

# **Six Year Program Review Report**

2022-28

Philosophy and Religious Studies

## SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

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**1.1 Introduce the program review with a brief department history. Include a complete list of full and part time faculty. Describe any changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.** The title is 2022-2028, but this Program Review covers the period of **FA 2018 - SP 2024**.

### Overview

The Department of Philosophy and Religious Studies is a major plank in the academic program at Grossmont College. Students can achieve an AA in Philosophy as well as a Transfer Degree. We offer 15 courses each year. These offerings range from traditional courses such as Phil 117, History of Philosophy I, to Phil 111, Philosophy and Popular Culture. Students are given the chance to study the full range of time-honored courses that comprise University programs in Philosophy and Religious Studies. Also, we offer courses such as Phil 141, Bioethics and Phil 145, Social and Political Philosophy, that respond to contemporary issues in a global society. In Religious Studies, we offer 8 courses, with exciting new courses such as RELG 165, Religion in America. We pride ourselves on upholding Philosophy and Religious Studies as traditional academic disciplines while responding to the changes in our culture and our student population. We further pride ourselves in organizing special events and guest presentations. Each semester we have one or more events on campus. These special presentations are designed to enhance the classroom experience of our students. Students are given the opportunity to see the value of what they learn in their classes as well as to encounter new ideas. We open our special events to the entire campus. Both faculty and students from other disciplines are invited to expand their academic experience and their thinking about the world. We have three full-time faculty members and, currently, twelve part-time faculty. Both full-time faculty and part-time faculty are dedicated to 1) preparing students for making the transition to four-year institutions 2) fostering our majors and assisting them with transfer. Further we are committed to 3) providing a solid foundation for all students who enroll in our courses. We teach students skills to critically evaluate their beliefs and the world around them. We engender the desire to apply the new concepts they have learned to chart a path to "the good life."

### History

The department began in 1962 with Grossmont College at the Monte Vista High School campus. Alan Campbell and John Saetti were hired to teach philosophy and humanities courses. Upon the opening of the Grossmont campus in 1964, the department consisted of Humanities, Philosophy and Behavioral Science under Lee Roper as chair. In 1965 Paul Wheatcroft was hired to teach logic and philosophy courses. The department of Humanities and Philosophy became separate from Behavioral Science in 1969; that same year Hoke Simpson and Harry McCune were added to the department. The following year new courses were added to the curriculum, giving the department a diverse set of course offerings. In 1972 Brad Wood and Spencer LaMoure were hired, bringing the total number of full-time faculty to seven. In 1973, Paul Wheatcroft added the Religious Studies program. The three programs-- Philosophy, Humanities and Religious Studies have made up the department's structure for the 34 years.

All three programs provided consistent general education for Grossmont College, offering a wide range of courses. Both Philosophy and Humanities were involved with the interdisciplinary Project Success innovation. Humanities was part of the Honors Cluster since its origin. June Yang continues participation in the Honors cluster and offered a full Honors course in Fall 2012. Alan Campbell retired in 1989 and was replaced by Zoe Close in 1990. In 1993 Spencer La Moure retired. Gwenyth Mapes was hired in 1999 to replace Spencer Lamoure. David Arthur was also hired in 1999 to replace Paul Wheatcroft, who retired in 1996. David Arthur separated from the District in Spring 2001. The department has made innumerable applications for replacement of that position; however, no replacement has been granted to date. Bill Hoaglin was hired in Fall of 2001 as a replacement for John Saetti, who retired in 1998. June Yang was hired for Philosophy in 2005, replacing Hoke Simpson who retired in

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2002. Humanities professor, Brad Wood, retired in December 2004 and Humanities professor, Harry McCune, retired in June of 2005. The department hired replacements for these two Humanities retirements. Peter Schmidt and Gareth Davies-Morris both began in Fall of 2006. Significant restructuring of our Division, English & Social/Behavioral Sciences, took place in Fall 2009, and Humanities was placed in another Division. Since then, our department has been Philosophy and Religious Studies.

Zoe Close retired in Fall 2018, and unexpectedly passed away shortly thereafter. Zoe Close was Chair for two decades and after retirement planned on teaching 3 classes per year and contributing her institutional knowledge. Instructor Bill Hoaglin and Professor/Dr. June Yang of Philosophy co-chaired the department after her death for two semesters, Spring 2019 and Fall 2019. Associate Professor/Dr. Elisabeth Burke was hired in Spring 2019 and started service in Fall 2019. Bill Hoaglin retired at the end of Fall 2019, and June Yang assumed full chair duties in Spring 2020. June Yang voluntarily shared her chair RT time with Elisabeth Burke for three semesters to facilitate learning, and then in preparation for coming legislative statewide pressures, resumed full chair duties in Spring 2023 to bank courses for PT Philosophy faculty. Instructor/Dr. Victor Abundez-Guerra was hired as the replacement for Zoe Close in Summer 2023 and began his service in Fall 2023. We now have one FT Religious Studies faculty, **Elisabeth Burke** who is in her 5<sup>th</sup> year of service, and two FT Philosophy faculty, **June Yang** who is beginning her 20<sup>th</sup> year of service, and **Victor Abundez-Guerra**, who is in his very first year of service.

At the writing of our previous Program Review, which spanned 2012-Spring of 2018, we had 12 Part Time faculty members in both disciplines. The massive enrollment declines and our mandated large cap classes (we are capped at 50) have drastically reduced our PT Faculty numbers to only 3 with Priority of Assignment (POA). **Leila Parello** and **Perry Grosse** teach Philosophy and **John Scholte** teaches Religious Studies. We also have two PT faculty members without POA, **Tawny Whaley** and **Shelley Dedman**. Finally, we have one retired faculty member, Bill Hoaglin, who teaches three courses per year. So, we have six to nine faculty members depending on the semester as of Spring 2024.

We seek a replacement PHIL FT faculty for Bill Hoaglin who retired in 2019.

**1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.**

**1. Recommendation: Review Religious Studies Curriculum and pursue articulations with UCSD**

We have reviewed all RELG curriculum, revised several CORs, and added new courses, and a COA. These courses are articulated for CSU, including American Institutions for the CSU.

AB 928 will combine the transfer pathways to CSU and UC into one, CalGETC. This implementation will begin in the 24/25 academic year. Various courses transfer to UC now, so we have completed articulations with UC. Six of our seven RELG courses are IGETC-3B approved.)

**2. Re-examine your course-level SLOs and re-evaluate data to improve courses and program. Improve course-level alignment with program and institutional SLOs.**

We have so much work to do here.

**3. Collaborate with tutoring services to ensure availability to students, educate students about how to effectively seek and utilize this resource.**

We finally have a Philosophy discipline tutor and an embedded tutor in our foundational PHIL 130, our Logic class. We are also running a Philosophy Study Hall every Wednesday from 3:15 - 5:15 open to all students enrolled in any Philosophy course, and Friday tutoring at the Library Tutoring Center with our Philosophy tutor from 9-1.

We will secure a Religious Studies Tutor if there is need to instruct in methodologies.

**4. Work with your division dean to actively manage course offerings and identify enrollment management strategies to maximize percent fill.**

We are at a disadvantage because our classes are capped at 50. This is not a problem with general education online courses, but if we are to run a robust Philosophy program as our 40-60 majors deserve, we need to run small sections, so they have choices and receive the personalized training they deserve to be competitive when transferring to university. Also, our RELG students deserve small sections covering special topics. If we were to

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agree to run lower caps on lower enrolled courses needed for our PHIL majors and needed for students attempting our RELG COA, we could further improve our fill rates.

For comparison for this PR period., in FA18 Grossmont had an overall fill rate of 83.15, and ESBS 78.61. PHIL had 72.79 and RELG 71.84. In FA23, our college had 81.4 fill rate, ESBS 84.59, PHIL 70.67, RELG 95.14. In SP24, college rate is 76.07, ESBS 78.14, PHIL excluding two just added classes is 62.7 percent, which four classes still enrolling. Our numbers in PHIL are lower because we are attempting to build a robust program, and this means offering specialized major courses that are lower enrolled. We also note that our combined department's fill rate is 71.24 and growing this semester.

There is more discussion about enrollments below.

### **5. Seek professional development in Guided Pathways principles and apply them to your program.**

Our school has interpreted Guided Pathways as ADTs, AAs, and COAs. PHIL has an AA and an ADT which are presented under the Humanities area. Clicking on either degree option takes the student to a generalized 2-year plan. RELG has a COA. We stay in touch with our Counselors to make sure that students have an ed plan to keep them on their guided pathway and are making progress towards their educational goals.

**Please attach your Program Review Committee Recommendations here.**

[PHIL&RELG Two Year SLO Assessment Schedule \(1\).pdf](#)

## SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

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**2.1 Describe how your course offerings have changed since the last program review. List any new articulation agreements, any added or deleted courses, and state why. Include new degrees and certificates.**

**In Religious Studies, we have adopted the following Curriculum:**

- RELG 110 Introduction to the Study of Religion
- RELG 165 Religion in America
- RELG 175 Religion, Government, Politics in America
- Interfaith Religions COA
- RELG 135: Religion in the Middle East (24/25 Curriculum Cycle)

**In Philosophy, we have adopted the following Curriculum:**

- PHIL 119: United States' Philosophies
- PHIL 120: Asian and Pacific Philosophies
- PHIL 160: Latin American Philosophy

Our courses are or will be part of these following COAs:

- Asian American Studies
- War on Drugs (CORs from four disciplines are ready to go)
- Queer Studies (SU24 project)
- Ethics COA (SU24 project)
- Business Ethics COR (SU24 project)
- Middle East Studies (SU24 project)

**2.2 Explain how diversity, equity, and inclusion is infused in the curriculum, course outlines of record, degrees and certificates. Explain how DEI within your curriculum supports student success.**

RELG is by its nature interdisciplinary and studies world traditions. Hence, it is DEI in its discussion of the cultural context of religious practices. We have developed the Interfaith Studies Certificate to allow students to learn more about different religious traditions and be competent in them.

DEI in our RELG courses is in the very course titles: RELG 120 "World Religions," RELG 130: Scriptures of World Religions, and RELG 140 "Religion and Culture."

PHIL, as practiced in the US is in the Anglo-American tradition. Our department is one of the most diverse in terms of faculty and course offerings in California. We have offered Latin American Philosophy three times and now are offering it for a fourth. We will also offer Asian and Pacific Philosophy for the Fall semester.

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Our local PHIL AA requires that a student take either one of these classes to earn the AA. Our Philosophy AA has different course requirements than the AA-T, which is a standardized transfer degree across all the CCC. The AA-T is mainstream in course requirements.

Also, our department has assisted in constructing one AA in Asian American Studies, and the forthcoming War on Drugs COA. We will also be introducing Queer Studies along with a few other departments in the 24/25 Curriculum cycle. We will also be part of a forthcoming Middle East Studies COA and AA.

Our courses are infused with DEI. For instance, we teach Charles Mill's *The Racial Contract*, in our PHIL 145 (Social and Political Philosophy) and PHIL 117 (History of Philosophy II: Modern/Contemporary). In PHIL 125, Critical Thinking, we discuss how social media streams and mainstream culture, for example, are limiting our vision of social reality and denying us knowledge of what is possible for us. PHIL is an ideal subject for DEI work, and we take full advantage of this to represent our students in our classes, thereby including our students fully in our courses and in their assignments.

Here is just one example of what has happened recently in one class. Students were asked to consider the unexamined narratives by which they measure their progress and moral standing. Students shared stories of incarceration, racism, inadequate finances, and generational differences. So, our students are the best source of DEI curriculum, and their life experience matters the most when learning.

In both our disciplines of PHIL and RELG, the goal is DEI because we strive to understand how people make meaning in their lives. In RELG, this is a kind of human appreciation, in PHIL it is a kind of critical analysis of the human condition, and the variety of unspoken assumptions concerning our existences that determine the course of lives if we do not question the assumptions. These humanistic goals drive our department, and to achieve them we reach out to the experiences of our diverse student population and diverse knowledge sources.

We are also concerned about and carefully monitor AI images, for example those generated by Dall-E, the art counterpart to ChatGPT. When the prompt is "teacher yelling at student," an image appeared of a middle-aged red haired and bearded male yelling at a young teenager, who appeared Latine. In this manner, we are aware that when developing course materials and adding graphics or multimedia to our curriculum, we must be sensitive to the power of images, and double check any AI-generated materials since it's training data set is always the internet, hence it will reinforce non-DEI curriculum and academic culture if used without care. The same care is taken about any large language model generated text, such as assignment generation. In our department, we know the power of representation for our students, and strive to ensure they see themselves in our course content.

### **2.3 Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline.**

We revise CORs every 6 years for currency and maintenance of discipline advances. We work with the Curriculum Committee and Articulation Officer (AO) to keep up with legislative mandates.

We are members of the American Philosophical Association and stay apprised of discipline work there.

### **2.4 Per the Board approval dates which outlines are out of date? Describe the plan and include the dates by which your department will submit to Curriculum Committee. (Please refer to the Program & Course Approval Handbook to the right)**

We serve on the Curriculum Committee and most of our CORs are up to date. We apologize for not having specifics here, but we do work closely with our AO and Curriculum Chair to ensure we do not lose articulation.

### **2.5 How are faculty integrating current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question. Please provide specific examples.**

Much of this work is done at the course level and at the individual course level.

Philosophy is a fundamentally critical discipline, and it criticizes world views, theories, stances, economic theories, and common norms. Hence, the impact and ethics of animal agriculture, reproductive justice, the nature of AI and its implications, amongst numerous other areas, are all within its scope.

Additionally, our work with the Symposium (our Philosophy club) addresses many contemporary issues, such as UAPs/UFOs, ChatGPT and the rise of large language models and generative AI, pseudo-science, cults, and the impact of food. There is a significant overlap amongst topics in Philosophy club and in our courses.

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In our PHIL 117: Modern and Contemporary Philosophy; Philosophy of Mind is a huge topic here, and this is connected to the rise of AI.

For instance, Bioethics, PHIL 141, is about moral dilemmas within the health care field. This course explores stem cell research, organ donation, and inequities in health care distribution.

PHIL 140: Ethics directly addresses these issues. Common topics are capital punishment, wealth inequity, environmental ethics, and innumerable other relevant current issues.

PHIL 145, Social and Political Philosophy is at its core about justice, and studies the nature of distributive justice as one of its topics. Its applications are many-fold in contemporary issues, such as the tragedy of the commons, or climate catastrophe, and who is responsible. Racism and immigration are also discussed.

One section of PHIL 125 now focuses on the four issues our students are most concerned with and these are climate, wealth inequity, racism, and our health care crisis.

PHIL 130: We considered dark money in education and its negative impact on students, especially regarding Student Loan Forgiveness.

We intend to develop an Ethics COA in PHIL for the 24/25 Curriculum cycle constituted by Ethics and Bioethics in part. These courses are about current technologies and moral dilemmas we face daily.

Also, some of our courses are directly designed to address current issues in government, such as RELG 175: Religion, Government, and Politics in America.

In our RELG courses, current events are discussed as they arise. For example, the recent behavior of the Dalai Lama and the Israeli government/Gaza conflict are topics recently discussed.

Specifically, in RELG 140, "Religion and Culture," topics are switched according to student interest, and students are interested in current events and news of the world.

**2.6 How do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, curricular expectations, SLO outcomes, teaching tools, and course outlines.**

We strategically develop curriculum to meet student needs and revise as needed. We have two disciplines in our department, and we rely on the expertise of our discipline experts to maintain currency in our curriculum.

With assessments, there are two instructors in Religious Studies, and four to six in any given semester in Philosophy. We have conversations at department meetings about norming and academic standards.

**2.7 Referring to the Grade Distribution Summary graphs (in the reading pane to the right) comment on how your department patterns relate to the college and division.**

At Grossmont College in FA18, 31.7% of students earned As, and in FA23, 37.1% earned As. The B range stayed constant around 20% and the Cs steady at about 11% for the last seven semesters. Fs and Non-Passes have been hovering around 11-12% in that same time, and the Other category at around 15%.

Here are ESBS's numbers:

· **A:** FA18 27.15%; FA23 33.47%

o PHIL: 47.27% and 38.32%

o RELG: 45.13% and 39.47%

· **B:** FA18 22.53%; FA23 19.81%

o PHIL: 18.16% and 17.76%

o RELG: 26.71% and 14.84%

· **C:** FA18 13.67%; FA23 10.79%

o PHIL: 10.16% and 11.21%

o RELG: 5.42% and 9.50%

· **D:** FA18 3.89%; FA23 3.36%

o PHIL: 3.13% and 4.21%

o RELG: 2.53% and 3.26%

· **F:** FA18 11.20%; FA23 14.96%



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- o PHIL: 7.42% and 17.06%
- o RELG: 11.55% and 24.93%

- **Other:** FA18 16.93%; FA23 12.02%
- o PHIL: 13.67% and 10.51%
- o RELG: 8.66 and 7.12%

There is a variance in non-passing grades in SP23 and FA23 in RELG. All other grade ranges have slight variances but are within the ESBS averages.

Now let us consider online versus on campus classes. Here, the category of Hybrid will be excluded since part of the course is meeting with the teacher on campus. In FA23, solely online learners had earned As at 32.53% and 34.82% for on campus. On campus non-pass rates were 9.66% and 13.66% for online learners. Some of our sections exhibit this trend.

For every 100 students, 4 more in the online format will not pass a course in ESBS. And for every A earned online, 2 more students will earn them in person. This inequity is one we need to address, and we require help to close this equity gap between online learners and in person learners. This gap exists campus wide.

### **2.8 For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer.**

RELG 170 has had unusually high non-passing rates over the last four semesters, which is "Introduction to Christianity." RELG 175, "Religion, Government, and Politics in America" had a 50% F and NP rate in its first offer last semester. We will adjust the curriculum, but plan on running this course again, since it is a huge success at another school. Also, the enrollment was high, and this was its first run.

PHIL 140, Ethics, has had a high NP rate, with F21 having 47.06% of enrolled students not passing. Here professional development for our instructors is needed. And we list this as one of our needs below.

PHIL 160, "Latin American Philosophy," had an embarrassingly low withdrawal rate of 65.22% in SP23. The course content was not ideal for our students. We are teaching this course again this semester, and the instructor who will teach it this time around is well suited to teach our students.

These courses are truly outliers, and we are aware of the need for self-reflection, staffing choices, and training to improve our outcomes in these courses.

### **2.9 Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.**

Handling depends on the reason for the unusual grading patterns in a particular course. In some cases, self-reflection and content alteration can lead to better outcomes. In other cases, we rely on the Evaluations process, which we see a need to revise or to use to its full potential.

### **2.10 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery methods? Is there anything in the data that would prompt your department to make changes?**

We very much want to offer more f2f courses and are doing our best to continue to offer in-person classes because the best way to learn is f2f, and it builds our campus community to have students here at school. We apologize for the following presentation of the data in 2.10.

In FA18, Retention in PHIL was 86% and Success was 76%. By FA23, retention was 90% and 68% Success. Overall, this means more students are trying, but less as a percentage are succeeding at our school in all sections. When we filter for Online/Hybrid courses, Success for FA18 goes to 70% and F23 stays at 68%. SP23 for PHIL was quite low for Retention and Success in our DE courses, at 68% Retention and 57% Success.

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In RELG, all DE classes in FA18 was 93% Success of 95% of students Retained. SP23 was 91% and 68%. FA23 is 61% Success for 92% Retained.

Grossmont's overall DE Retention and Success figures for FA18 were 79% and 66% and in FA23 were 86% Retention and 68% Success. Pacific Islanders and African/Black Americans have the lowest Success in DE education. In FA23, Pacific Islanders had 59.77% Success and African/Black Americans was 58%. Success is 71.12% for African/Black American students taking on campus classes. It was 66.07% Success for Pacific Islanders taking on campus classes.

These Success rates drop precipitously for all student populations when the DE class is also a short-term class with non-traditional start dates, or short-term classes, which include our 8-week courses. Our African/Black American students Success dropped to 53.32% and our Pacific Islander students to 54.05% Success. All Success percentages in short term DE classes campuswide were very low for FA23, at 62% compared to on campus courses, which were at 92% for short term classes for FA23.

Our on-campus Success was 69% for RELG and 70% for PHIL in FA23 for all in person sections, again, compared to 61% for RELG and 68% for PHIL in all DE sections (this includes Hybrid and online).

We are concerned with the retention and success rates in short-term DE courses in addition to our DE Success rates.

One possible reason why students enrolled in on campus courses do better than students who are online is the campus climate and Student Support Services. Also, many in-person students are part of a cohort, such as Umoja or Puente, FYE or Success Coaches. We hope to continue to offer in-person classes as much as possible.

Four of us are now Hyflex trained, and this helps with enrollment for our smaller classes. Students who are attending online in a Hyflex class are at a disadvantage compared to the students who opt to attend in person. As mentioned in our answer to Section 2.7, online learners do not fare as well as in person learners.

We are in the same position as the rest of our school, and schedule courses that students will enroll in, which are DE courses, but we know that this is not optimal for Student Success. As the numbers in this answer to 2.10 show, the students with the least optimistic outcomes are the ones that fall through the cracks not only in DE courses, but in all courses in higher education. The DE format is harming their chances of success even further. The general numbers in DE versus in person success and failure rates related in 2.7 above are a mere average of all our students. The disaggregated numbers here in 2.10 show that not all groups are harmed equally, and this is a matter of grave concern.

Scheduling our classes is always a struggle. We want to offer nearly all our classes in person because this is the most enjoyable way to learn and build the trust and relationships that make learning together so much fun. Delight in learning is a communicable joy, one which is near impossible to reproduce in an online environment. Perhaps one day we will have a VR classroom, which is closer to a real one, but that time is not now.

In the meantime, we are constrained by fiscal concerns, but mainly by student choice. We do not see an option except to offer plenty of online courses. Yet, we will do our best to continue to offer in-person classes, and to improve our Hyflex teaching skills. Some of us have been teaching Hyflex since they started here, and we are not too bad at it. Perhaps until the VR classroom comes, we can engage more of our underrepresented students in this manner, and help them to their educational goals by succeeding in our classes.

This will be further discussed below, but we need TAs to help us in our DE courses with regular and substantive contact (RSI) with their students. Technology that is assistive in locating how students are doing would also help those of us who teach DE courses.

**2.11 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. Have your high school articulations agreements transitioned to "credit for prior learning" per the Title V changes? (Contact the Dean of CTE if you have questions).**

We do not have any articulations with high schools. We will explore dual enrollment at area high schools for PHIL in the coming months.

**2.12 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.**

We work with our Articulation Officer to stay updated on our ability to offer courses that meet transfer pathway requirements.

In Religious Studies, we have articulated RELG 175 for American Institutions. In Philosophy, we were able to articulate PHIL 130, Logic, to meet the Philosophy major requirements at SDSU. We also have our PHIL 145, Social and Political Philosophy, articulated as a transfer for the ADT PHIL degree for the UC system.



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By far the largest challenge we face is AB 928, the bill which had the effect of forcing a COR rewrite of one of our core courses, PHIL 125, Critical Thinking. The CalGETC pathway means that we need to have our PHIL 125 meet the Critical Thinking requirement of the UC system. We have substantially revised our COR and our first attempt at articulation will be this cycle. We readily share our work with our counterparts at Cuyamaca as well. This will go to our Board during the March meeting.

## SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

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**3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.**

**3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?**

We have set a plan at our last Department Meeting to get back on track with our SLOs.

**3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?**

**3.2 What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)**

**3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications?**

**3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)?**

**3.5 Please attach your assessment schedule from your Department Documents - Program Review folder.**

**3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your teaching moving forward?**

Even though we have barely scratched the surface here with SLOs, in the writing of this PR, we note that there is a critical role for SLOs. They need to be used as a self-reflective tool, especially in online courses. There is a significant disparity in outcomes between DE and in person courses. This disparity widens when we consider racially minoritized groups. SLOs can be one way to assess how students are learning online, which can offer inferential clues to why these achievement gaps are so pronounced in the DE versus in person courses across campus.

## SECTION 4 - FACILITIES AND SCHEDULING

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**4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.**

In our department of at most eight members, once again four of us are trained in the Hyflex modality, and we are always able to obtain Hyflex rooms since they are plentiful. Four of us are also POCR-trained. We offer most of our courses in the online format, and space here is unlimited.

**4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?**

Yes

**If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.**

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Yes, with the exception of some of the Hyflex classrooms. Many of them have limited ability to engage students online in a more immersive experience. For example, in the 31 building, specifically in 31-128, which is one of our more technologically updated rooms, the camera only tracks the front of the room, and cannot zoom out to include all participants. 53-544A, a much older room, has a set up that can zoom out to include everyone, and this allows for greater participation and engagement from our online participants.

The Hyflex technology is not yet ideal and online students have a difficult time when there are glitches due to user or system errors.

Some of the Hyflex systems are excellent. For example, the system in 53-544A is excellent, which is an older system. Also, our “dream team” technology team shows up right away when we are experiencing technical difficulties.

Canvas, our virtual classrooms, are updated regularly for ease of usage. We have come a long way from Blackboard.

**If you checked ‘no’, please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.**

**4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?**

Our program's educational objectives are for our students to earn degrees and take meaningful classes.

We have collaborated with Cuyamaca College in rotating our History of Philosophy courses, I and II. We are offering Logic every semester to assist our students. Offering all AA and AA-T courses for our students.

Our overarching goal is to prepare our students for a rigorous course of study in Philosophy. They must be competitive for when they transfer. We have been successful in this endeavor. For example, UC Berkeley only accepts our PHIL 130 in an articulation agreement, which brings students from across the state to our class. Online courses cannot offer the same level of rigor as an in-person class. Even worse, a short-term online course is not as effective as an in-person course. We do our best to offer our courses in the in-person format, or at least in the Hyflex format. We have up to 60 Philosophy majors, many of whom now finally have full access to course rotations, so they do not have to go elsewhere to complete their degrees.

In Religious Studies, we offer a three-course certificate, and all our classes are either online or in the Hyflex format, with most students in Hyflex courses attending online. Students are easily capable of completing this certificate since it requires 3 classes only and we anticipate that many will soon.

**4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in the spaces listed in 4.1.**

The Hyflex technology can be modified to have multiple screens in a room, one which shows all those online in the zoom layout, and one that shows the classroom participants. The idea is to have everyone in one virtual and physical space, instead of the instructor jumping back and forth from the zoom to the classroom.

The best set-ups still lack the ability to integrate all participants.

**4.5 Are faculty and staff support services meeting your program's needs? Consider the following support services: Information Technology, Business Services, Printing, Bookstore, Maintenance, CAPS (Campus & Parking Services), and any other support services important to your faculty and staff.**

Every Hyflex class needs an embedded TA to equalize the experience of the online learners and the in-class learners. This was discussed initially when Hyflex was introduced but does not seem available now. Given the data above, DE courses are even more in need of embedded tutors.

For many years, the onboarding of TAs and Tutors has been an obstacle for our students to succeed, especially in our more challenging courses. For example, our Philosophy tutor was ready in Week 11 of last semester. This obstacle has been here with us for at least a decade.

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The support for OER/ZTC resources has been excellent. At least three of us now are using ZTC/OER in our courses, and we just received a grant for 20k to collaborate with other campuses to bring a ZTC pathway to our Philosophy degree.

A Director of Student Development and Outreach (DSDO) is desperately needed. Our department advises three clubs and works collaboratively with groups across campus. Although this work is meaningful and joyful, it is not sustainable. A DSDO could be able to assist with clubs and events and amplify our hard work.

But this tremendous workload is not unique to our department but is common to all of us who wish to provide a high quality educational and communal experience for our students and colleagues.

### **4.6 Are students trying to access your program impacted by the facility spaces listed in 4.1?**

Yes

**If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.**

Yes. Online learners are having a harder time since the technology is not inclusive.

**If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.**

### **4.7 If applicable, please include any additional information you feel impacts your program/department regarding facilities, scheduling, faculty, and classified staff support services that were not included above.**

TA's in all sections that qualify, especially in our online sections, this will close a myriad of equity gaps.

Templates for all online courses that are easy to import and fill in with our content. As we enter the CVC, our courses will be competing with classrooms up and down the state.

There is a need to collaborate with Cuyamaca for enrollment purposes. During Covid, their offering of nearly all online courses has the effect of competing with our on-campus courses.

We need to balance high enrolled sections with low enrolled sections, instead of cancelling sections a couple of weeks before the course starts. Many of our classes are lower enrolled because they are specialty courses facilitating our DEI goals. We have two courses, Asian and Pacific Philosophy and Latin American Philosophy that are always lower enrolled. There are also courses that are maxed at 50 that grow waiting lists, and we were told this last semester (Fall 2023) that we could not add a new course until the waiting list got to 18.

With the coming of the CVC, students will easily enroll in courses elsewhere, and this will harm our enrollment numbers if we do not have courses ready to go, and if there is not anything superior about our programs.

Starting last semester, we lost our Director of Student Development and Outreach (DSDO). Sorry to repeat this here and again below, but this is a loss felt throughout campus, as we all struggle to coordinate events that were tracked and reinforced by our former DSDO. Even after one semester, the efforts required to achieve our goals feel twice as challenging, and we are unable to reach as many students as we had previously.

Our faculty are hard-working and enthusiastic about our subjects, and it would be terrific to have someone who could collect and focus all our efforts exerted on the three clubs we advise. Many students are missing out when they do not hear about all our amazing events.

## **SECTION 5 – STUDENT EQUITY AND SUCCESS**

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**5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g., campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.**

Our RELG enrollment has increased significantly because of our department's hard work in rewriting curriculum and adapting curriculum to ours, and getting it articulated. Also, our RELG instructors have good enrollments because of their excellent content. Finally, nearly all of our RELG courses are online courses. We went from offering less than five courses per semester to now offering 8 this semester. The addition of Elisabeth has been a boost to our department's enrollment in RELG. Her enthusiasm, along with our longtime part-time faculty member, Reverend John Scholte, has assisted this growth.

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PHIL is growing as well. We went from a low of 9 classes a few semesters ago to 14 this semester. Each semester we have added second-week classes, we have reached full capacity, even though the numbers look low at the beginning of the semester.

There are many factors affecting our enrollment in PHIL and RELG.

First, we offer more in-person classes when compared to Cuyamaca, and students enroll in their online courses. The class schedule search displays courses at both campuses, and to put it bluntly, we have been out scheduled from the beginning of Covid to now with their online course offerings, especially our PHIL classes. We have attempted to work with our colleagues at our sister college, but fairness in online course distributions between the colleges can only optimally happen at the VPAA level. They will not voluntarily cut back their FTES as we would not either. All of us are attempting to protect our enrollments and protect our PT faculty. After two semesters of attempting to schedule online courses before they do, we have lost many classes to them. This has hurt our enrollments in PHIL, which could be much more robust and have better WSCH/FTEF ratios if we had just beat them to add online classes. We have asked during these semesters and were told to take caps to 59 instead of adding new online sections. We note that in the time it takes to have 9 more students enroll, our sibling college has added a 50-cap class that students will enroll in for psychological reasons of perceiving abundance; in this repeated scenario, we gained 9 students to their 50 every time.

Our new interim Dean just allowed us three more courses this semester in SP24, two in PHIL and one in RELG.

These are all online, and they are filling nicely. We also note that our RELG courses do not have to compete in this same manner against our sibling college as they do not have the same RELG courses we offer here, and there are not any FT RELG faculty to teach those classes. Yet they are now duplicating our RELG curriculum, so perhaps we will face this race to add online classes challenge with them in our RELG course scheduling, too. In the future, we hope that fair class distributions across our two campuses can occur at the VPAA level with all relevant considerations, such as funding required for our extensive Student Services provided to our many in person students.

Second, we need professional development and DEI training for some of our instructors who teach online. We have received messages from students about online courses not opening on time and instructors not replying to messages, and the lack of regular and substantive interaction (RSI) is harming enrollment in some of our online courses. These instructors have POA, and there is no mechanism to improve the RSI to the level needed to bolster enrollment in courses assigned to these instructors. Students talk and so do Counselors and Classified Professionals. There are websites aplenty that act as the Yelp of higher education, and students are checking these sites as well. The irresistible conclusion is that we must find a way to convince just a few of our POA instructors that they can improve their online teaching. As we enter the CVC and many of our students are opting for online courses, we are concerned that students will continue to stay away from courses instructed by such faculty by clicking a link to the CVC and easily enroll into other courses at any college around the state. At the very least, we suggest that there be online alternatives here at Grossmont taught by POCR-trained faculty for our students to click into, instead of clicking away to another school.

Third, our current add authorization process after a class has begun is detrimental not only for our enrollments but for enrollments across our school. These are the steps for a student to add a class after it has started: Find the class, email the instructor with a request for add authorization, faculty logs into Self Service to add authorize the student, faculty emails the student again for their ID number if we have two students of the same name at our school, faculty waits for the student to answer, student might answer, faculty goes back into Self Service to add authorize the student if student answers, faculty emails the student again to let them know they are add authorized, faculty hopes the student is still interested and enrolls, and student enrolls or not.

These steps are more precarious in 8-week classes where students feel a sense of urgency, and it is a race to get into an open course. Whichever faculty checks email more often and signs into Self Service will be able to work with the student. This is an anxiety-producing process, and one with serious long-term fiscal impacts not just for our department but for our school when multiplied by all our faculty moving through these steps. Each step is a chance for an enthusiastic student to quickly enroll in another course. Common Course numbering, AB 1111, is scheduled for completion in 2024 according to the CCCC information [here](#).

Although the timeline for implementation might be ambitious, the combination of AB 1111 and inevitable general student knowledge of the CVC means that students will know that they can click on the CVC in the very near future and take the exact same course elsewhere. These are on the way realities. Our department needs help to keep

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these students here, and the removal of the many-stepped course add authorization process would be of great assistance. Allowing students to self-add until Census is needed. We had courses with tens of open spots, and students could not enroll. These are not courses that need a prerequisite or corequisite, so the add authorization process does not appear necessary for them.

Even with these challenges, our PHIL enrollments have been growing and will grow even further with the addition of our new FT PHIL instructor, who is attracting healthy enrollments. His first 8-week online PHIL 110 is at 45 as is his in-person PHIL 110, and his second 8-week is completely full. We are now at 62.7% full, even with four specialized courses in PHIL, two of which are low-enrolled. Additionally, our late start and second 8-week classes have not started yet and are filling well. These percentages do not yet include two additional classes that were just added. RELG is at 82.67 percent fill with 9 sections. We are extremely proud of our percent fills in all our courses, yet RELG has been consistently far above the average over these past few semesters. This is largely due to our excellent instructors, and their dedication to the online learning environment.

We believe delivery mode is important to discuss. We are running a mainly online program in RELG. We have two Hyflex courses in RELG. So, 2/9 courses in RELG offer synchronous classes in which students can opt to be physically present, and avail themselves of our many services and enjoy campus events. In PHIL, we are running two in person sections and one hybrid course. Then we have two Hyflex courses. So, 5/14 are synchronous courses where students can participate in our campus community.

Enrollments in courses designated as online, which includes Hyflex at this time, are significantly higher in most of our online designated courses. We are also waiting for our newly added second eight-week PHIL classes to fill. But it is worth noting that in PHIL, our two solely on campus classes have high percent fill rates with 74 students enrolled for 100 seats. We conclude that solely in person Philosophy courses are campus community builders and students want them. Many of our students are tired of online learning, even including the Hyflex format, and are choosing stand alone in person classes. Just in these two solely in person classes, we have 45 more students on campus on MW, and 29 more on Tuesdays and Thursdays.

### **5.2 Examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think are causing these patterns**

Here are the campus wide ethnicity/race percentages for enrollments for FA18, with PHIL and RELG corresponding percentages listed afterward:

- African/Black American: 7%; PHIL: 6%; RELG: 5%
- Asian: 10%; PHIL 8%; RELG: 3%
- Latine: 36%; PHIL 31%; RELG 20%
- White 36%; PHIL 36%; RELG 48%
- Middle Eastern: 2%; PHIL 4%; RELG 10%
- Two or more: 7%: PHIL 9%; RELG 5%

Campus wide percentages for FA23 followed by our Discipline's percentages:

- African/Black American: 7%; PHIL 7%; RELG 6%
- Asian: 8%; PHIL: 7%; RELG 7%
- Latine: 39%; PHIL: 41%; RELG 31%
- White: 28%; PHIL: 28%; RELG 30%
- Middle Eastern: 10%; PHIL 6%; RELG 19%
- Two or more: 7% PHIL: 8%; RELG 7%

For Gender, in FA18 campus wide: 56% identified as Female and 43% as Male 1% Other/Unknown;

- In PHIL FA18: 43% Female and 56% Male and 1% Other;
- In RELG: 50% Female, 49% Male, and 1% Unknown

FA23 campus wide was 56% Female, 43% Male and 2% Other/Unknown;

- In FA23 PHIL had 47% Female, 52% Male, and 2% Other.
- RELG had 56% Female and 42% Male and 2% Other.

For Age enrollments campuswide in FA18: <20 Years was 37%, 20-24 Years was 36%; 25-29 Years 12%; 30-49 was 12%; 50+ was 3%



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- PHIL: <20 Years was 45%, 20-24 Years was 39%; 25-29 Years 7%; 30-49 Years was 8%; 50+ Years was 2%.
- RELG: <20 Years was 41%, 20-24 Years was 29%; 25-29 Years 10%; 30-49 Years was 17%; 50+ Years was 3%.

Age breakdown in FA23: <20 Years was 46%, 20-24 Years was 39%; 25-29 Years 7%; 30-49 Years was 8%; 50+ Years was 3%.

- PHIL: <20 Years was 50%, 20-24 Years was 32%; 25-29 Years 9%; 30-49 was 8%; 50+ was 1%.
- RELG: <20 Years was 33%, 20-24 Years was 29%; 25-29 Years 6%; 30-49 Years was 22%; 50+ Years was 10%.

Interpretation of our enrollments based on Ethnicity or Race: RELG enrolls students of Middle Eastern heritage at a high percentage. Campuswide in FA23 there are 10% identifying as Middle Eastern, and 19% of enrollments in FA23 were Middle Eastern in RELG. In PHIL, Middle Eastern students are enrolling at 6%. Latine students are enrolling in RELG at lower rates than campus numbers, which are 39%, and RELG enrollments are 31%. PHIL has 41% Latine students. All other enrollments by ethnicity/race are in accord with campus wide numbers.

For Gender, in FA18 Philosophy was underrepresented for Females, who represented 56% of Griffins. PHIL enrolled only 43% Females and 56% Males. This was almost the reverse of the Female to Male ratio on campus at the time. FA23 shows some improvement with 47% Females and 52% Males. But we still have a lot of work to do. RELG is in accord with campus Other/Male/Female ratios.

The biggest surprise in doing this research is the Age demographic of RELG enrollments. From FA18 to FA23, the least represented age groups at Grossmont are enrolling in RELG courses in high numbers. The 50+ crowd represented 10% of RELG enrollments in FA23, when this group only represents 3% of our student population. RELG is underrepresented in the <20 Years crowd by 13 percentage points, and the 20-24 group by 10 points. But the 30-49 age group is overrepresented by 14 points. An explanation here is that lifelong learners are enrolling in our RELG courses.

Philosophy is overrepresented in the youngest age group by 4 points, and has typical representation in all the other age groups.

### **5.3 Discuss trends in student success and retention overall in your department and explain these trends (e.g., campus conditions, department practices). Has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?**

There have been problems with retention for our veterans and other students relying on financial aid to arrive. Often, students cannot continue to participate in our courses because they lack funds. We have sent them to Basic Needs, and we are so glad for the strengthening of Student Support services across campus.

The add authorization process above in 5.1 is an obstacle. Even if our students do manage to enroll into our courses, the initial anchoring of the course in frustration and delay might make the simplest of assignments. The addition of a PHIL Tutor and RELG TA has been extremely helpful. PHIL 130 has had a much higher success rate since the addition of our PHIL Tutor last semester. We are spreading the word to all our PHIL faculty to send students to the Tutoring Center for one-on-one tutoring. Additionally, there is a 3:15 – 5:15 Philosophy Study Hall in 53-551A every Wednesday that all Philosophy students are invited to attend, and this follows Wednesday SOGI Study Halls from 2-3 in the same room.

### **5.4 Examine the success and retention data disaggregated by gender, age, and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.**

Note that some of this analysis was handled above in 2.10 in the context of f2f versus online, both short term and traditional start classes. Those numbers need our attention since equity gaps are magnified in the online learning environment for our most vulnerable populations.

Here are the campus wide ethnicity/race percentages for Retention and Success for FA18, with PHIL and RELG corresponding percentages listed afterward:

- African/Black American: Retention and Success is 81.91% and 59.25%;
  - o PHIL: 90.32% and 80.65; RELG: 92.86% and 57.14%
- American Indian/Alaska Native: 84.24% and 67.39%
  - o PHIL: no data; RELG: 100% and 100%
- Asian Retention and Success is 88.18% and 75.84



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- o PHIL: 93.02% and 88.37%; RELG 100% and 70.59%
- Latine: 82.43% and 65%
- o PHIL 77.36% and 59.75%; RELG 79.63% and 57.41%
- White 86.96% and 75.63
- o PHIL 89.19% and 81.08%; RELG 91.79% and 81.34%
- Middle Eastern: 90.48% and 70.23%
- o PHIL FIXXXX%; RELG 100% and 100%
- Pacific Islanders: 77.38% and 85.71%
- o PHIL 100% and 100%; RELG 100% and 100%
- Two or more: 84.91% and 68.07%
- o PHIL 89.36% and 78.72; RELG 100% and 85.71%
- Unknown: 87.67% and 73.58%
- o PHIL 100% and 100%; RELG 92.31% and 84.62%

### FA23 Retention and Success by Ethnicity:

- African/Black American: Retention and Success is 82.36% and 63.35%;
- o PHIL: 73.33% and 36.67%; RELG: 89.47% and 68.4%%
- American Indian/Alaska Native: 87.74% and 71.70%
- o PHIL: 100% and 100%; RELG: 100% and 33.33%
- Asian Retention and Success is 89.72% and 77.40
- o PHIL: 96.88% and 75%; RELG 100% and 88.46%
- Latine: 86.34% and 67.98%
- o PHIL 90.70% and 65.12%; RELG 91% and 62.62%
- White 88% and 75.67%
- o PHIL 89.34% and 77.87%; RELG 93.07% and 62.38%
- Middle Eastern: 89.31% and 72.24%
- o PHIL 100% and 82.61%; RELG 95% and 61.67%
- Pacific Islanders: 84.62% and 62.24%
- o PHIL 100% and 40%; RELG No Data
- Two or more: 88.22% and 70.87%
- o PHIL 86.49% and 64.86%; RELG 50% and 73.68%
- Unknown: 85.51% and 70.45%
- o PHIL 100% and 75%; RELG 50% and 0%

When considering Ethnicity, we see that Middle Eastern students succeeded below the average in RELG for the last year, and African/Black Americans excelled in RELG, far above college averages. PHIL has a lot of work to do to serve our African/Black American students better.

For Gender, in FA18 campus wide: Female Retention was 85.07% and Male Retention was 84.80% and Unknown was 85.58%. Female Success was 71.3%, Male Success was 68.3%, and Other Success was 70.63%

- In PHIL FA18: 84.47% Female Retention and 73.52% Female Success; Male Retention 87.54% and 77.16% Success; Other was 100% Retention and Success
- In RELG: Female is 89.78 and 78.83 Success and Male 92.70 and 75.18 Success; Other is 100 and 100.

FA23 Gender campus wide Retention was 87.57% Female Retention, 86.93% Male Retention and 85.57% Other/Unknown Gender Retention; Female Success was 72.31 and Male Success is 67.94 and Other Success was 72.66

- PHIL Female Retention 94.41% and Female Success 68.69%; Male 88.84% and 68.30%; Other 83.33% and 66.67%
- RELG: Female 92.26% Retention and 66.07% Success, Male 93.79% and 62.73% Success, Other is 87.50% and 75% Success

In considering Gender, we have excellent retention for all categories, far above the norm at our school. Our Success rates are slightly lower than the norm. Females in RELG are the widest deviation in campuswide success rate, whereas Other in PHIL is the widest deviation from typical campus success rates. Most semesters are typical.

For Age, we note that Success Rates are atypically low in RELG courses as the age bracket increases for SP23 and FA23. For example, the 30-49 age range had 71% Success Rate in FA23, and our RELG had 52% Success in that age

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bracket for the same semester. Success for students in RELG increases as age decreases. But these results are only for two semesters, and all other semesters have typical or above average Success for all age groups. PHIL is more typical of campuswide Success Rates for FA23 except for the over 50 group, and both disciplines have above average Retention for all age groups.

We are aware of these equity gaps and actively revise our Curriculum and engage in professional development to do better.

### **5.5 How does your department use student engagement strategies in the classroom? Describe specific examples (see example-resource document) aimed at encouraging students to become actively engaged in the learning process in their classes.**

The practices relevant to in person classes or synchronous online courses are active engagement, such as viewing and discussing a short video, or reading a passage together and discussing questions for consideration. This is referred to as a “flipped classroom.”

Some of us also use Ungrading, in which students choose which grade to earn and work to that goal. There are many permutations here, but the one used by one instructor is a grade goal system, where students can earn their grade in weekly assignments or in a large final assignment. Sometimes students just wish to earn college credits, and this is destigmatized in a grade goal system. Also, students who work best under pressure can bring up their grade at the end. Many of our best students work well under this kind of system.

Many of us have a sustained research project throughout the semester. Especially in Philosophy, our job is to have students rethink unexamined opinions. As a student learns more about each field, she examines her belief under a variety of analyses, resulting in the modification of the previous belief. This is called project-based learning, since the sustained consideration of a specific belief occurs throughout the course duration.

There are also engaging activities in class, such as if we were to launch a space ark in the face of impending doom, and only 1,000 people could board, who would we choose and why? This is an example of task-based learning regarding justice and morality. There are so many examples here, such as locating an image of paradise, and paradise lost. Although the “Student Engagement Strategies” Sheet in Nuventive states that this is for language learners, it seems applicable here as well.

In online asynchronous settings, student group engagement strategies are highly limited to Discussion Boards, which most students are not fond of. Some of us require introductory recordings within Canvas to introduce ourselves to one another, thus creating a group engagement sentiment. Other discussions are more engaging because they move away from text or writing. For example, image analysis and locating and sharing stories or memes on social media to reinforce classroom lessons are fun and innovative ways to learn.

### **5.6 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.**

The Symposium, which is our Philosophy Club, was started 18 years ago, and continues on.

Interfaith Dialogue Group is a newly formed active club on campus, and RELG maintains an Instagram page

SOGI Club is also recently resurrected, and maintains an Instagram page

We offer extra credit for all events on campus

Office hours extra credit; we are also pooling office hours for our Philosophy students.

Especially in Critical Thinking, we use real world examples of considering social media and political arguments.

One of us has had an assignment where a student will “Go” to a virtual museum and do it yourself page, such as <https://www.timkim.me/>

We host field trips and have for many years to area houses of worship, and we participated in an on campus Ramadan dinner. We hosted a Jain speaker on zoom.

We also hosted an interdisciplinary panel on religion and Covid, and the hijab protests.

Incorporation of library events and usage of wonderful library resources like Flipster and Kanopy, and InterLibrary Loan, too.

We are actively offering Honors Contracts and Conference at UC Irvine programs. We actively encouraged our Honors Coordinator to send the recent email to faculty .

Much of our activities delineated in Section 7 about On Campus/Off Campus Involvement is relevant here.

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Most notably, we started the Philosophical Tournament in Fall of this year. We had four SDICCCA schools participate this year.

Every Wednesday, you can find us in 53-551A for SOGI Study Hall at 2, and Philosophy Study Hall at 3:15-5:15.

### **5.7 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.**

Not applicable.

### **5.8 If your program offers a degree or certificate in the college catalog, explain the trends regarding the number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Refer to "Degrees and Certificates" data.**

We offer one 3 course RELG COA, and an AA and AA-T in PHIL. We do not have results for the COA yet since this is the first year it is being offered but we anticipate many awarded since the COA only requires 3 courses. Also, it is COA that students earn locally and not for transfer, so we anticipate high numbers.

The PHIL AA and AA-T need to be applied for and most of our students are transfer students who leave without filing for the degree. Nonetheless, our degrees remained constant even with the enrollment decline. In fact, this is true of numbers statewide. (Look here to the presentation.)

We attempted to have the War on Drugs COA move through Curriculum this academic year, but we will now move it through in the 24/25 academic year.

We will also be working with other departments to develop a Queer Studies certificate.

### **5.9 If you have any information on what students in your department go on to achieve after they leave Grossmont, please share that with us. For example, are students offered employment, do they successfully transfer to a 4-year institution? What careers do they pursue? What are starting salaries in that field? Do you know if they gain employment in their field of study? What impact did Grossmont have on their lives?**

Many of our students transfer to the CSU, UC, and other private schools. In Philosophy, many of them continue on to graduate study. One of our students even earned a PhD at UCLA in Philosophy. We have sent numerous students to UC Berkeley, one of whom is now on full scholarship at law school. We have one professor who will be teaching for us this semester, who graduated from Grossmont and earned her BA and MA in Philosophy from SDSU.

Include some statements here.

Cameron with Professor Perry Grosse's Medieval Philosophy class. Then he tutored for our department. He is starting a website called Philosophical Lemonade, and is deeply interested in the Philosophy of Hannah Arendt on the banality of evil and how to align her work with that of Kant's.

Another student went on to work in local politics with the Democratic Party. He was a student here 18 years ago.

One student who took our RELG courses is prison chaplaining. Others have become a History teacher, a professor, and others nursing students.

Students who took one of our RELG course or courses have transferred to schools such as UC Davis, Duquesne University, and SDSU to study Anthropology.

One of our current students wrote: "Philosophy is the grammar of thought, you can write a book without grammar but it'll be harder to convey coherent ideas. Philosophy is no different, and philosophy allows GCCCD students to form more coherent thoughts and ask questions they never thought of before."

## **SECTION 6 - STUDENT SUPPORT SERVICES**

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### **6.1 In what ways does your program inform students about student support services?**

We do so in multiple ways. Our department members are keenly aware that we are no longer mere instructors, but also on the front lines in terms of addressing student needs. The instructor's role is not just to engage students with the material, but to check with students to see how they are doing emotionally, physically, mentally, financially, housing wise, and food security.

Additionally, there are tutoring and writing services available.

There are also multiple resources for Justice Scholars, Veterans, EOPS, CalWorks, and other support services.

Finally, there are general counseling services for academic counseling and to make education plans.

We invite speakers from these various units into our in-person classes and direct them to the Student Support Hub in Canvas and make numerous announcements within Canvas throughout the course duration.

We also walk our students around campus to the various support services during the first week of class.

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### **6.2 Which student support services do your faculty promote and why? How do you and your faculty engage with student support services? Do you highlight the ability to access student support services directly from Canvas?**

Much of our guidance comes from campus-wide initiatives. For example, recently there was encouragement to have our students utilize the services of financial aid. So, we encouraged our students to look into financial aid. We learn of student services as the needs arise, and the needs are those of our students that we become aware of. Lately, these have been food, housing, mental health, and counseling. So, promotion happens in accord with what our students are in need of.

Mainly, students who are engaged in these programs are instructed to bring their paperwork to us, such as students who avail themselves of the resources at ARC and EOPS.

FYE and Success Coaches are also well represented often at campus fairs and PD week workshops. As are Puente, Umoja, Dreamer, and other affinity groups. Affinity groups are instrumental in providing spaces of belonging for our students and serve as supports as well.

All of our instructors use Canvas, and the Student Support Hub is now highlighted within this LMS. Our students are directed to this. This is an excellent resource for them.

### **6.3 How are part-time faculty informed about student support services? Do they include student support services in their course syllabi and make students aware of the Canvas button?**

In department meetings are the best place and through emails.

They do include these student services in their syllabi and are aware of the Canvas button.

We also learn about various student services in Academic Senate and through our union activities and events.

### **6.4 To determine which services students are informed about and accessed by the students in your program/department please employ the survey emailed to you by the APR chair(s) one semester prior to writing.**

The survey lists Counseling, ARC, Tutoring, Success Coaches, and the Student Health Center. We used a paper version of the survey and found that most students are aware of Counseling and Tutoring and have accessed these services.

### **6.5 Analyze the results from your student surveys. What services are most and least utilized? In what ways can you promote more engagement in the support services offered? How might more use of student support services improve student success and engagement?**

Tutoring is most utilized, followed by Counseling. Success Coaches appear least utilized. A select population of students are aware of the ARC and work with the counselors and the classified professionals there. We emphasized the ready availability of the Student Support Hub in Canvas at our last department meeting. We can highlight one of these services each week in our Announcements for our DE courses. And we can remind students of the global navigation link in Canvas. Student success and engagement in our on-campus courses by utilization of these services is much easier, since we can walk with these students to these units. For the last question of how student support services improve student success and engagement, the answer is that using any of these services leads the student to all the others, since colleagues who work in these units are aware of the others.

## **SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT**

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### **7.1 Please download the grid provided to the right, complete the form and upload here. Include faculty and staff involvement on and off-campus.**

[Section 7 grid \(3\).docx](#)

### **7.2 Please provide an overall reflection on your department's activity displayed in your table and highlight the activities your department thinks contribute most to our college's Strategic Plan.**

1. Educational excellence: the Chair advocates for course offerings so that students can complete their PHIL AAs and ADTs in a timely manner
2. Completion Culture: Our DEI efforts well displayed in the Section 7 grid offer our racially marginalized and our LGBTQ+ students opportunities to engage in our campus community, and encourage their retention and completion at our school
3. Innovation and Effectiveness: We are POCR-trained and Hyflex trained

## Program Review Report

4. Operational Excellence: We have offered and participated in PD opportunities to improve our communication, such as at our joint Academic Senates; we have participated in the Equity workshops, the Thrive Program, and the Anti-Racism workshops over the past few years.

5. Community Collaboration: Here we are the strongest with our active engagement with many other groups on campus, including the celebration of National Coming Out Day, service on Senate, our union, collaboration with other campuses for our Philosophical Tournament, celebration of Native American History Month, Pride Month, Filipino-American History Month, Asian American Heritage Month, Lavendar Graduation, and API Graduation.

## SECTION 8 – FISCAL & HUMAN RESOURCES

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### Fiscal Resources

**8.1 Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?**

Our course caps are at 50 and these are typical caps for all our classes, both in person and online. We have steadily increased our course offerings and are offering 9 sections of RELG and 14 in PHIL this semester. This growth has come from mainly our DE sections which have much higher fill rates.

Our strict 50 caps are dictated by our executive leadership and negotiated caps. Yet some of our classes are more specialized and for majors. We would like to see our caps for in person classes, especially major specific classes that are clearly DEI-promoting, such as Asian and Pacific Philosophy, lowered to caps as low as 20. This appearance of scarcity is used by such marketing geniuses as those who run Amazon and claim that there are only 2 left at this price. Herein lies one business practice that our departments can use effectively as an enrollment strategy.

**8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.**

Campuswide WSCH/FTEF was 397.28 in SP23 and 426.65 in FA23 and is 394.99 as the Spring semester unfolds. In ESBS, these numbers are 480.82, 489.35 and 463.79.

As a department, we are far above the school and division's ratios at 633.21, 636.80, and 569.43 for this semester, and students are still enrolling. Even with our low enrolled sections, the average makes us a very productive department for our school in terms of this ratio.

**8.3 For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.**

Not applicable.

**8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.**

Not applicable.

### Human Resources

**8.5 How are you ensuring that part-time faculty are included in fulfilling the college's strategic plan and goals? How do they contribute to department level goals and objectives?**

- Educational excellence: Our PT faculty have been with us for more than two decades in many cases, and their love of their subjects is undeniable. Our newer faculty bring novelty to our curriculum.
- Completion Culture: Our PT faculty have excellent retention and success. Although section level IDs are not available here, the overall section data, of which they teach most of, lead to this conclusion
- Innovation and Effectiveness: We are POCR-trained and Hyflex trained as stated above



## Program Review Report

### **8.6 How do you onboard new faculty (both full- and part-time)? For example, part-time faculty handbook sample syllabi, official course outline, assessment strategies, culturally responsive teaching methods, faculty resources and student resources.**

Our newest FT faculty member is participating in the Thrive program.

Union Mentors and Mentees program, where new FT and PT faculty are mentored.

### **8.7 What faculty and/or staffing changes do you anticipate in the next cycle considering retirements?**

At the time of this writing, June is starting her 20<sup>th</sup> year of service to GC. She will soon be able to retire and resume her philosophical journey. We also have some longtime loyal and amazing colleagues in Philosophy who will probably retire before the next Program Review cycle.

### **8.8 What plans do you have to submit for tenure track faculty via the Staffing Committee or the Annual Unit Plan?**

We will apply every year, and this will allow us to do more as a discipline, such as finally participating in Ethics Bowl.

In our presentation to the FPSC in FA23, we noted that the number degrees at Grossmont, recorded at the CCCCCO, and nationally at IPEDS have remained constant despite precipitous drops in enrollments at all three levels. This strongly suggests that we have been unable to serve students who are interested in PHIL because of our staffing shortages and need for PD. We can see that our numbers are increasing with the addition of a FT FAC in PHIL.

For the presentation for the application, see [Philosophy Hire Request Submitted Fall 2023.pptx](#)

### **8.9 Download the table to the right, fill it in, and upload here. Please list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers. Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed.**

### **8.10 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, do you plan to submit a request to the staffing committee?**

For 8.9: We do not have any non-faculty positions in our department. Even though we are asked not to name any one individual, we are still going to. MaryAnn Landry has been the lifeline for our department and for all departments in ESBS. She kept our division running smoothly as we transitioned deans, and always role models the very best in professional behavior.

For 8.10: Our embedded PHIL 130 Logic Tutor has already began and had three students stop by in the second week of the semester. He also served as our Philosophy tutor last semester and this one. We are promoting his services to our students in all Philosophy courses, and we anticipate that he will be of great assistance in bridging the gap between teachers and students.

We have need of TAs in all our classes. Yet even in the classes where we earn TAs, the paperwork is not completed for them to start until Week 11 of a 16-week class. This has been happening for a long time, and TAs are important to any class. This was also noted above.

We do have one TA working in our RELG courses, and this has been beneficial.

### **8.11 How many of your faculty are receiving reassigned time? What projects are they involved in? In what ways does this impact your program?**

Elisabeth is our campus Hyflex Coordinator and organizes trainings and collects anecdotal data from students enrolled in Hyflex courses. This has no direct impact on our programs, and the evaluation of this coordination is done at the campus level. She is very involved in the POCR training and has one of just a few classes that has been POCR badged. Elisabeth is also Senator for our Department and attends all Senate meetings.

June is Chair of the department and researches optimal scheduling, trends in the Philosophy and Religious Studies disciplines, consideration of impacts on legislation to our programs, and works with our counterparts at Cuyamaca



## Program Review Report

for maintenance of our degrees, especially considering passed and pending legislation. She represents the department at Chairs meetings, to the Dean and Executive Leadership when appropriate, at Academic Senate meetings.

She works with other Chairs across campus to develop new degrees and COA's, both existing and in the planning phases, as stated above, has worked on grant proposals, and has worked with Librarian Nadra Farina-Hess to bring funding to GC for a collaborative grant to create ZTC pathways.

Also as Chair, she is working to bring as many people on board as possible with POCR. She also serves on the Evaluations Task Force, which is an intercampus group that wishes to find ways to motivate our faculty to serve our students better.

We are highly active in the API Committee, SOGI Club, the Symposium (PHIL Club), and the Interfaith Dialogue Group.

June also serves as the organizer of the Gender Advocacy and Reproductive Justice Committee of our faculty union, which boosts our DEI efforts for women, SOGI population, and other intersectional populations.

## SECTION 9 – SUMMARY AND RECOMMENDATIONS

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### 9.1 Summarize program strengths in terms of the current Strategic Plan (2022-2028).

Our greatest strength is Community Collaboration. We like to say we are a tiny, but mighty, department because we contribute so much to our campus community as is demonstrated throughout this PR. We are well represented at Senate, our Union, Affinity Groups, Student Clubs, and Affinity Graduations. These contributions are also related to Operational Excellence, which includes considerations of anti-racism and equitable practices.

We are also excellent at Innovation and Effectiveness, especially in terms of new technologies and DE PD. We have one of the highest ratios of POCR and Hyflex trained faculty.

Our commitment to Educational Excellence is clear. We have collaborated to develop exciting new Curriculum, a new RELG COA, Asian American Studies AA, and forthcoming is a War on Drugs COA, Middle Eastern Studies COA, and Queer Studies AA.

### 9.2 Summarize opportunities to improve in terms of the current Strategic Plan (2022-2028).

We are not sure how to classify our SLO weakness, but this is our greatest opportunity to improve.

We can also improve on a different aspect of Education Excellence, which is to motivate all of us to improve our typical equity gap between online and in person learners. This also impacts Completion Culture. Marginalized students drop out at the highest rates in online classes.

### 9.3 Describe any concerns that may affect the program before the next review cycle such as addition of new programs, external changes, funding issues etc.

1. We need to be able to add online classes quickly to gain FTES so we can support our disciplines, or we need guidance from executive leadership at both campuses to work out equitable section allotments, especially since Philosophy serves more on campus students. Additionally, our FTES has not grown as quickly as it could because we are unable to add sections quickly enough.
2. We need another FT Philosophy Faculty member. Statewide and national data shows that even in the enrollment debacle brought to us by the past pandemic, students are earning degrees at the same rate as they always have. Philosophy at Grossmont College has had a chicken and egg problem; we were under resourced and unable to add sections quickly, so we didn't have huge enrollments, and then that data was used as SAT scores are for college admissions, reflective of systemic inequities. We infer that the general data and the increase in enrollments we have seen after just one semester with a new FT PHIL faculty member in nearly 20 years is boosting our numbers. We also saw a surge in enrollments in RELG after adding our new FT RELG faculty in 2019.
3. We need effective mechanisms for faculty to improve teaching, especially online teaching. We can only encourage our faculty to enroll in POCR and offer peer review. There is no way for us to compel any faculty to improve their teaching unless they are being evaluated. In the meantime, our students lose.
4. We need to continue to advocate for our students by providing them with small in person classes, balanced by our high efficiency online courses.

## Program Review Report

5. We need a Director of Student Development and Outreach (DSDO) to first focus all our outreach efforts from our faculty and then amplify it to the community; all our hard work is minimized if we cannot get the word out to our campus community of our events. This affects all faculty, classified professionals, and administrators who are working so hard to make Grossmont College a vibrant community center where students and all of us can thrive and belong.

6. We need a Central Calendar. For example, on one day we have three overlapping events, which are Lunar New Year, Black Cowboys for BHM, and a Love your Union event. This is shocking.

### **9.4 Make a rank ordered list of program goals for the next six-year cycle based on the current Strategic Plan (2022-2028).**

1. SLOs. We need to regularly maintain our SLOs.

3. Hire a new FT PHIL instructor.

4. Seek to understand and correct percentage divergences from the norm for Success Rates for Ethnic, Age, and Gender populations in our DE versus in person courses.

5. Motivate our faculty to engage in professional development to improve Student Success even further.

6. Continue to serve in the many ways that we do to promote DEI at Grossmont College. See Section 7 grid.

Name of Faculty	Activity and Year Brief Description	Teaching Development / Training	Professional Development	Campus Service	Community Service
V. Abundez-Guerra	Peer Online Course Review Training (POCR) Buy-In (2023) 6-week course. Learning how to make Canvas more accessible in order to guarantee students have access to high-quality online courses/content.	X			
V. Abundez-Guerra	Hy-flex Training (2023) 3 hour training. Learned how to use the technology associated with hybrid-flexible (Hy-flex) courses, which allows students more options in how they choose to take their classes.	X			
V. Abundez-Guerra	Webinar - <i>The Path Forward for Affirmative Action in Higher Education</i> (2023) 2-hour webinar. Attended a webinar hosted by the Boston Bar Association to discuss equity in light of the <i>Students for Fair Admission, Inc. v. President and Fellows of Harvard College</i> decision.	X	X		
V. Abundez-Guerra	ThRIVE Workshops (Thrive, Retain, Invest, Validate, Engage) (2023) 5, 1-hour Workshops (ongoing). Attending workshops which seek to raise equity and anti-racist mindsets.	X			
V. Abundez-Guerra	Mentor & Mentee Workshops (2023) 6, 1-hour Workshops (ongoing). Attending workshops in which established faculty provide me with resources and support to succeed as a new tenure-track faculty member.		X		
V. Abundez-Guerra	The Symposium (2023) 2-hour sessions (ongoing). Attending events of the local philosophy Club				
V. Abundez-Guerra	Judge at the Inaugural Philosophical Tournament amongst SDICCCA area schools Students invited to compete/ tournament was started and held at Grossmont in October 2023 Schools: Mesa, Miramar, Grossmont, MiraCosta			X	X
E. Burke	Co-Chair of Community Committee at her children's school (Warren Walker) ongoing				X
E. Burke	Co-hosted a field trip for faculty at local Buddhist temple (Van Hanh temple) 2023	X			

E. Burke	Hosted multiple trainings for instructors teaching in the Hyflex modality 2022-2023	X			
E. Burke	Helped organize all the Native American Heritage Month activities (library display, opening ceremony, 3 lecture-series on various topics) 2023			X	
E. Burke	Organized an inter-disciplinary conversation on the hijab protests in Iran with Prof Crespo from Pol Sci and Prof Bahrami from Music	X			
E. Burke	Completed the POOCR training 2022		X		
E. Burke	Submitted RELG 130 for POOCR badging - first course at our campus to be badged 2023		X		
E. Burke	Created ZTC curriculum for 3 courses (RELG 150, RELG 130, RELG 175) through the ZTC/OER program 2021-2023	X			
E. Burke	Organized two PD workshops for instructors on the religious diversity of El Cajon 2022	X			
E. Burke	Faculty Advisor Interfaith Dialogue Club (FA23 start)			X	
P. Grosse	Hyflex trained (is certified to teach in the Hyflex modality) 2023		X		
P. Grosse	The Symposium 2-hour sessions (ongoing). Attending events of the local philosophy Club		X		
P. Grosse	DE Certified		X		
<b>Name of Faculty</b>	<b>Activity and Year Brief Description</b>	<b>Teaching Development/ Training</b>	<b>Professional Development</b>	<b>Campus Service</b>	<b>Community Service</b>
B. Hoaglin	Hyflex trained (is certified to teach in the Hyflex modality) 2022		X		
B. Hoaglin	DE Certified		X		
J. Scholte	DE Certified		X		
J. Scholte	Reverend of Arcadia Community Church at Arcadia, CA				X
J. Scholte	Conducted a Discussion about Christianity and Islam at Grossmont 2020	X			
L. Parello	POCR Training in Progress started 9/2023	X			
L. Parello	Accessibility Workshop with Adelle Roe 2023	X			
L. Parello	Participation in ZTC Pathway Grant, PHIL was granted 20k to set up a pathway in collaboration with other community colleges		X	X	

	2023				
<b>L. Parello</b>	Member of Technology Committee 2023			X	
<b>L. Parello</b>	The Symposium 2-hour sessions (ongoing). Attending events of the local philosophy Club		X		
<b>T. Whaley</b>	DE Certified	X			
<b>T. Whaley</b>	The Symposium 2-hour sessions (ongoing). Attending events of the local philosophy Club		X		
<b>T. Whaley</b>	Judge at the Inaugural Philosophical Tournament amongst SDICCCA area schools Students invited to compete/ tournament was started and held at Grossmont in October 2023 Schools: Mesa, Miramar, Grossmont, MiraCosta			X	X
<b>Name of Faculty</b>	<b>Activity and Year Brief Description</b>	<b>Teaching Development/ Training</b>	<b>Professional Development</b>	<b>Campus Service</b>	<b>Community Service</b>
<b>J. Yang</b>	API Committee Served as co-chair since 2020 helped organized FAHM and AANHPI Heritage Month events for the past eight semesters. (highlights: Squid Games Day, BTS KBBQ Day, The Meaning of API presentation, and helped organize Grossmont College's very first API Graduation in SP23)			X	X
<b>J. Yang</b>	Academic Senate Officer at Large since FA 21 Assist Academic Senate President in running meetings, deciding committee and task force appointments, and interpreting 10+1 matters Co-wrote Resolution against Anti-AAPI Racism concerning the anti-Asian sentiment arising from Covid Wrote and passed "Students Thrive at 35!"			X	
<b>J. Yang</b>	Advisor Symposium (began in 2006) We meet every two to three weeks to discuss philosophical topics and eat pizza. Topics range from whether AI is conscious to causal determinism to justice.			X	
<b>J. Yang</b>	Co-Advisor: SOGI Club (LGBTQ+ Club) since FA23 Proctors SOGI Study Hall every Wed in 53-551A and always brings Mary's donuts. Last semester, we had Karaoke and Game Night. We also had a Friendsgiving in November and a Winter Potluck in December.			X	X

<b>J. Yang</b>	Assisted with our Gayla Graduation in SP23 at the Center in Hillcrest.			X	X
<b>J. Yang</b>	Co-Chair (2019) and then Chair of PHIL and RELG (since SP23) Advocacy for both disciplines, development of PHIL as a flourishing discipline in accord with national and statewide enrollments; participation in Chairs meetings; Run department meetings and encourages Hyflex and POCR training	X		X	
<b>J. Yang</b>	AFT 1931 Member since 2007? (When AFT was certified) Coordinator - "Reproductive Rights Advocacy and Gender Equity" Committee Co-wrote Resolution against Anti-AAPI Racism			X	X
<b>J. Yang</b>	Curriculum Committee since 2023			X	
<b>J. Yang</b>	POCR and Hyflex Trained and DE trained	X			
<b>J. Yang</b>	Participated in Equity Workshops run by Dean of Student Success and Equity (last time SP23)	X	X		
<b>Totals</b>	Please count and provide total for each of the 4 categories	19	15	15	9



# **Six Year Program Review Committee Questions**

Philosophy and Religious Studies

### Questions

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#### Questions: Section 1 - Overview

1.1 Have you submitted a request for replacement full-time faculty through the AUP process?

1.2 Please upload last cycle's commendations and recommendations to your document repository. (If you need them I can provide them to you~ Joyce)

#### Questions: Section 2 - Curriculum Development and Academic Standards

2.3 Do faculty attend APA Conferences or present at them?

2.2: How often does your department utilize AI to generate assignments? Is this a common and helpful practice?

2.6: What are some examples that have been discussed about how to maintain consistency in grading and assessments across multiple sections?

#### Questions: Section 3 - Student Learning Outcomes (SLOs)

It looks like most of Section 3 has not been filled out yet (reflection on SLO progress? trends in any results captured so far?)

Since there are no answers to 3.1a & b, 3.2, & 3.3 can we assume you do not have PLSOs?

Please answer question 3.4

**3.5 This is where your SLO schedule should be uploaded, not in section 1.2**

#### Questions: Section 4 - Faculty & Staff Support Services and Facilities

4.5 What would be the best (or easiest) way to get TA's for the courses you need? How have you approached this concern with your Dean and what has their response been?

#### Questions: Section 5 - Student Equity and Success

5.6 What does "pooling" office hours mean?

#### Questions: Section 6 - Student Support Services

6.5 (Also related to 1.2, 4.5) Regarding Tutoring services: I understand you've added a dedicated tutor for the foundational PHIL class (and also an embedded tutor), but there is still a need for tutors in the hyflex courses. What is the general process of finding tutors and training them? Is this something that has to be ongoing, or do your tutors stick around for a while? Who has the burden of finding and training them? Also, is there no need for tutors in Religious Studies courses?

#### Questions: Section 7 - On-Campus & Off-Campus Activities

7.1 Do you feel that the faculty are equally involved in Campus activities? It seems like June Yang is most involved and others peripherally.

#### Questions: Section 8 - Fiscal & Human Resources

8.1: Would you be willing to share more about lowering your class sizes to as low as 20? What impressions do you have that this is the magic number for your department? Also, we hear this from many departments, and understand the arguments, but mostly hear the magic number to be 25 or even 30. Thank you! **SM**

8.6: This section gives you the opportunity to help us help other departments in methods of onboarding. We hear all kinds of great practices that in turn give us the opportunity to commend departments. We'd like to hear **more** about your onboarding practices so that we may share them with the campus. Don't be afraid of giving too many details here. **SM**

#### Questions: Section 9 - Summary and Recommendations

9.3.5 You mention the dire need for a Director of Student Development and Outreach (DSDO) but what about contacting Ernesto Rivera or someone in the College and Community Relations department?

**PROGRAM REVIEW COMMITTEE  
SUMMARY EVALUATION**

*The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations:*

**The Program Review Committee commends the department for:**

1. Maintaining fill rates and meeting student needs by adding new and various courses.
2. Supporting students by directing them to the various student services, improving access to tutoring services (by adding a dedicated PHIL tutor for a weekly study hall and tutoring schedule as well as one embedded tutor)
3. Utilizing students' shared stories of incarceration, racism, inadequate finances, and generational differences as the source of DEI curriculum, maximizing student engagement.

**The Committee recommends the following:**

1. Continue to schedule courses in student desired formats (online, HyFlex, etc.) to meet increasing demands.
2. Create a SLO schedule and a plan to adhere to that schedule
  - Have discussions at department meetings, (e.g. keep notes and submit those), including any adjustments to the SLO plan and schedule.
3. Meet with the SLO Coordinator
  - Comment directly on recommendations from last cycle-update on where you are now and what work needs to be done now
  - Ensure all SLO data is entered into Nuventive according to your schedule

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College President

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Program or Department Chair

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Academic Program Review Chair

Philosophy and Religious Studies

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2018-19	72.5	567.2	66.9	511.5
2019-20	74.9	532.9	79.9	592.1
2020-21	85.7	654.4	79.6	655.6
2021-22	78.8	585.0	67.4	525.0
2022-23	64.8	484.0	76.1	633.2