserved populations
- Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed
 - Our department is committed to creating a compassionate, equitable community.

- **GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY**
 - Objective 3: Be a cultural hub for the local community
 - Through site visits and invited speakers, as well as events sponsored by our student clubs

- **GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT**
 - We support the College and participate in shared governance

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

Enrollments in Philosophy & Religious Studies courses have declined over the past five years. In Academic Year (AY) 2016/17 our enrollments were at 3,113. By AY 2020/21 enrollments fell to 2,321. This is a 25.4% decrease in enrollments over five years. While this reflects the general decline in all courses over five years, our decline is quite significant at over double the rate of all other programs (11.6%). Approximately 1/3 (3.5%) of this decline happened in the last year (AY 20/21), which can be attributed to the pandemic effects and the switch to completely online learning beginning in Spring of 2020. Our enrollments (seat count) and unique students (unduplicated headcount) follow a nearly identical trend, both in the percentage decline and in the comparison to all other programs. Specifically, students have declined over the past five years. In Academic Year (AY) 2016/17 our students were at 2,859. By AY 2020/21 students fell to 2,115. This is a 26% decrease in students over five years. While this reflects the general decline in all courses over five years, our decline is quite significant as it is over double that rate (11.7%). Approximately 1/3 (8.7%) of this decline happened in the last year (AY 20/21) during the pandemic switch to online learning.

2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

Philosophy & Religious Studies serves many student populations. The data in Appendix A is from AY 2020/21.

We have a large percentage of enrollments by degree and transfer students, 82% of students, compared to 77% in all other programs. Students in our department are much more likely to have a goal of degree or transfer (82%) than a goal of certificate (1%) or career development (4%).

In terms of age, our largest demographics fall in the range of 20-24 (46%) and under 20 (35%). We are slightly above the enrollment rate for all other programs in these two categories. 19% of enrollments are students 25+ compared to 26% campus wide.

We had a very low number of majors in AY 20/21, our statistics put us at 0% compared to 21% campus wide. We also have a low number of students taking 3+ courses per year in our

program, 1% compared to 7% campus wide. These statistics, while lower than the college averages, reflect the fact that many of our students are taking our course as a multicultural class or to meet general education requirements. This is also reflected the high popularity of some of our introductory courses, discussed more below (3.1.3). 50% our enrollments had 24+ unit attempts this year, which is more than double the campus rate (22%).

Our enrollments among DSS, Foster Youth, Low-Income and Veterans are equal or close to the rates of all other programs.

Our LGBT enrollments are 12% compared to 9% campus wide.

Finally, our percentage of college grad enrollments are 3%, while the campus rate is 7%

We do not have a way of determining which students are majors.

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

The department has offered 14 different courses over the last five years. Our highest demand courses remain PHIL 100 F Introduction to Philosophy, PHIL 170 F Logic and Critical Thinking, and PHIL 105 F World Religions. All three are introductory courses that are accessible to incoming students with no experience with the content. Since Fall 2020 Semester, all courses have been fully online. However, before the pandemic, we offered classes at a range of times, days, and formats. In Spring 2022, we will again offer both in-person and online formats for many classes, and for our popular classes (100, 170, 105) we offer at least one section of both. PHIL 100F has a total of 13 sections, 9 in person. PHIL 170F has a total of 7 sections, 4 in person. And PHIL 105F has one section of each. Comparing to the semester prior to the COVID changes, we had similar class offerings of these high demand courses, with several offered in the evening as well. We plan to continue to offer multiple sections, online and on campus, at a variety of times to meet student demand. It may be the case that we need to offer more online sections in a post-COVID world, and we will be mindful of student needs.

4. Please describe how course offerings match students' preparation and goals.

Our course offerings match student preparation and goals in many ways. We offer foundational introductory courses that meet students with little or no knowledge of the subject and give them the essential building blocks for a transfer credit or major. For example, our PHIL 105F World Religions course introduces students to 5-6 major world religious traditions. Students learn new content about traditions (creeds, moral codes, rituals, and community diversity and history), while also being introduced to the form of academic religious studies (critical thinking, non-evaluative comparison, and civil public discourse about religion). Students are not expected to have any background coming into the course, but through reading, writing, video and/or in-person site visits, and exposure to insider accounts, students develop content knowledge and

second-order skills that transfer to other courses and disciplines. Students who arrive with more than basic knowledge are also challenged in terms of honing their own academic skills, communication in writing and speaking, and critical thinking and analysis. Similarly, our other introductory offerings guide students to expand their knowledge, no matter where they begin. In our upper division courses, we encourage students to develop thinking and writing skills at an even more sophisticated level. All of our courses have minimum writing requirements of 6000 words, and our department is teaching our students that writing is thinking, and that they can improve their writing and thinking skills no matter where they are when they come into our classes.

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

Enrollment numbers are fairly consistent by semester. In Fall we have slightly higher numbers of enrollment. Our 5 year enrollment numbers show 1,345 fall enrollments and 1,171 spring enrollments. We offer more sections in the fall to meet this demand. We also offer 2-3 sections in the summer semester.

3.2 Student Achievement and Equity (and student demographic profile)?

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

Completion and success rates for Philosophy & Religious Studies courses over the past five years reflect a rise in both categories, followed by a decline in the years of the pandemic. In the 2018/19 academic year, our completion and success rates peaked. The two following years, which were affected by COVID and reflect the switch to online teaching, show a decline in both completion and success. Over the past five years, we thus have an overall drop in numbers from 86.2% to 81.3% for completion, and 67.8% to 64.2% for success. Compared to all other programs, it appears that the pandemic took a big toll on our rates of completion. We began several percentage points above all other programs (86.2% compared to 83.2%) and ended slightly below them (at 81.1% compared to their 81.3%). Success rates also are a bit lower than all other programs (at 64.2% compared to their 69.2%). Again, it appears that in 2018/2019 our department was making great progress at both of these markers, peaking at a rate above all other departments. At that time, we not only were in-person, we also had four tenure-track or tenured full-time faculty. The following two years we not only moved online for instruction because of COVID, we also dropped to two full-time lines.

Degrees and certificates achieved over the past five years follow a similar pattern. In this case, we peaked with 12 total awards (all degrees) in 2017/18, but dropped to end the five-year period with 5 total awards (all degrees). In all cases our number of ADT is higher than our number of AA awards. Overall, we had a total of 34 program awards in the last five years. In terms of specific programs, 3 of those were Philosophy AA, 5 were Religious Studies AA, and 26 were Philosophy ADT. Our ADT degree is the most popular for our students. However, this is a reminder that most of our students are taking Philosophy and Religious Studies courses to supplement other degree programs. We feel we serve the college and division by providing courses to a large number of general education students, in addition to our own majors and degree recipients.

Our total number of **transfer students** is 29 of our majors/award earners over the last 5 years. Of those 29, 17 transferred to CSU, 8 to UC, and 4 to other destinations. The largest number of transfers were to CSU Fullerton (10), CSU Long Beach (6), and UCLA (4). While, again, the past two years have had low numbers for us, we peaked with 10 transfer students in 2018. In terms of transfer rates by race, ethnicity, and ancestry, 59% of our transfer students were Latinx, 17% Asian, 17% White, and 7% Unknown.

We do not have data for licensing, job placement, or wage improvements for our program.

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

Our achievement rates for **course completion** are fairly consistent across groups. In terms of **race, ethnicity and ancestry**, none fall below average, the lowest course completion rate is 78.8% (among Native Hawaiian and Pacific Islanders), the highest is 88.9% (among Asian students). In terms of **gender**, we have fairly consistent rates of completion for male (84.2%), female (83.8%), and different identity (85.9%). **DSS and LGBT rates** are comparable as well, DSS students 83.5% and non-DSS students at 84.1%, LGBT students 81.3% and non-LGBT students 84.2%.

Where we do see **gaps in achievement for course completion** is among Foster Youth and Low-Income students, as well as in military status. **Foster youth** have a completion ratio of 68.4% compared to non-foster youth at 84.2%. Enrollment numbers are quite small for this demographic over the past 5 years (13,336 non-foster youth, and only 76 foster youth), with a small overall gap (-12 gap). **Low-income students** have a completion rate of 83.2% compared to 87.3% for non-low income. Enrollments for low-income students are 10,605 and non are 2,837. The gap is -435. Finally, **military** students have a higher rate of completion at 89% compared to 84% for non-military students. 301 military students enrolled, compared to 13,141 non-military students. The gap here is -667.

Course Success rates for diverse groups have some differences. In terms of **race, ethnicity and ancestry**, two groups fall below average, Black and African American students (56.2%, -43 gap) and Latinx students (63.9%, -611 gap).

National statistics similarly show Black/African American, Latinx, Low-Income, and foster youth students need more support than they often receive. To better understand these gaps, we have been attending workshops/seminars provided by FC and CCC on equity and instruction. We hope to develop strategies and course materials that can address these gaps. This includes some OER materials, and a focus on anti-racist pedagogies.

3. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

There are only two full-time faculty in the department, and we meet regularly to discuss multiple issues around pedagogy and department and division service. Once we are back in the classroom, we will have a better idea of how to address classroom policy for in-person classes. Because of the significant changes to the department over the past two years, including the pandemic online limitations, our department has not been able to engage in these conversations with our adjuncts as much as we would like to. However, as mentioned above, we have been attending workshops/seminars provided by FC and CCC on equity and instruction. We hope to develop strategies and course materials that can address these gaps. This includes some OER materials, and a focus on anti-racist pedagogies.

4. Please write a brief **Equity Action Plan**. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

In order to increase equity and close gaps in achievement, there are several areas in which we need support. First and foremost, our focus is on adding additional full-time faculty, to avoid the turnover rates and time constraints that face contingent faculty. The ability to invest in training that will persist over time in the department is crucial. We are optimistic about the Instructional Success Teams and their focus on professional learning and equity. We would like each faculty member to attend equity training and course workshops offered over the break; for example, we have in the past attended equitable grading and curriculum design workshops, UndocuAlly trainings, PIE workshops, and more. We would also like to look into OER and antiracist course materials, and to receive training on how to implement these in our discipline. Another full-time faculty would help us to also share the labor of attending and reporting on the many equity training opportunities, without this becoming a burden to one or two members of the department. Ideally, we would like all of our adjuncts to take the equity in curriculum workshop. We also need to survey our adjuncts to know what they feel they need in order to be successful in this area.

Online learning requires a particular attention to equity. Equality is actually much easier than equity online. Equality requires treating all students the same. Equity takes learning about students' needs, and meeting students where they are. This means inclusive, humanized online teaching that moves our teaching mindset from individualistic to collectivist. Value must be placed not only on individual identity and ability, but rather, on the success of the class and community. Embedded tutors, working groups, and time with students are helpful here. Culturally responsive teaching also requires shifting our teaching style to connect to diverse students. Training faculty in techniques for equity, empathy, and connection is essential.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

Gateway courses in our department reflect the most enrolled courses: PHIL 100F, PHIL 170F, PHIL 105F. For these courses, success rates range from 64% to 70% and percentages of students who repeat the courses are at 5.8% to 6.6%. Course completion rates are in the 80th percentile for all of our main courses. When examining the data on ranges of section success rates over a five-year window, our courses have an acceptable range. Only one course has a range over 25%, which is PHIL 170F. In terms of disproportionate impact, much like the data above, we have areas of need around primarily Latinx and Black/African American students.

Bottleneck courses in our department vary depending on several factors illustrated by the data in Appendix A. Lowest success rate courses include both some of our most popular classes (PHIL 100F, PHIL 170F) and also our more advanced courses (PHIL 200F, PHIL 201F). This data makes sense based on large enrollments and difficulty. Highest withdrawals in percentage are our PHIL 200F (25.3%) and our PHIL 135F (29.8%). In number of withdrawals, PHIL 100F (1,098) and PHIL 170F (468) are the highest.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

We have not added any extra steps to our program, our requirements are in line with Transfer Model Curriculum.

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

Our program has not yet met with a counselor to map our degrees. We plan to do this in spring.

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

The ADT program is the most successfully completed program for Philosophy and Religious Studies.

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

FTF and PTF instruction rates show us an area for improvement in our program. In AY16/17 60.9% of our courses were taught by PTF, 39.1% by FTF. This is already a fairly large gap, however, it only increased over the next five years. In AY 20/21 an astounding 72.6% of our courses were taught by PTF, only 27.4% by FTF. Our FTEF rates have also dropped, and are consistently low over time. In AY 16/17 the FTEF rate was 18.2%, in AY 20/21 we are 14.2.

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.
 1. The number of full-time faculty who teach philosophy within the *Philosophy and Religious Studies Department* has been cut in half since 2017 from four (4) to two (2). The department never replaced LeVonne Nelson who retired in 2012. Bruce Hanson retired in 2020.
 2. * **IMPORTANT**—While the figures from fall 2021 show 75% of our total sections being taught by adjunct faculty that number includes both religious studies and philosophy classes. If you separate out the religion classes, you’ll see that **88% of all philosophy sections taught this fall 2020 semester are being taught by adjunct faculty**. We’re offering 25 total sections of philosophy; 22 sections are staffed by adjuncts.
 3. What is the effect of having 88% of a major department’s curriculum being taught by adjunct faculty?
 - It means greater workload for the division office and district. It also increases significantly the workload of the remaining full-time faculty. There is more time and effort needed for scheduling, evaluations, and monitoring of SLOAs.
 - With 88% of all philosophy sections being taught by adjunct instructors the vast majority of our students have very limited access to their instructor outside of class. Our adjunct faculty are not required to hold office hours and those who voluntarily do make time to

meet with students outside of class have no reliable designated office space in which to meet.

- With so many adjuncts the remaining full-time faculty members have little time to serve the broader campus community. In the past members from the Philosophy department have served on nearly every shared governance committee, the Senate and United Faculty.
4. While there are relatively few declared Philosophy Majors, philosophy courses nevertheless play an important role toward meeting students' general education and transfer requirements.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The Covid-19 pandemic has affected our department in several crucial ways. The shift to total online teaching lowered our enrollment, completion, and success rates over the past two years. We also faced early retirements of our full-time faculty, and hired one new line, Dr. Roberts, so we now have moved from a 4-5-person department to a 2-person department. This has meant a change in course offerings and a strong reliance on adjunct teaching. While we look forward to the return to in-person classes, we know that this factor alone will not make up for the loss of full-time faculty and the support they give students and the department and division through service.

We have **made adjustments** to our teaching, both receiving training for online teaching and adopting a long-term focus on online courses as an important part of our curriculum moving forward. We hope to continue to develop online teaching and perhaps additional courses available online in the future.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

Some of our biggest successes have been in adapting to our students needs and working with students to achieve their goals. We support our student-led organizations (philosophy club and interfaith club), have written letters of recommendation for our transfer students, and continue to adapt our pedagogy to meet the needs of all of our students in the pandemic. We have worked to create equity in teaching and grading practices, including promoting low-stakes grading and alternative projects. For example, in Dr. Crippen's course he offers an alternative to the traditional exam. Students may choose to do a presentation utilizing audio, video, and/or PowerPoint, that introduces a philosophical thinker to the class. In order to promote more inclusivity with regard to the course subject-matter, he strongly encourages students to discuss a thinker who has been underrepresented in the tradition. Generally,

these thinkers will be non-male, non-European, or both. In addition to providing a list of suggested thinkers, many of whom have been introduced by students in past classes, he allows and encourages students to investigate and introduce a thinker of their own choice that fits in with our course theme. Similarly, Dr. Roberts has created a “virtual site visit” assignment to replace in person experiential learning. Students choose to attend a variety of online events from a religious tradition outside of their own, and do participant observation, field notes, and an analysis essay or report of the experience. These are just a few examples where we feel we have been successful at meeting our students where they are during the pandemic and facilitating equitable and innovative learning.

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department’s PSLO revisions to date, and your PSLO plans.

We have not begun working on our PSLOs. We plan to meet with a member of the PSLO redesign committee to discuss in Spring 2022. We have looked at the PSLO redesign Rubric and Guidelines and had discussions and meetings in preparation for the redesign.

4.2 PSLO Assessment

The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

We have not begun working on our new assessment for PSLOs. However, our redesign will include the required criteria, including, requiring the synthesis of multiple skills developed over the course of the whole program, not just 1 class, demanding skills high on Bloom’s taxonomy (application, evaluation, creation), reflecting one or more NACE core competency, and assessing using different kinds of work and more than one example of work from students (in addition to all other recommended criteria).

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division’s SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

We completed our last self-study in AY 2020-2021. Our department has assessed our CSLOs on a regular basis. We have assessed the CSLOs of each course taught once since the last study. We have zero

courses that lack Assessments scored or Assessments planned. We plan to re-assess our courses in the 2023-24 academic year to maintain this schedule.

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

Our **overall totals** for our most recent assessment in Fall 2020 and Spring 2021 are:

Fall 2020: Meets expectations 1394/90.05%; Does not meet expectations: 154/9.95%

Spring 2021: Meets expectations 268/ 84.81%; Does not meet expectations 48/ 15.19%

We had no students fall outside of these two categories.

Utilizing CSLO attainment data, we found slight **differences by gender**. Overall demographics show that the percentages of students “meeting expectations” is fairly consistent in all categories assessed: F 87.54 %, M 87.32% and N 82.76%. There is a slightly lower number for students in the “N” category here. This has a correlate in those “not meeting expectations” where the statistics show F 12.46% M 12.68% and N 17.24%.

Overall by Term for Demographic Category: Gender										
	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	1479	87.05%	0	0.00%	220	12.95%
Spring 2017	0	0.00%	0	0.00%	682	81.87%	0	0.00%	151	18.13%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	62	98.41%	0	0.00%	1	1.59%
Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2019	0	0.00%	0	0.00%	303	90.18%	0	0.00%	33	9.82%
Spring 2020	0	0.00%	0	0.00%	21	87.50%	0	0.00%	3	12.50%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	1394	90.05%	0	0.00%	154	9.95%
Spring 2021	0	0.00%	0	0.00%	268	84.81%	0	0.00%	48	15.19%

Overall by Demographic Element for Demographic Category: Gender										
	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
F	0	0.00%	0	0.00%	2009	87.54%	0	0.00%	286	12.46%
M	0	0.00%	0	0.00%	2128	87.32%	0	0.00%	309	12.68%
N	0	0.00%	0	0.00%	72	82.76%	0	0.00%	15	17.24%
X	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Utilizing CSLO attainment data, we found slight **differences by ethnicity**. Overall demographics show that the percentages of students “meeting expectations” is above the 80th percentile in all categories assessed. Students identifying as Pacific Islander, Asian, or White Non-Hispanic were all in the 90th percentile. Students identifying as Filipino, Unknown, African American, Hispanic, or American Indian/Alaskan Native were in the 80th percentile. This has a correlate in those “not meeting expectations” where the statistics show students identifying as Pacific Islander (5.13%), Asian (9.52%), or White Non-Hispanic (9.67%) had lowest rates in this category. Students identifying as Filipino (11.74%), Unknown (12.38%), African American (14.75%), Hispanic (14.89%), or American Indian/Alaskan Native (16.67%) thus had higher rates of “not meeting expectations.”

Overall by Term for Demographic Category: Ethnicity										
	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	1479	87.05%	0	0.00%	220	12.95%
Spring 2017	0	0.00%	0	0.00%	682	81.87%	0	0.00%	151	18.13%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	62	98.41%	0	0.00%	1	1.59%
Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2019	0	0.00%	0	0.00%	302	90.69%	0	0.00%	31	9.31%
Spring 2020	0	0.00%	0	0.00%	21	87.50%	0	0.00%	3	12.50%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	1391	90.03%	0	0.00%	154	9.97%
Spring 2021	0	0.00%	0	0.00%	268	84.81%	0	0.00%	48	15.19%

Overall by Demographic Element for Demographic Category: Ethnicity										
	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	0	0.00%	0	0.00%	156	85.25%	0	0.00%	27	14.75%
American Indian/Alaskan Native	0	0.00%	0	0.00%	20	83.33%	0	0.00%	4	16.67%
Asian	0	0.00%	0	0.00%	722	90.48%	0	0.00%	76	9.52%
Filipino	0	0.00%	0	0.00%	203	88.26%	0	0.00%	27	11.74%
Hispanic	0	0.00%	0	0.00%	2069	85.11%	0	0.00%	362	14.89%
Pacific Islander	0	0.00%	0	0.00%	37	94.87%	0	0.00%	2	5.13%
Unknown	0	0.00%	0	0.00%	92	87.62%	0	0.00%	13	12.38%
Unspecified	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White Non-Hispanic	0	0.00%	0	0.00%	906	90.33%	0	0.00%	97	9.67%

Strategies: We will need to examine ways in which we can support all students more successfully in our courses; however, we especially need to pay attention to those who fall into the N category in gender demographics, and the Filipino, Unknown, African American, Hispanic, or American Indian/Alaskan Native categories of ethnicity. This may mean professional learning opportunities that can help faculty to become more familiar with this student experience and

the support they need in the classroom. Members of our department have served on the antiracist task forces for the College, and attended many workshops and presentations on equitable learning. We will continue to do this work.

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

While the categories used to measure race and ethnicity are not exactly the same for course completion and success rates and the SLOs, we do see some overlap and areas for comparison. In both cases Black/African American and Latinx and Hispanic students are groups with lower course success rates than SLO attainment rates. This could mean that there are other reasons for failing grades in courses. The differences in rates of data collection also makes drawing specific conclusions difficult (Course success/completion are measured based on five sequential years, SLOs are every three years). However, even taking the discrepancies in data into account, there is room for improvement amongst several historically disadvantaged and disenfranchised groups. Much like we wrote in Section 3.2, our department is committed to working toward equity, and not simply equality, for all students.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
2. What role does your department play in helping students complete the GE pathway?

All of our courses meet GE Enrollment. Our % of GE enrollments over the past 5 years are 100% or 13,442 enrollments.

3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

We offer a variety of times (AM through PM) and formats (online and in-person).

4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

Our most enrolled GE courses have the highest number of evening offerings. PHIL 100F 10%, PHIL 101F 18%, and PHIL 170F 24%. Our total offerings are 11% evening. PHIL 105F has the highest online offerings at 25%, though the online numbers are significantly altered by the pandemic. They show a 6% online rate, which is not fully representative of new realities. We will have to recalibrate this part of our program over the next few years as we examine what our students new needs are.

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.
2. Make sure you are including all degree and certificate programs, including the College's GE program.
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.
4. If AB 705 applies to the program then how are you meeting its mandates?

Overall, our program is **not affected by many legal outside mandates** or policies. We are affected by larger trends in academia the tend to devalue humanities and critical thinking as valuable parts of any education. However, we are confident that our courses not only help students become better learners and thinkers as they transfer to other colleges, but also make them better citizens who are ready to participate in their communities, workplaces, and families. Critical thinking, clear communication, and strong writing skills are valuable to any career pathway and we are committed to training students to be their best. This includes improving our own program to better serve historically disenfranchised groups.

Our religious studies courses also meet the standards set by the Supreme Court in the 1963 *Abington vs. Schempp* case. This decision mandates that public education may include only the academic (non-confessional) study of religion; it also recommends the academic study of religion be a central offering in secondary and post-secondary public education.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

We encourage our students to participate in programs like study abroad and service learning with the College. In our Philosophy classes we also promote active, experiential learning that utilizes case studies and problem solving. In addition, religious studies courses have students

attend site visits and services in a variety of religious traditions. This will expand when Covid restrictions lift. For now, students attend online/virtual services. In the past they have gone on site visits around Orange County. We also have **active student clubs** including Philosophy Club and Interfaith Club run by students. These have not been as active online during Covid, but they still offer a site for **guest speakers and student-led activities**. These are clubs faculty actively supports. In addition, we strive to give our students **opportunities to lead and present** their own work. We recently had a transfer student who worked on a “Decolonizing Philosophy” project, and presented it to faculty in a Zoom presentation. We actively support these endeavors by our students.

2. Are there institutional barriers hindering your department’s ability to offer or enhance these learning experiences for students? Please explain.

We do not have enough tenured faculty to participate directly in the Study Abroad offerings, but we hope to in the future.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

Our four SAPs from the last self-study are as follows:

- Hire a new full time faculty member
 - While we did hire a replacement for Michael Holden who retired in spring of 2015, we have since lost that replacement and two other faculty lines. We have since hired one full time faculty member (Martha Roberts in 2020), but we would like to work back up to a department of 4-5 full time faculty.
- Increase retention and success rates
 - This is an ongoing goal. As we discussed in the program review, high faculty turnover, and pandemic workload and online restrictions have paused our progress on this goal. We continue to work on this, even without specific funding.
- Reduce the achievement gaps found among our various student populations
 - This is an ongoing goal. As we discussed in the program review, high faculty turnover, and pandemic workload and online restrictions have paused our progress on this goal. We continue to work on this, even without specific funding.
- Increase the number of AA degrees awarded

- This is an ongoing goal. As we discussed in the program review, high faculty turnover, and pandemic workload and online restrictions have paused our progress on this goal. We continue to work on this, even without specific funding.
2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the College mission, vision, goals, or objectives.
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

Our Four Strategic Action Plan Items:

1. **Hire a new full time faculty member**
2. **Increase retention and success rates**
3. **Increase the number of degrees awarded**
4. **Reduce the achievement gaps found among our various student populations**

Strategic Action Plan (SAP) #1 department (or program) name: Philosophy & Religious Studies

Describe Strategic Action Plan.	Hire a new full time faculty member
List College goal/objective the plan meets.	College Goal #1 Objective #2 and 4 College Goal #2 Objective #2
Explain how the request helps the College attain student equity.	As we work toward student equity and to meet the needs of historically disadvantaged groups, having faculty support and availability is crucial. Another full-time faculty would allow us to participate in more equity training, make long-lasting pedagogical developments in the department, and to have more faculty available to students in office hours and outside of the classroom. It would provide more faculty support for our student clubs and extracurriculars as well. Our full-time faculty are able to support students, staff, faculty, and the department and college over time in ways adjuncts cannot.
What measurable outcome do you anticipate for this SAP?	Several anticipated outcomes are worth mentioning. First would be a higher percentage of courses taught by full time faculty in our department (88% of all philosophy sections in the fall 2020 semester were taught by adjunct faculty). This is the most important outcome. This will include many benefits for students, faculty, and staff, including more office hours and contact hours for students, and more time for shared governance.
What specific aspects of this SAP can you accomplish without additional financial resources?	We cannot meet this goal without additional funding.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of resource	Requested dollar amount	Potential funding source
Personnel	\$68,000-103,000	
Facilities		
Equipment		
Supplies		

Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	\$68,000-103,000	

Strategic Action Plan (SAP) #2: department (or program) name: Philosophy & Religious Studies

Describe Strategic Action Plan.	Increase retention and success rates
List College goal/objective the plan meets.	College Goal #1 Objective #2,4,5 College Goal #2 Objective #1.
Explain how the request helps the College attain student equity.	Through increased use of campus resources (Tutoring Center, Writing Center, Counseling Department and Library courses and workshops, Basic Skills workshops), the faculty members (both full-time and adjunct) will help students develop skills and attitudes conducive to retention and success. The Department Coordinator will work to make our department faculty aware of these opportunities for students and encourage the faculty members to be engaged with these campus activities.
What measurable outcome do you anticipate for this SAP?	We hope for a 3% increase for both success and retention rates across all categories of students.
What specific aspects of this SAP can you accomplish without additional financial resources?	This requires no specific funding other than opportunities for equity training.

Strategic Action Plan (SAP) #3: department (or program) name: Philosophy & Religious Studies

Describe Strategic Action Plan.	Reduce the achievement gaps found among our various student populations
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List College goal/objective the plan meets.	College Goal #1 Objective #1,4 College Goal #2 Objective #1,2,3,4
Explain how the request helps the College attain student equity.	The department faculty will (1) work to find ways to ensure that their courses are conducive to the success of all groups, and (2) will work to enable all groups to use campus resources (Tutoring Center, Writing Center, Counseling Department and Library courses and workshops, Basic Skills workshops) which can increase their chances of success. The Department Coordinator will work with the department faculty to achieve this. We will also work with the new Instructional Success Teams, and our assigned Professional Learning, Equity, Data, and Student Success Coaches. Dr. Roberts is the first Professional Learning Coach for our division, so we are already taking action in this direction.
What measurable outcome do you anticipate for this SAP?	Anticipated outcomes include increased retention and increased success rates for Black and African-American, Latinx, Foster Youth, and Low-Income students.
What specific aspects of this SAP can you accomplish without additional financial resources?	This requires no specific funding other than opportunities for equity training.

Strategic Action Plan (SAP) #4: department (or program) name: Philosophy & Religious Studies

Describe Strategic Action Plan.	Increase the number of degrees awarded
List College goal/objective the plan meets.	College Goal #1 Objective #1,4,5 College Goal #2 Objective #1
Explain how the request helps the College attain student equity.	The department faculty will encourage students - especially those who are declared majors - to complete the requirements for the AA and ADT degree. In the past we have had some philosophy and religious studies majors that have only one or two more classes to taken in order to complete the requirements for an AA or ADT degree. We will also re-evaluate the requirements for our degrees in an attempt to make them more accessible to our majors and all students. The

	Department Coordinator will oversee, with the help of the faculty, these events.
What measurable outcome do you anticipate for this SAP?	We hope for a 2% increase for both success and retention rates across all categories of students.
What specific aspects of this SAP can you accomplish without additional financial resources?	This requires no specific funding.

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

Long-term plans in our department include returning to a 4-5 person full-time faculty department, which would mean adding 2-3 tenure-track faculty lines over the next few years. In addition, we also want to develop more religious studies curriculum to meet our students needs and to reflect the offerings at other CCCs and 4-year programs. This includes more classes that focus on religion, diversity, multiculturalism, and antiracism. We would also like to teach PHIL 225F as an Honors course, and we are working on those curriculum adaptations. A very long-term goal for our program is to develop an ADT in Religious Studies in addition to the AA.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPherson, Director of Campus Communications at lmcpheron@fullcoll.edu.
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

The department does not maintain any outside social media profiles, brochures, or pamphlets. We do need to make significant modifications to our faculty page on the Fullerton website, as it has not been updated with retirements and new faculty. We would also like to feature our adjuncts there as well, to include them in our department and recognize their contributions.

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.