

#33

**COMPLETE**

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Page 1: I. Program Overview and Update

**Q1**

1. Department(s) Reviewed:

Humanities, Philosophy & Religious Studies

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**Q2**

2. Lead Author:

Moriah Gonzalez-Meeks

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**Q3**

3. Collaborator(s) - list of any person that participated in the preparation of this report:

Courtney Hammond

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**Q4**

4. Dean/Manager(s):

Lauren Halsted

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**Q5**

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **10/19/2023**  
with your dean to discuss  
your program review using  
this format: MM/DD/YYYY

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**Q6**

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

Professional Development

The humanities, philosophy, and religious studies programs are committed to equity-minded teaching practices and we have been working on expanding the content of our curriculum and adjusting our assessments in light of this. Both Philosophy instructors and one Humanities instructor have completed the Equity Minded Teaching and Learning Institute (EMTLI) and the @One Equity and Culturally Responsive Teaching course.

Curriculum

The humanities program has been expanding its course offerings with courses on career exploration and internships (HUM 193 and 194), as well as additional Kumeyaay humanities courses. These courses are part of the current Kumeyaay Studies AA degree and certificate (as well as the proposed BA) and work to promote and expand traditional Kumeyaay cultural knowledge and environmental science. The career opportunities and internship classes are important for our students so they can learn about careers related to their majors and can make informed choices in terms of their academic and future career trajectories; this aligns with the College's ACP work. HUM 111 Culture, Art, & Ideas of the United States will no longer be cross-listed with Ethnic Studies, per the determination of the Ethnic Studies faculty and in alignment with state recommendations. Philosophy has engaged a significant amount of curricular work in anticipation of CalGETC implementation, particularly the overhaul of PHIL 125, in collaboration with Philosophy faculty at Grossmont. Religious Studies course offerings have been expanded to include RELG 135: Religion in the Middle East and RELG 175: Religion, Government and Politics in America.

Hiring

The department is also in the process of diversifying its faculty members in order to better reflect the diversity of our student body and have been able to do so through the addition of new, part-time faculty in humanities and philosophy.

ACP Work

The philosophy program's degree maps have been completed and need to be reviewed by counseling. The web pages for all of the disciplines have been updated. We are working on outreach and recruiting students to our ACP and will be holding an open house event in spring 2024.

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Page 2: II. Assessment and Student Achievement

**Q7**

**Yes**

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

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**Q8**

7a. Which SLOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

Some of the humanities courses were assessed in the last year, one philosophy class was assessed, and none of the religious studies courses were assessed in the last year. Two of the three disciplines discussed in this report do not have full-time faculty to help lead SLO assessment in their areas, which is a barrier to consistent and timely SLO reporting. The department as a whole is going to continue discussing whether to use Canvas to help assess SLOs in the future.

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**Q9**

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

The department asked the SLO Co-Coordinator to present on SLOs in Canvas in fall 2023; the department is discussing whether we want to input SLOs in Canvas. We have had common PLOs across almost all of the disciplines in our ACP for several years; it is undetermined whether Philosophy will adopt the ACP's common PLOs.

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**Q10**

Respondent skipped this question

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

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Page 3: II. Assessment and Student Achievement

**Q11**

9. Please discuss any equity gaps in access or success

Humanities

From Fall 2021 to Fall 2022, retention rates remained constant at 85%, while success rates decreased 15% from 79% to 64%. Success rates fell for most groups but the most significant decline was for Black and African American students. From Spring 2022 to Spring 2023, retention fell from 7% from 90% to 83% and success decreased 18% from 78% to 60%. Equity gaps exist for the following groups: Black, Latino/a/x, and Middle Eastern.

Philosophy

From Fall 2021 to Fall 2022, retention rates remained relatively flat (92% to 90%) and success rates decreased 4% from 73% to 69%. From Spring 2022 to Spring 2023, retention fell from 8% from 94% to 86% and success decreased 11% from 78% to 67%. Equity gaps exist for the following groups: Asian, Black, and Latino/a/x.

Religious Studies

From Fall 2021 to Fall 2022, retention rates increased 3% (73% to 76%) while success rates remained flat (69-70%). From Spring 2022 to Spring 2023, retention fell from 2% (92% to 90%) and success decreased 10% from 87% to 77%. Equity gaps exist for the following groups: Latino/a/x and Middle Eastern.

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## Q12

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

We will continue to strive to close and eliminate equity gaps. We will do so through by:

- Providing more culturally relevant curriculum and implementing equity-minded teaching practices.
  - Encourage more faculty to participate in the EMTLI and other equity-focused PD
  - During department meetings, engage in equity-minded professional development and review course level and instructor-level data. We are working with the IESE Office to assess our data and are formulating improvement plans.
  - Continue to diversify our faculty and hire more equity-minded instructors.
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## Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

Our goals are to reduce/eliminate equity gaps and increase success rates to 80%, to provide culturally relevant curriculum to students, and to diversify our faculty and increase the number of equity-minded practitioners. We will continue to strive to close and eliminate equity gaps. We are going to do so through providing more culturally relevant curriculum and implementing equity-minded teaching practices. Many courses have recently been modified to be more culturally relevant and new curriculum has been developed to provide students with more work and transfer opportunities. Faculty continue to participate in the EMTLI, and we continue to engage in equity-minded professional development during our department meetings. We will also continue to diversify our part-time pool and hire more equity-minded instructors.

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## Q14

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

I described the department's commitment and activities related to the College's vision in answer #6.

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## Q15

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

The department is still offering the vast majority of our classes as fully asynchronous due to a variety of factors including enrollment trends, student demand, and a lack of district support for low-enrolled, face-to-face classes. It has been difficult to grow face-to-face enrollment when low-enrolled classes are cancelled. Faculty have been told by students that they enroll at Grossmont (or other SD community colleges), where low-enrolled in-person classes are not cancelled as often. Cuyamaca's Academic Senate passed a resolution in 2023 calling for face-to-face classes to run so we can build student confidence in the schedule, in addition to other concerns.

Another challenge is that some faculty in our department completed online teacher training in 2020, but those who were teaching online already did not have to complete additional training. Some instructors teaching online courses in the department have never had formal online training because they were already teaching online when the DE team began requiring that faculty be certified to teach online and were "grandfathered" in. This coupled with the fact that POA does not take into account teaching modality or professional development has led to some faculty teaching online courses in a way not conducive to the department's and college's goals related to equity and student success.

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**Q16**

Respondent skipped this question

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

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Page 4: II. Assessment and Student Achievement continued

**Q17**

Yes

11. Does your department offer classes that are approved distance education courses?

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Page 5: DE Course Success Rates

**Q18**

12. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

In Philosophy, online success rates for 2020-21 were 77-78% and face-to-face courses had a success rate of 81-82%. In 2021-22, online success rates remained the same (77-78%), however face-to-face success rates decreased to 57% in the fall and no face-to-face courses were offered in the spring. In Fall 2022 & Spring 2023, Philosophy & Religious Studies only offered classes in a fully online format.

In Humanities, online success rates for 20-21 were 65-69% and face-to-face courses had a success rate of 69%. In 21-22, online success rates increased (75-76%), as did face-to-face success rates (89-100%). In 2022-23, face-to-face courses had a success rate of 82-86%, while online courses had a success rate of 54-62%.

In order to improve online course outcomes, we have been working on developing our Canvas containers more robustly, utilizing OER course materials, humanizing the virtual learning experience, and getting students to engage more with us and other students through different assignments.

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Page 6: III. Previous Goals: Update

**Q19**

Previous Goal 1:

Reduce/eliminate equity gaps and increase the overall success rate to 80%

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**Q20**

In Progress - will carry this goal forward into next year

Previous Goal 1:

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Page 7: III. Previous Goals: Update continued

**Q21** Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q22** Yes

Do you have another goal to update?

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Page 8: III. Previous Goals: Update continued

**Q23** Eliminate equity gaps in course success (passing grade in class)

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q24**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

1. Faculty request
  2. Encourage more department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities.
  3. Incorporate more equity-minded professional development opportunities in/during department meetings.
  4. Continue to hire new equity-minded and diverse part-time faculty to teach new courses and existing courses like the Humanities of the Americas course, which was developed several years ago but has not been offered.
  5. Make courses more relevant for students by modifying existing courses and adding new courses.
  6. Continue updating our CORs and SLOs to incorporate more relevant information and skills.
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**Q25** New faculty position

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q26** Yes

Do you have another goal to update?

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Page 9: III. Previous Goals: Update continued

**Q27**

1. Previous Goal 2:

Diversifying faculty and increasing the number of equity-minded practitioners

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**Q28** **In Progress-will carry this goal forward into next year**

3. Goal Status

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Page 10: III. Previous Goals: Update continued

**Q29** **Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q30** **Respondent skipped this question**

Do you have another goal to update?

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Page 11: III. Previous Goals: Update (If Applicable) continued

**Q31** **Increase hiring and retention of diverse employees to reflect the students and communities we serve**

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q32**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

1. Faculty request
  2. Encourage more department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities.
  3. Incorporate more equity-minded professional development opportunities in/during department meetings.
  4. Continue to hire new equity-minded and diverse faculty to teach new courses and existing.
- 

**Q33** **New faculty position**

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q34** **No**

Do you have another goal to update?

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Page 12: III. Previous Goals: Update continued

**Q35** Respondent skipped this question

1. Previous Goal 3:

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**Q36** In Progress-will carry this goal forward into next year

3. Goal Status

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Page 13: III. Previous Goals: Update continued

**Q37** Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q38** Respondent skipped this question

Do you have another goal to update?

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Page 14: III. Previous Goals: Update continued

**Q39** Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q40** Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q41** Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q42** No

Do you have another goal to update?

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Page 15: III. Previous Goals: Update continued

**Q43** Respondent skipped this question

1. Previous Goal 4:

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**Q44** Respondent skipped this question

3. Goal Status

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Page 16: III. Previous Goals: Update continued

**Q45** Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

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Page 17: III. Previous Goals: Update continued

**Q46** Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q47** Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q48** Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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Page 18: IV. New Goals

**Q49** No

Would you like to propose any new goal(s)?

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Page 19: IV. New Goals continued

**Q50** Respondent skipped this question

1. New Goal 1:

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**Q51** Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q52** Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

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**Q53** Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q54** Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q55** Respondent skipped this question

6. How will this goal be evaluated?

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**Q56** Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q57** No

Do you have another New Goal?

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Page 20: IV. New Goals continued

**Q58** Respondent skipped this question

1. New Goal 2:

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**Q59** Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q60** Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

---

**Q61** Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q62** Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q63** Respondent skipped this question

6. How will this goal be evaluated?

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**Q64** Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q65** Respondent skipped this question

Do you have another New Goal?

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Page 21: IV. New Goals continued

**Q66** Respondent skipped this question

1. New Goal 3:

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**Q67** Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q68** Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

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**Q69** Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q70** Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q71** Respondent skipped this question

6. How will this goal be evaluated?

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**Q72** Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q73** Respondent skipped this question

Do you have another New Goal?

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Page 22: IV. New Goals continued

**Q74** Respondent skipped this question

1. New Goal 4:

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**Q75** Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q76** Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

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**Q77**

**Respondent skipped this question**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q78**

**Respondent skipped this question**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q79**

**Respondent skipped this question**

6. How will this goal be evaluated?

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**Q80**

**Respondent skipped this question**

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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Page 24: Final Check

**Q81**

**I am ready to submit my program review**

Are you ready to submit your program review? If you would like to go back and review a section, select a section a click "Next."

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