

**ACADEMIC PROGRAM REVIEW**

**DEPARTMENT  
of  
PHILOSOPHY &  
RELIGIOUS STUDIES**

**GROSSMONT COLLEGE  
2006-2011**





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of  
PHILOSOPHY &  
RELIGIOUS STUDIES

SIGN—OFF SHEET

ZOE CLOSE

Zoe Close Sept 19, 2012

WILLIAM HOAGLIN

W.H. SEPT. 19, 2012

JUNE YANG

June Yang 21/09/2012

FALL 2012



**DEPARTMENT  
of  
PHILOSOPHY, HUMANITIES  
RELIGIOUS STUDIES**

**FULL-TIME FACULTY**

**ZOE CLOSE  
WILLIAM HOAGLIN  
JUNE YANG**

**PART-TIME FACULTY**

**JOSEF BINTER  
J. CRAIG BRADLEY  
JOSEPH EDMONDS  
SANDHYA GOUGER  
PERRY GROSSE  
SCOTT MARCUS  
HARRY McCUNE  
JEFFREY MOORE  
DIANA MOXLEY  
LEILA PARELLO  
JOHN SCHOLTE  
ERIC SMITH  
RONALD STRADER  
JAMES TERBEST**



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## DEPARTMENT/PROGRAM REVIEW

### SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

**Department/program history, recent trends, response to last program review recommendations.**

#### **Concise History**

##### **1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc.**

The department had its beginnings in 1962 with the inception of 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 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 until Spring 2008. All three programs provide consistent general education for Grossmont College, offering a wide range of courses. Students can obtain an Associate's Degree in Philosophy. The Humanities program is a significant feeder to San Diego State University's Humanities degree program. The Religious Studies area has continued to increase in enrollment since its beginnings. Both Philosophy and Humanities have been involved with the interdisciplinary Project Success innovation. Humanities was part of the Honors Cluster since its origin. Instructor Gwyneth Mapes had sustained participation in that program. June Yang continues participation in the Honors cluster, and is offering a full, as opposed to partial, Honors course in Fall 2012. In the past, Yang has offered hybrid Honors and regular courses.

Alan Campbell retired in 1989 and was replaced by Zoe Close in 1990. In 1993 Spencer LaMoure retired. Gwyneth 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. The most recent hire for Philosophy is June Yang, replacing Hoke Simpson who retired in 2002. Brad Wood retired in December, 2004 and Harry McCune retired in June, 2005. The department hired replacements for these two recent retirements. Peter Schmidt and Gareth Davies-Morris both began in Fall of 2006.

Significant restructuring of our Division, English & Social/Behavioral Science, took place in Spring 2008. Humanities was removed from our Department and placed in another Division.

Full-time faculty members Davies-Morris, Mapes, and Schmidt were reassigned to another Division, as well as adjunct faculty who taught Humanities courses. Our Department is now Philosophy and Religious Studies. In addition to the loss of these faculty members, the budget crisis has taken its toll. We are unable to offer the breadth and number of courses we were able to just a few years ago. This is a significant hardship for our adjunct faculty and for our students. We are optimistic for a better economic climate in years to come so we can remedy these college-wide deficiencies.

Applications for a full-time faculty member in Religious Studies have been submitted several times over many years. To date the staffing committee has not approved a new position for the Religious Studies program. Finally, we intend on developing a terminal AA degree for Religious Studies, which has enjoyed a rising popularity recently. We are badly in need of two more full-time professors, one to replace David Arthur's Philosophy position and a new Religious Studies position. We have submitted many applications over the years, but these have not yet been granted.

## Program Goals

**1.2 Appendix 1** contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your most successful and least successful goals and answer the following questions.

For your most successful goal:

- a) What activities did you undertake to achieve this goal?
- b) Report and explain the data you have to verify progress towards this goal.
- c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

For your least successful goal:

- a) What challenges or obstacles have you encountered?
- b) Has this goal changed and why?

Goal 3 is our most successful goal: Provide an Exceptional Learning Environment to Promote Student Success. All faculty and classified staff members at Grossmont are and have been working under difficult circumstances since the onset of the recession. Both our disciplines have seen swelling numbers of students in spite of section cuts. For instance, there were twenty-eight Philosophy offerings in Fall 2008; whereas in Spring 2012 there were twenty-one. Also, there are only four Logic/Philosophy 130 offerings this semester compared to six in Fall 2008. These trends are deeply disturbing because faculty must instruct many more students under less than ideal conditions. Nonetheless, the data show our faculty have maintained, and in many cases improved, retention and success in both disciplines in the face of these ongoing hardships.

In Fall 2006, 788 students enrolled in Philosophy courses. In Fall 2010, 1,091 enrolled and in Spring 2011, 926 enrolled. 207 students enrolled in Religious Studies courses in Fall 2006. By Spring 2011, student enrollment escalated to 359. Despite the incredible growth within Religious Studies, faculty managed to improve Success Rates. The students were at 53.4% in Fall 2006, yet enjoyed a five-year apex in Fall 2010 of 68.3%. Spring 2011 was lower at 58.2%. Retention for Religious Studies is good. In Fall 2006, they had 69.7% rate, which



increased to 85.7% in Fall 2009 and stood at 76.3 in Spring 2011.

In Philosophy, we had 788 students in Fall 2006, 813 in Spring 2007, 1,091 in Fall 2010 and 926 in Spring 2011. Success rates were 53.4% in Fall 2006, 62.7% in Spring 2007 and 59.1% in Fall 2010 and 59.7% in Spring 2011. Success rates have hovered at 60% over the last few years. Retention has moved from 62.7% in Fall 2006 to 83.9% in Fall 2010. We have been and are working much harder to maintain these numbers during these years when all our courses are maximally enrolled.

We have maintained the number of transfers and Philosophy majors have increased from 41 in Fall 2006 to 56 in Fall 2011. Faculty members' instructional methods and techniques for managing such large classes vary. Many of us are working with Teaching Assistants to manage formidable grading responsibilities. Former Grossmont students, many at SDSU, contact us to gain teaching experience. Also, we are using tutors in the Learning Resource Center for students who cannot attend traditional office hours. Most likely, we are just working longer hours to maintain educational excellence by, for instance, spending more time answering emails and redesigning assignments workable in much larger courses.

There is one notable improvement that speaks to a Priority Planning Goal in Grossmont's Strategic Plan. Goal 1 states: Better Serve Students in Historically Under-Served Populations. Filipino students were at a 48.8% Success Rate in Fall 2007 but drastically improved by Fall 2010 to 62.5%.

Link for Enrollment Numbers in Philosophy (Fall 2006-Fall 2011):

[http://www.gcccd.edu/research-planning/documents/research-tools/program-review-data/enrollment/fall/grossmont/GC\\_Philosophy\\_2006\\_to\\_2010.pdf](http://www.gcccd.edu/research-planning/documents/research-tools/program-review-data/enrollment/fall/grossmont/GC_Philosophy_2006_to_2010.pdf)

Goal 11 in our 6-Year Unit Plan is: Promote Employee Success. This goal has received minimal attention because of the economic downturn. We are unable to hire more adjunct faculty, and have not been able to offer even long-standing adjunct faculty members employment because of mandatory section cuts. Also, full-time faculty members are unable to attend important professional development activities, such as conferences, because of nonexistent funding.

## **Implementation of Past Program Review Recommendations**

- 1.3** Your program **6-year Unit Plan** in **Appendix 1** 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.

The first two recommendations are to hire full-time faculty in Philosophy and Religious Studies. Although the paperwork for a new position in Religious Studies has been filed nearly every year since the Committee's recommendation, a position has not been forthcoming. We are hoping to continue filing when the climate improves. We have been advised that only critical hires, ones mandated for Accreditation, will be considered. Moreover, the persistence of request will not improve chances of obtaining the hire. Hence, we will wait until funds are

available again to continue our requests.

The third recommendation we have requested each year within the Division Council. This objective was not granted.

We have revised the course outline for Philosophy 130 per the Committee's recommendation.

Program Review's fifth recommendation is to hire tutors to assist students. We have done so. Last semester, we had two tutors working for Philosophy and Religious Studies.

Zoe Close invited Counseling to a Unit meeting to discuss their procedures. We conduct ongoing conversations with Counseling. Also, Yang has invited counselors to courses to discuss transfer procedures. Students have benefitted from these dialogues as we have.

We have written all SLOs and have conducted Assessments for several years now per the Committee's seventh recommendation.

We have updated all course outlines.

## **SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS**

In **Appendix 2 - Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section). [NOTE: Do not include your actual course outlines]

**2.1** Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

We had several outlines that required updating. We updated and submitted to Curriculum six courses in Spring 2012, including Philosophy 114, The Medieval Mind, and Philosophy 155, The Philosophy of Science. In Philosophy 155, we are including the latest popularizations of science as viewed, for example, in series such as "Through the Wormhole." This intrigues students and keeps the material up to date. Such films are includable by the guidelines set in the new outlines. All course outlines have been submitted for updating. We are aware of the Accreditation process occurring on campus, and our Chair, Zoe Close, successfully spearheaded the effort to bring all outlines up to date. They are now queued for acceptance by the Curriculum Committee.

In general, we are interested in incorporating new technologies, such as Blackboard's new ability to upload YouTube videos and many relevant websites students can visit to consider ideas presented in class.

**2.2** What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and

department practices? How do you maintain an ongoing dialogue regarding these areas?  
**You are encouraged to use feedback from your Faculty Survey discussion**

We conducted a Faculty Survey in preparation for Program Review. The results are included in Appendix 7. Five instructors from Philosophy answered and one from Religious Studies. The first question asks instructors to agree or disagree with: "I received an orientation to the college, dept and the classes including course outlines and the opportunity to discuss implementation of the course outlines." Four respondents strongly agreed and two agreed.

However, we have not had new faculty for a time now. There was one new Instructor a few years ago, Ian Duckles, an adjunct professor. When we do have a new faculty member, we orient that person by informal questions and offers of assistance. We send the member outlines to assist them in developing a syllabus and examples of syllabi.

Perhaps the greatest assistance and upkeep of the academic standards and best practices comes during our department meetings. We have worked on SLOs and Assessments for several years, and discuss the results in our department meetings.

**2.3** Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.

Some of us have used a Dynamic Online Schedule to keep the pace comfortable for students. We move forward when the majority of students have understood the material and are ready to proceed. Delivery styles vary by Instructor, but most Instructors report successful methods, and their numbers bear this out.

All faculty are reminded to include newly mandated materials, such as the new Board Regulation that students can only attempt a course three times before having to petition to enroll in the course again. This is critical since many of our courses are GE satisfiers.

Most faculty use the technology available in the course to link the class to appropriate videos and to project material for students who have yet to purchase their textbooks to view early in the semester.

Many of us notice students need to focus on reading abstract material in a critical manner. Perhaps a disturbing trend is how little time is spent reading and writing by our students. We are compelling practice of these skills with in class activities. For instance, students will read three challenging paragraphs, summarize the content and then ask critical questions of the content.

Some faculty members, especially John Scholte, review the content, materials, and syllabi for comparable courses at other educational institutions to see if there are relevant additions for current pedagogical practice.

Scott Marcus, an adjunct Philosophy Professor, in his critical thinking course teaches students the skills they will need throughout the rest of their academic careers. He tries to make sure the students understand the connection between clear communication and effective argumentation on the one hand, and their careers in business or elsewhere on the other.

In Phil 125 and Phil 150 Leila Parello uses technology such as Powerpoint, internet, video, overhead projector, field trips, and BlackBoard. In terms of materials, her texts have social relevance to today's world in terms of topics, illustrations, and approaches to learning. Leila Parello creates a detailed syllabus and content relevant worksheets to accompany the readings and lectures.

**2.4 Analyze the data in Appendix 3 - Grade Distribution Summary.** Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment.)

We are enjoying higher retention rates. Philosophy 110, Introduction to Philosophy, went from 54% in Fall 08 to 73% in Spring 09, and since then has remained between 64-68% until Spring 2011. Religious Studies has experienced the same trend with their studies. Religious Studies 120, World Religions, had a 79% retention in Spring 09, 82% in Fall 2009 and 65% in Spring 2011. This last number was a very small sample size at 69 students, due to the section cutbacks. All courses exhibit this trend.

There are some grading variances. For example, Religious Studies 120 in Spring 2011, Section 8451 had an unusually high rate of No Success. Again in Spring 2010, Section 8451 of the same course had a 56% No Success rate. In Spring 2010, this is comparable to an overall 15.1% No Success rate. This shows some norming is needed.

On the other hand, there are irregularities in the other direction, with disproportionate amounts of higher grades distributed. Consider Relg 150 in Spring 2011 with 25/57 students receiving As in section 8456. Another example is Philosophy 155 in Spring 2009 where 12/24 students received As. These discrepancies, however, might be attributable to the caliber of student who takes these courses. These are amongst the most challenging courses offered to students in our department. We could also, again, be in need of further norming for grade standards.

These extreme cases, however, are extreme and atypical. Looking at our overall grade distribution, there is no significant pattern of divergences in grading.

**2.5 Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).**

We have rubrics for grading essays and these rubrics are used in our Assessments of SLOs. We also revise course outlines to make sure we agree on the content of our courses. Again, we have concluded revisions of outlines. This should lead to further consistency.

In both Philosophy and Religious Studies courses, some of the content is at the discretion of the Instructor and most of the evaluation is at the discretion of the Instructor. Hence, normalizing grading is more challenging in our department. Nonetheless, the SLO Assessment procedures and revision of outlines has offered opportunity to address these issues further. We have agreed on content for our History of Philosophy series, and agreed upon content for our Philosophy 125, Critical Thinking, when we revised the outline for this course.

In general, success rates are in agreement for most courses offered in multiple sections.

**2.6** Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

We have developed and/or offered three new courses since our last Program Review. One is Philosophy 145, Social and Political Philosophy, and a second is Philosophy 111, Philosophy and Popular Culture. Philosophy 145 is very popular and investigates a major subdiscipline of Philosophy. Such courses are often offered at the universities, and students can now get a head start on studying this material. Philosophy 111 is a fascinating look at current events, films and common sense notions. This course is also quite popular and has been taught twice so far. Students enjoy critiquing the world around them in a manner pertinent to their lives. The third and most recent course addition, Philosophy 194, Community Service Learning, was developed and approved. This course has not yet been in the schedule due to section cuts.

**2.7** How are current issues (i.e. environmental, societal, ethical, political, technological) reflected in your curriculum?

Philosophy 145 is about society and political reasoning in general. Philosophy 140 almost always includes sections on environmental concerns and social questions, such as abortion and just distributions of wealth. In Philosophy 111, a Philosophy of Technology module was taught. Logic and Critical Thinking provide unlimited opportunities for critiquing mainstream ideas around us. In this election year, we are pleased to facilitate students' consideration of the many issues at stake.

Our Religious Studies courses allow students to appreciate the tenets of other religious traditions, hence broadening their understanding and, hopefully, tolerance of minority religious views. In Religion 140, John Scholte, reviews current events in class as they relate to the religious culture of different people groups and nations, through current newspapers, news magazines, websites, and other media sources.

In the Phil 125, Critical Thinking, Scott Marcus, an adjunct Philosophy Professor, assigns passages for evaluation which include current issue topics such as abortion, immigration, political advertising, socialized medicine, and the like. In the Phil 110, Introduction to Philosophy, he covers values which again survey issues of politics and social justice, and these are integrated into class discussions.

Parello discusses many social and ethical issues as they pertain to critical thinking in her Phil 125. For instance, one of her units of work consists in understanding and applying ethical reasoning. Her Phil 150, Aesthetics, is ripe for investigating the role of technology in art and image manipulation.

Zoe Close is involved with Community Values and Ethical Dialogue. The Chamber of Commerce asked Close to develop materials for their upcoming Ethics in Business event.

Although this course has not been offered in a while, there is Philosophy 141, "Moral Problems in Health Care," which intrinsically examines serious contemporary problems such as access

and controversial medical research. Perhaps it is time to offer this course again, especially in light of the recent public debates about universal health care. Other issues, such as the long-term viability of Medicare and other medical entitlement programs, assume ideological stances. Such stances are ripe for philosophical scrutiny.

Some of our Instructors such as Yang participated in the campus-wide examination of the *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. This allowed students to consider the justification of claims to gene ownership by biotechnology companies, numerous in San Diego, such as Genentech. This issue is ongoing. This text also explored issues of racism in the 1950s and now, and the myriad ways of knowing that a community may share, yet an outsider not be privy to.

**2.8** If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see instructions for help on finding the applicable data.)

We only offer Philosophy 110, Introduction to Philosophy, in a Distance format. We have offered it several times over the years. Just focusing on Fall 2010 and Spring 2011 for now, there were 99 enrolled in Fall 2010 and 51 in Spring 2011. See [http://www.gcccd.edu/research-planning/documents/distance-education/2011\\_Grossmont\\_DE\\_Report.pdf](http://www.gcccd.edu/research-planning/documents/distance-education/2011_Grossmont_DE_Report.pdf)

The overall success rates at Grossmont College according this site for Fall 2010 was 57.9% and 56.2% for Spring 2011. Traditional courses had corresponding success rates of 65.7% and 62.3%.

Additionally, Philosophy 130 has been approved in online format. We have not yet offered this course in an online format, so do not have comparative data.

**2.9** If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

Not applicable.

**2.10** Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

We have been working with Janice Johnson for some time now to keep outlines current so they can continue to be articulated for credit at the CSU and the UC. All of our courses in both Philosophy and Religious Studies transfer in some capacity.

For now, Philosophy 125, Critical Thinking, and Philosophy 130, Logic, do not transfer for

Philosophy majors to UCSD and SDSU. However, they do satisfy other requirements, such as GE:A3. Philosophy 141 satisfies CSU GE: C2. If this course becomes a common offering again, we will endeavor to maximize articulation.

We are uncertain of how to prioritize articulation, especially in light of the ongoing satisfaction of SB1440. Close and Yang are involved with the ongoing effort to create a statewide agreement amongst the CCC, CSU and UC about setting standard curricula. In the meantime, we rely heavily on the excessively competent Janice Johnson, who reminds us of urgent matters when they arise.

## SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 4 - Annual Progress Reports**, as well as **Appendix 5 – SLO Assessment Analyses** and **Appendix 6 – Course-to-Program SLO Mapping** document, answer the following questions:

### 3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

We are assessing both Philosophy and Religious Studies. In general, faculty has been responsive and accountable to these procedures. At the past few Professional Development Week Program meetings, we have constructed Assessment questions to judge if we have met our SLOs. The question construction procedures suffice for our purposes.

A bright note is how easily we construct the questions. Our faculty members are in agreement about what needs to be learned by students in a given course. There has been very little ideological debate about key terms, concepts and selection of thinkers.

Another positive outcome are our numbers. In general, retained students are successfully answering assessment questions and essays. Based upon the Fall 2010-Spring 2011 SLO Analysis Report, our Philosophy 110 assessed in Fall 2010, 80% of 199 students passed the Final Examination. We are unsure of how this compares to other Final Examination pass rates, but assume students retained until the end of the semester are typically motivated to complete the course so do not believe this is unusual.

SLO3 for Philosophy 110 is “The integration of philosophical techniques into the students’ formulations and justifications of their own arguments and beliefs.” Students show exemplary mastery of course material when they integrate into their lives. We assessed for them by asking an essay question about emergence from Plato’s Cave. Students were asked if they agree with this metaphor for education. The pass rate on this question was 80%.

Philosophy 125, Critical Thinking, also enjoyed similar successes. This was assessed in Spring 2011. For example, SLO2 for Phil 125 is “Identify the basic inductive fallacies.” 64% of students answered a question concerning this SLO correctly. It was interesting to see in Phil130, Logic, 75% of the students answered correctly. In the same set of Assessment questions for Phil125, we failed to test for SLO3: “Understand the distinction between weak and strong arguments.” This requires remediation.



We did receive data for Relg140 as planned in the Spring 2011 Professional Development Week Department Meeting.

Relg 140 has one SLO: "Students in Religious Studies 140 are expected to demonstrate, through reading and writing assignments, basic knowledge of the relationships between religious beliefs and aspects of culture in Eastern and Western religious traditions."

There were two essay questions included on the Final exam. One questioned the connection between a religion and the culture in which it is found. The other required the student to focus on a studied icon and its relationship to the culture in which it is found. 51/73 students passed the first question and 53/73 passed the second. This is a range of 70-73%, which is quite good. These questions address the SLO, and the students were free to choose amongst the major religions and cultures they studied in this course.

**3.2** Using your course-level **SLO Assessment Analyses (Appendix 5)**, this is part of your annual reporting process, and your **Course-to-Program SLO Mapping Document (Appendix 6)**, discuss your students' success at meeting your Program SLOs.

In Philosophy, we have two Program Level SLOs: 1. Engage with a body of philosophic literature by demonstrating in college-level writing and/or other evaluative processes, including but not limited to, critiques, comparison and contrast of theories and formulation of argumentation and 2. Identify basic concepts, branches and terminology of the discipline by demonstrating in college-level writing and/or other evaluative processes, including but not limited to, critiques, comparison and contrast of theories and formulation of argumentation.

Since these Program SLOs are general, which we believe they should be to preserve Instructor freedom of course content, the findings in Appendix 5 meet these requirements. As reported in part in our answer to 3.1 and expansively in Appendix 5, our numbers range from good to exceptional.

**3.3** Based on your discussion in **Section 3.2**, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your **Course-to-Program SLO Mapping** document in **Appendix 6**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

We might make changes to our Program Level SLOs. After having reviewed our SLOs, it is clear that most Course Level SLOs are specific instance of a Program SLO. The main difference between Course and Program SLOs is in terms of content. For instance, in Phil150, the SLO is "Students are expected to be able to identify fundamental features of major aesthetic theories and Demonstrate this knowledge through reading and writing assignments. This is a specific instance of Program SLO 2. But we do not have a SLO for Phil150 that is a smaller case of Program SLO1. If the Committee recommends it, we shall add SLOs to accurately mirror both Program Level SLOs.



## SECTION 4 - STUDENT ACCESS

### 4.1 How does facility availability affect access to your program?

Classroom availability is good. We have not experienced any hardships due to lack of classrooms over the past several years because many of our sections have been eliminated. When requesting rooms for meetings and seminars, we have encountered no problems.

### 4.2 Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

We have continuously offered Philosophy 110, Introduction to Philosophy in an online format. We have also approved through Curriculum Committee but have not yet offered Philosophy 130, Logic, in an online format. This reaches a student demographic that otherwise might have trouble achieving college credit.

We have also offered more night courses to accommodate students who work in the day. We have recently began to offer courses running from 5:30-8:20. This allows some students to come directly from work, without the lag time created by the 7-9:50 PM courses.

The largest availability concern is the cutting of sections, however, We, as all other programs, have needed to turn away students from enrolling in our courses because of section cuts. This is the largest factor affecting availability of education to our students. But we are not unique in this.

### 4.3 Based on your analysis of the Student Survey results in **Appendix 7**, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

136 students were surveyed in Philosophy and forty in Religious Studies. In Philosophy, for questions 10-12k, ninety-three students provided no response. In Religious Studies, the non answering students were nineteen for these same questions. This means we have a total of 64 students answering the questions about usage of campus resources. We will note some findings about these questions, but are wary of any conclusions based upon the views of so few students.

Out of the 136 students surveyed in our Philosophy courses, thirty-three, or 24.3%, answered they are Very satisfied with the availability of courses in Philosophy and fifty-eight, or 42.6% answered they were satisfied. Of the forty students surveyed in Religious Studies, 20% answered very satisfied and 45% satisfied to the same question. The percentages are similar for both programs.

Communication between students and instructors typically occurs face to face. 95.6% in Philosophy indicate communication with their instructor is face to face, and 71.3% state they also communicate via email and 33.1% by telephone or voice mail. The corresponding numbers in Religious Studies are 90%, 45% and 47.5%. The question is which modes are

made available to you by the instructor for communication. This reveals nearly 30% of our students do not believe email communication is an option for them and about 67% believe phone communication is not an option for them. Either this conclusion is correct, or the students have misunderstood the question to read: How do I communicate with my instructor?"

To acquire course information and messages in Philosophy, 76.5% of students check with the instructor, 12.5% check Blackboard announcements and 11% email. When seeking assistance about course content or assignments, 73.5% of students consult their instructors, right before and after class, 15.4% during office hours and 11% via email.

The corresponding numbers in Religious Studies for how students acquire course information and messages are 82.5% from the instructor, 15% from Blackboard and 2.5% by email. For how they seek assistance, the numbers are 87.5% before and after class, 7.5% in office hours and by appointment and 5% via email.

These numbers seem to show students gain most information and assistance from face to face interactions with their instructors right around class time, but more so in Religious Studies. About half as many students in Religious Studies are able to access assistance during office hours. This is a compelling reason to hire a full-time Religious Studies Instructor who can hold regularly scheduled office hours. The number for receiving assistance via email in Religious Studies is in sharp contrast to Philosophy students receiving help via email.

The percentages of students using Blackboard to gain information about the course is fairly low given how prevalent Blackboard usage is on campus. Either the students in Philosophy and Religious Studies are not using the resource or the instructors are not. In Philosophy, only three students and only two in Religious Studies reported using the Blackboard Hotline as required. This leads us to conclude most instructors are probably not requiring Blackboard usage since confused students would call the hotline. As instructors, we are not required to use Blackboard.

In general, the resources of the Tech Mall and Library (online and on campus) were favorably reviewed by students. In Philosophy, of the 43 students answering, 72.1% found the on campus library either helpful or very helpful for instance.

#### **4.4** What implications do these findings from 4.3 have for your program?

Students indicated they were satisfied and very satisfied in the last Program Review cycle with the offering of courses at rates between 73-76%. This shows a maximum 10% drop. Moreover, the number of students surveyed in our last Program Review were more numerous, so those results were probably statistically more significant. 704 students were surveyed then, and only 176 this time. The department conducted its own survey for the last Program Review cycle. During this cycle, the college contracted an outside agency to conduct a sample survey.

We conclude the students are not pleased with section cuts. Moreover, those who never gained admittance to our courses are perhaps in the many hundreds, and they would skew these results significantly. If we were to include those who attempted to gain admittance and were unable to do so, we believe the number of students who indicate very dissatisfied would far outweigh the satisfied and very satisfied categories.

Moreover, newer students have no basis for comparison. If they had been students at Grossmont College five years ago, they would have found themselves in a much different environment, and their protest at what has happened in terms of classroom size and quality of learning experience would be very different.

Regarding how students get assistance, we believe email usage should be encouraged to Religious Studies faculty. This is a primary avenue of communication in our times, and should be implemented as a requirement. In other words, all instructors should be obliged to communicate with students through email.

Regarding Blackboard, no assessments have occurred to date about how helpful Blackboard usage is for students. It is convenient for instructors to store course data and track student grades, but from the students' perspective, we cannot say how helpful or detrimental the site is. For all we know, this might be a hindrance to their learning experiences. We do not have enough information to conclude either way. Although students and instructors report they find it useful, there are no firm numbers for whether sections using Blackboard fare better than those that do not. Moreover, there are anecdotal reports from students that they find it confusing. This might have to do with how Instructors are managing the sites, however. Perhaps in time, we can include statistical studies campus-wide to see how sections using Blackboard compare to sections not using Blackboard.

The most important finding we have uncovered is students are asking for more sections.

**4.5** Based on your analysis of questions 3 through 16 in the **Appendix 7 - Student Survey**, identify any changes or improvements you are planning to make in curriculum or instruction.

We encourage instructors to use email frequently.

We are also planning on collecting anecdotal testimony on whether Blackboard usage is helpful or harmful to students.

We have hired and maintained tutors for our students. In Philosophy, eleven students reported they had used the Center, and eleven reported it was helpful or very helpful. Five and four are the numbers for Religious Studies. We will continue to provide tutors to our students. Also, since tutoring is similar to peer assistance, some of us are considering piloting programs (as Psychology has done) in which students assist other students. Finally, the incorporation of activities in class where students help students will be helpful from this data.

**4.6** Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (**Appendix 7**)

Question 13 asks: "What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals. In Religious Studies, 34/40 students

agreed and in Philosophy, 111/136 students agreed. Our subjects are such that they have an immediate application for most students' lives. The questions asked in these courses and the answers considered are usually the most pressing ones. This explains why so many students believe what they learn in our courses are applicable to their daily lives.

To complement this human instinct to wonder about the subjects we teach, we have offered activities. Most recently, the department presented a lecture and discussion by Jonathan Cohen of UCSD, "Wine-Tasting: Blind or Otherwise." Leila Parello assisted in organization of the presentation.

Also, we plan on having a guest speaker from the Chinese Historical Museum give a talk, "Islam in China."

A few semesters ago, Yang facilitated a presentation by Dr. Linda Palmer, a research scientist at UC Irvine and formerly of Carnegie Mellon, presented: "Kant, Beauty and Brains" to our department. In this talk, she correlated the findings of her neuroscience research to her work in Kantian thought. This talk was well attended.

Instructors offer extra credit to our students for attendance, but many attend without incentive. These talks have kept the subjects taught in our department in our students' minds.

- 4.7** Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

Philosophy 150: Aesthetics and Philosophy 155: Philosophy of Science were historically under-enrolled previous to the cutting of sections, which began a few years ago. Flyering and word of mouth were enough to offer and fill these courses sufficiently to sustain them. Such courses had to be offered in these more lucrative times because of the breadth of subject matter we wish to maintain.

Grossmont's reputation, we believe, is based upon the availability of esoteric, challenging courses not offered at other community colleges. Even in these lean times, they should be offered. However, all sections are now filling maximally, even courses such as Philosophy 114, Medieval Philosophy, historically subject to possible cuts, are over-enrolled.

- 4.8** Based on an analysis and a review of your 6-year Unit Plan (**Appendix 1**), what specific strategies were utilized to address access issues of special populations (e.g. ethnicity, age, and gender).

We have a new and less intimidating course offering, Philosophy 111, Philosophy and Popular Culture. The subjects covered in this course are different from traditional courses, which focus on primary texts, usually intimidating to non-traditional students. Universally interesting topics such as sex, money, greed and rugged individualism are considered and analyzed. Although the analysis remains rigorous, it feels less so because of the subjects philosophically questioned. In this course, we attempt to view such differences from a meta-viewpoint. We consider the fairness and appropriateness of such views.

We continue to offer courses in the evening for non-traditional students. 18.4% of Philosophy students and 30% of Religious Studies students indicated they wished to have 4-10 PM courses. We are meeting this need.

51.5% of our Philosophy students and 57.5% of our Religious Studies students are female. Roughly a quarter of our students in both subjects are Hispanic. This is up from about 12% in our last Program Review cycle. We have nearly doubled our Hispanic students. Also, White students have dropped from about 63% of our students to around 50%. This might be an overall college-trend or it might be the way instructors always try to incorporate the events of the world around us into the curriculum. Very few of us just read through the textbooks with the students, if any of us do.

The financial collapse, border-related issues, racism, sexism, drugs and television broadcasts are ripe with information for us to investigate and analyze in our subjects. Perhaps those out of the mainstream find such discussions interesting and choose to stay in our courses for this reason.

It is also well-known how effective role-modeling is for students. To see non-traditional instructors is another way to retain non-traditional students. We are older, younger, minority, non-minority, religious, non-religious and so on. Students can appreciate their own value as non-mainstream when their academic world, including their instructors, reflects this.

Also, in March 2012, Close presented a case to Institutional Review Community to argue for a space for our resource materials and a lab for our logic students.

## SECTION 5 - STUDENT SUCCESS

**5.1** Building on your answer to question 4.8, what specific strategies were utilized to maximize success issues of special populations (e.g. ethnicity, age, and gender).

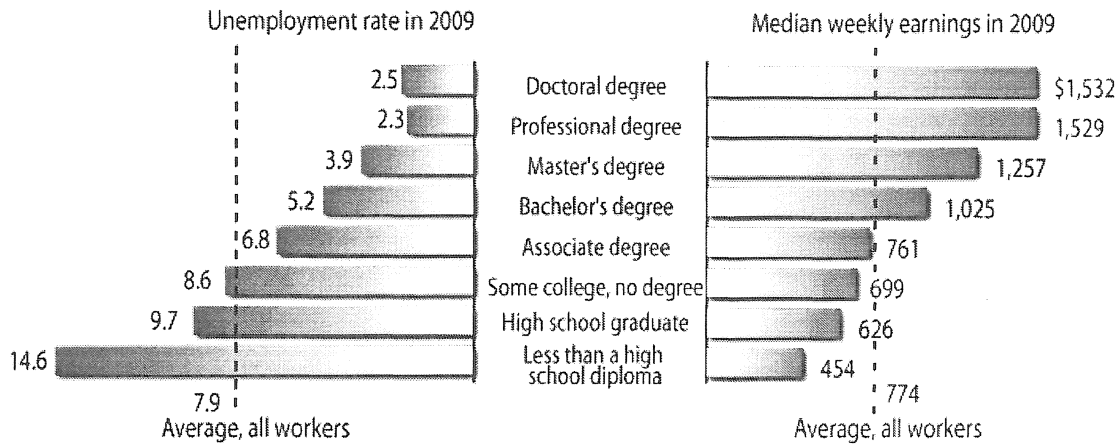
In addition, the usage of the book by Rebecca Skloot, *The Immortal Life of Henrietta Lacks*, maximized success because of the vernacular used. It is a book that is applicable to many of our students' lives. Students stayed to complete projects about this book in at least one section of Philosophy 110.

Another helpful device in helping students succeed is to investigate the economic environment we find ourselves in. Studies definitively support the higher degree one achieves, the higher her income rises and her chances of unemployment plummet. A student is motivated to succeed if he is reminded of the long-term benefits of his education. In 21<sup>st</sup> Century America, education is worth it. This message must be conveyed to our students, especially those who do not traditionally do well.

Yang places in her syllabi this finding from the Bureau of Labor Statistics during the onset of the Great Recession:

[http://en.wikipedia.org/wiki/Educational\\_attainment\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Educational_attainment_in_the_United_States)

# Education pays



Source: Bureau of Labor Statistics, Current Population Survey

We all make ourselves available to students as often as possible. We hold regularly scheduled office hours and remind students to come for assistance. Many of us email them to remind them of the office hours, room and telephone numbers. Just as we are reminded to complete paperwork by emails from administration, we use this technique to nudge students into seeking assistance.

Close has conducted research on the newest special student population challenge and its implications for student success. Following is a summary: California has the largest Muslim community in the United States, a greater proportion living in Southern California. San Diego has the most Libyan expatriates in the Western Hemisphere. El Cajon is second only to Detroit, Michigan, in Chaldean residents. 2010 data from the Grossmont College Office of Admissions and Records indicate that 90—95% of students taking language placement exams are Arabic-speaking. Our Office of Institutional Research shows that enrollment figures in Spring/Fall 2010 for ESL (English as a Second Language) courses are 26.4% Arabic-speakers at one of our campuses and 44% Arabic speakers on the second campus. This is up, respectively, from 21.4% and 38.3% in 2009. The traditional culture of East County is conservative Christian; further, San Diego County has a large military population, many of whom attend classes on our campus. The sudden changes in our local culture have resulted in clashes that have reached a critical stage. This cultural metamorphosis has taken place so quickly that neither I nor my colleagues have been able to keep pace. In just a few years time, Grossmont College, whose traditional student population has been white, middle class with a Christian belief system, has been transformed into a multicultural setting with an exponential increase in Arabic-speaking students from a number of different countries in the Middle East and Africa. Statistics from our institution's Office of Intergovernmental Relations report that, since 2008, an average of 350 Arabic-speakers arrives monthly in our local community. The challenges that have arisen from 1) the need to provide language and other resources to our students who speak Arabic, 2) the need to integrate new cultural traditions and practices with the traditional culture and 3) the critical need to address conflicts of religious belief and ethical systems—conflicts that our students not only see in our local community, but conflicts that they know are played out on the national and

international stage every day--have spurred the department to work on plan to provide our community with the forum to address these new issues.

Close's findings are relevant to all aspects of our programs, but her findings also specifically add to our need for support in Religious Studies. Those coming to East San Diego from the Middle East are of religious backgrounds oftentimes quite distinct from the traditional demographic of our community. This spurs an intellectual curiosity in our students if how vast or slight those differences are. Our Religious Studies courses are filling at higher rates in part for this reason.

**5.2** Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

In our most recent Program talk by Jonathan Cohen, many of us offered extra credit to our students to see what a formal lecture from an academic philosopher is like. This talk was facilitated by Leila Parelo. Her students received extra credit and wrote evaluative essays on their experience.

Yang has offered extra credit to her students on issues important to them. For example, when considering the notion of an ideal state in Plato's work, students are asked to research how much funding has decreased to public education in California, and how achievement has also decreased, and how this aligns with Plato's beautiful state.

Sandya Gouger, a longtime adjunct Professor of Religious Studies, takes her Relg 140 course to the San Diego Museum of Art in Balboa Park. There, they see the East Asian religious art, which is of Hindu, Buddhist, Chinese and Muslim in origin. The collection of Muslim art includes tile work, calligraphy and copies of the Koran. There is also early Christian art and some secular European art.

Gouger also requires her Relg120 (World Religions) students as well as her Relg140 students to visit at least three religious sites in San Diego. These activities greatly broaden our students' knowledge and interest in their community.

John Scholte teamed up with Zoe Close to offer an extra credit opportunity to all students in the religion program with a talk by Barbara "Bambi" Shen, author of "The Uncrushable Rose." Shen shared her life journey with students and how life moved her from Buddhism to a more individualized spirituality.

In Religion 140, Scholte and Close also offered extra credit, and attended with students, the Muslim Awareness Day events on campus, which was organized by the Student Muslim Association.

Many faculty offered extra credit to students who attended the recent appearance of the Dalai Lama in San Diego.

Marcus' method for engagement of students in the classroom is quite straightforward. Seventy-five percent of the time he is not lecturing at them, but rather using



the Socratic Method to draw them in to discussions. He often has a half dozen hands in the air at once, as students vie to contribute their views to the discussions.

We have also added Philosophy 194, Community Service Learning Course. This addresses student learning beyond the classroom by recognizing the need for practical application of theory.

The best lesson we can offer our students is to question the world around them, yet stay within it as well. Religious Studies and Philosophy are inherently questioning disciplines. If we do it right, our students learn to ask questions of such entrenched assumptions such as, “I *earned* my degree.”

**5.3** Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, fairs) to enhance student learning inside and outside of the formal classroom.

Our department was involved in Grossmont’s 50<sup>th</sup> Anniversary Open House, where students read from the great philosophical treatises. Other presentations to the community at the Open house event included 1) What is Buddhism? 2) Ethics for Everyday Life and 3) Islam: The Truth.

Yang has participated in the Project Success program for many semesters now and the Honors Consortium. Students in Project Success have much higher retention and success rates. These rates improve as the link between two classes improves over several semesters. Yang also works with SDICCCA and has mentored four MAs to join the community college community, and is taking on another intern for the 2012-2013 academic year.

Close has been able to garner interest in the following organizations in working with our Department. She reports that these are some organizations that have demonstrated interest in participation with our department:

- San Diego Ethics Center, Dena Plemmens
- East County Economic Corp
- Grossmont Union High School District, Rich Butts
- Grossmont Healthcare District, Barry Jantz
- Barona Valley Ranch, Resort and Casino
- East County San Diego Chamber of Commerce, Doug Dean, President
- Confucius Classroom, Anne Chu, Director
- St Peter’s Chaldean Church, Father Michael, Educational Director
- Montgomery Middle School, Olympia Kyriakidis
- Public Affairs, San Diego State University
- San Diego World Affairs Council
- San Diego Regional Taskforce on the Homeless Center, Dena Plemmens
- East County Economic Corp
- Grossmont Union High School District, Rich Butts
- Grossmont Healthcare District, Barry Jantz



- Barona Valley Ranch, Resort and Casino
- East County San Diego Chamber of Commerce, Doug Dean, President
- Confucius Classroom, Anne Chu, Director
- St Peter's Chaldean Church, Father Michael, Educational Director
- Montgomery Middle School, Olympia Kyriakidis
- Public Affairs, San Diego State University
- San Diego World Affairs Council
- San Diego Regional Taskforce on the Homeless

**5.4** Based on an analysis of "Reports" data (This is found on the intranet under "Reports"), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

In 2.4, we discussed how our retention and success rates have either stayed constant or improved in spite of the unusually stringent conditions instructors are finding themselves in. Also, in 4.8, we have discussed some of our optimal results with respect to non-traditional groups of students.

We do not have large numbers to assess the online population, but these students have consistently fared worse than on campus students, about a 53% Success Rate compared to a 62% Success Rate for their on-campus colleagues. Their withdrawal rates are alarmingly high. For instance, compare Spring 2011, 45.1% withdrew compared to 26.6% for their on-campus counterparts. Despite these grim statistics, the Success Rate has been creeping up. Yang mainly teaches the online Philosophy 110. Over the years, she has been more proactive in contacting students who seem to be in danger of not passing. Also, she has attempted to characterize the course as rigorous in an attempt to disabuse students of the notion that online courses are easier than on-campus courses. In many ways, they are more difficult, especially in the self-motivation category. But campus-wide, online courses suffer from these same issues. Distance education remains an important option for many of our students.

**5.5** If state or federal licensing/registration examinations govern the program, please comment on student success.

Not Applicable.

**5.6** Referring to **Appendix 8- Degrees and Certificates** if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

We have stayed constant in our Philosophy AA degree. But since we are serving much fewer students now than we were under the last Program Review, we believe it is acceptable to conclude if we were operating at full capacity, we would be awarding even more degrees.

In conducting research for Program Review, we confirmed that we have a significant number of Philosophy majors. We have approximately fifty-six majors, which is outstanding. This is

comparable to many universities. For this reason, we must continue to offer as various a curricula as possible. If we do not, our majors will be unprepared for the wide array of courses they will encounter when they transfer.

**5.7** Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post secondary schools.

Some of our students are from Grossmont Middle School and have performed superbly in our courses.

Also, The UCSD TAG program may function as a connection to university students. Perhaps the greatest manner in which we maintain connections to area schools is through word of mouth. Often, when at conferences, our colleagues from other schools will let us know their students recall their time at Grossmont fondly. Many of our students move forward to study Philosophy and Religious Studies for their Bachelors degrees, and their instructors report to us that they were greatly satisfied with what we teachers do here. Our student survey seems to bear this finding out. It is safe to assume that their siblings and associates entering college are relying upon that word of mouth advertising.

## **SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES**

**6.1** Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services, CATL).

We have consistently maintained tutors for the students to work with. Of those using the tutoring services, a high percentage have reported being very satisfied or satisfied with the services. Our syllabi contain the references for students to use the Learning Resources Center and the English Writing Center.

Many of us refer students to the Tech Mall if they are having troubles with home computers. In particular, those of us who utilize Blackboard for student submissions direct students to the Tech Mall.

We have received vital information from Instructional Media Services on streaming videos useful to our courses, such as lectures at other institutions.

**6.2** Analyze the results of the **Student Survey - Appendix 7** and describe student utilization and satisfaction with campus resources **as it relates to your program** (i.e. availability, usage, relevance).

Students who sought Tutoring in Religious Studies found it helpful. Five students voluntarily went and four found it very helpful or extremely helpful. In Philosophy, the numbers were eleven and eleven. This is a wonderful testimony to our selection of tutors and their effectiveness in assisting students. It is unfortunate we are losing funding to hire new tutors.

Of the eleven students who used the English Writing Lab for their in Philosophy studies, all stated the assistance as very helpful and helpful. Of the seven in Religious Studies, five reported the assistance as very helpful or helpful.

In general, our findings are students who voluntarily sought assistance by using campus resources for help in our courses considered the assistance beneficial.

The vast majority of students, however, did not seek out these services according to the survey results. We will continue to encourage our students to use these resources. We even desire to make such usage mandatory because of these findings. However, we are not able to have enough tutors to accommodate such requirements at this time because of funding problems.

### **6.3** Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

We are using Institutional Research extensively to complete this Program Review. They have been extremely helpful and patient. Our contact has been Pamela Wright, who has fielded our questions graciously and kindly.

We have noticed new databases, such as the Program Review Data Warehouse located at the District Website, which was very useful. We have looked at CalPass data as well.

We have discovered how many Philosophy students we have, and we are now considering how to get these students together and talking to one another.

The information available to us through Institutional Research and other sources has convinced us that we need to begin the process of starting a new AA degree in Religious Studies. Courses have huge waiting lists.

Perhaps in our post 9/11 world, students have a newfound desire to understand the religious views dominant in other parts of our world. These religions have representation here, which is growing. (Indeed, one interesting demographic to track on our campus might be religious affiliation if it is allowed. Many of us believe the majority of our students are Christian, perhaps they are not. After all, the fastest growing “religious group” is agnostic or atheist. See <http://www.forbes.com/sites/carolpinchefsky/2012/03/21/unbelievable-atheists-to-rally-in-record-numbers/>)

Some of our assumptions may be flawed, and research such as Close’s mentioned in 5.2 can clarify some of our anecdotal inaccuracies. But, a good explanation for the high enrollment and novel interest in Religious Studies could involve the influx of those escaping the turbulence of the Middle East.

### **6.4** Working with your library liaison, evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

#### **Books**

The library Philosophy area, call numbers B-BD and BJ, has 1,321 print books and 350 electronic books. Additionally, the library owns forty-two print reference books in philosophy.

The Religion area, call number area BL – BX, has 2,499 print books and 834 electronic books. Additionally, the library owns 218 print reference books on religion.

Print books are purchased using a complex allocation formula to ensure that departments get their “fair share” of the \$23,000 annual library book budget. The allocation allows for a book budget of \$224 in philosophy per year, and religion books receive \$100 per year. However, often the library is able to give more to our department book budget. For instance, for the year 2010-11, Patricia Morrison, our department liaison, actually spent \$340 on print philosophy books and \$344 on print religion books.

There are also two online reference book collections that contain thousands of entries about philosophy. These collections, or databases, are called “Gale Virtual Reference Library” and “Credo”.

All electronic materials, whether books or journal articles, can be accessed anytime, anywhere.

### **Periodicals**

Most of the religion and philosophy periodicals are in electronic format, within library periodical databases. This allows for keyword searching, and anytime, anywhere access.

The subject-specific database called “Ebsco Religion and Philosophy” is completely devoted to journal articles within these two subject areas alone. This database offers more than 300 full text journals, including more than 250 peer-reviewed titles. In addition, the library also subscribes to a number of multidisciplinary databases, including Academic Search Premier and Gale OneFile, with access to virtually tens of thousands of articles in our subject area.

### **DVDs, Media**

There are a number of ways to access the library’s large media collection. First, the library offers a list of DVDs by subject that are in their collection. They also have access to a much larger collection of county consortium DVDs. In addition, the library recently added the Intelcom media database which has 337 video clips covering philosophy alone. Another resource, EduStream, is a streaming video database that gives faculty access to over 5,000 close-captioned professionally produced videos. And finally, faculty and students have access to SDSU's media collection through interlibrary loan.

We are very grateful to Librarian/Professor Patricia Morrison for compiling this section for us.

**6.5** How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

We work alongside EOPS by completing the student documentation and accommodating any needs DSPS sees fit to request. We often receive requests for progress reports from EOPS, and provide the requested data. We also work with DSPS in providing exams ahead of time for

DSPS students.

We hold many informal discussions with Counseling representatives about how to handle specific situations in which students might be troubled by personal problems.

Yang has invited Counseling to her courses to discuss transfer options with the students. The students gained much helpful information from these sessions.

**6.6** Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the **Student Survey in Appendix 7**, how do students respond to the use of technology?

We use email by and large. We also use Blackboard. Students seem to rely heavily on the usage of email. They rely less so on Blackboard, but this may be because many instructors do not use Blackboard, or if they do, they do not require students to check it.

Our Faculty Survey reveals that all respondents strongly agree that Blackboard is helpful to our roles as instructors. Many of us use it to easily track grades, archive course materials, and contact students as a group or individually. It also easily identifies plagiarism with the SafeAssign function. It is a wonderful time-saving device for those of us who do use it. It is interesting that the students state they do not rely on Blackboard, whereas the instructors who responded to the Survey state they strongly agree it is a worthwhile tool. We infer from this that either instructors are not using Blackboard or they are, and are not instructing students to avail themselves of it.

In our courses, we all use the wonderful new document cameras and the Smart Carts, which have improved so much over the past few years. They are indispensable to showing relevant video clips, charts and other images for analysis, and watching documentaries together.

This ready and reliable technology makes the classroom experience much more versatile and the students appear to enjoy the diversity of presentation modes for what might be inaccessible concepts. A study published at <http://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>, concludes that the incorporation of technology into an educational environment makes students feel more empowered, and turns passive students into active ones. Classrooms are extended into the students' personal lives by using a companion website and interactive tool. Participation goes up, and students learn more. Students feel empowered to work more often and better if their assignments are online. These findings apply to elementary school learners. But these findings are generalized to college-level learners in the pedagogy literature, such as <http://www.ecampusnews.com/archived-educator-resource-centers/helping-college-students-succeed/>.

Grossmont College offers good support for these services. Recently, the LTRC has offered Blackboard workshops, and they have the optional no-unit courses available for students who need to learn computer skills. LTRC also offers workshops for students, too.

The improvement of smart phones and devices such as the iPad and tablets also allow students to access materials without being tied to a traditional computer. For all these reasons, it is desirable for our students to utilize technology further, and for faculty to integrate technology further into and outside of their classrooms.

**6.7** Identify and explain additional technological resources that could further enhance student learning.

Many of our classrooms require more of a basic technology – whiteboard space. When students present and when a great deal of information is conveyed, there is far too often a shortage of whiteboard space. This can become frustrating.

Also, if possible, it would be a tremendous benefit if the first two weeks' worth of readings for our courses could be made available to students through the LTRC, or the library. This would allow students to have time to acquire the textbooks in a reasonable time, and prevent them from falling behind. This might be a large project, but one worth considering as a pilot project.

For online courses, Blackboard could be more user-friendly. It has consistently improved over the years, but seems to “crash” often. Frustration is an impediment to learning, so the more we can minimize it, the better for student success. For example, the Forums (Discussion Boards or Chat Rooms) are not easy to navigate and can even be irritating.

Other than these issues, we find the technology at Grossmont College excellent for our needs.

**6.8** Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

Some of our classrooms have a worn down appearance, and perhaps this affects student attitudes if the Broken Windows theory is reliable. This is not a reflection on our Maintenance personnel, but a reflection on the need for renovation. See [http://en.wikipedia.org/wiki/Broken\\_windows\\_theory](http://en.wikipedia.org/wiki/Broken_windows_theory) for more information on Broken Windows Theory. Also, see <http://www.washingtonpost.com/wp-dyn/articles/A46381-2005Jan29.html> for criticism of this theory.

Also, the classrooms get too warm in wintertime and too cool in summertime. (This is true for offices as well.)

## **SECTION 7 - COMMUNITY OUTREACH AND RESPONSE**

**7.1** How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

We have hosted speakers from the area. Within the past five years, Professor Mary Devereaux of UCSD, in an event co-hosted by our department and the Honors Consortium presented an interesting lecture about the ethics of stem cell research. She also fielded questions from an at capacity large lecture hall. She was very impressed with our students and faculty. Professor Jonathan Cohen spoke last semester at our campus as reported above.

A few of us are also joining a regional philosophy group started by Professor Mark Wheeler, Chair of the philosophy department at SDSU. Currently, SDSU has a graduate student, George Scheik, that is coordinating this effort. We look forward to hearing more about their plans.

Close was a facilitator for East County Chamber of Commerce's "Ethics in Business" event in Spring 2011 and continues involvement with this program.

Statewide, we are involved in a group headed by Professor Anita Silvers at San Francisco State who is leading a discussion on how to implement the requirements of SB1440.

We are also involved in the American Federation of Teachers, our union. This is Local 1931, American Federation of Teachers, AFL-CIO. Yang has served as an Executive Council Member for few semesters now. Our union is actively involved in defeating Proposition 32 and supporting Proposition 30.

Nationally, we participate in the American Philosophical Association. This past year, the Pacific Division had its meeting in San Diego, and many of us attended.

Yang has worked with the SDICCCA consortium to mentor MAs who wish to enter the community college as instructors. This is the fifth year she is participating in this endeavor. Her interns have gone on to instruct their own courses. They are excited to practice lecturing and grading, and learning more about the joys and challenges of a career at the community college. Many of these interns go on to work as adjunct instructors after their experience at Grossmont.

Scholte is a member of the Chinese Historical Society and participates in programs and seminars that related to Confucianism, Buddhism, Taoism, and Zen.

### **Advisory Committee Recommendation**

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 9**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

**7.2** If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

Not Applicable.

## **SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT**

**8.1** Highlight how your program's participation in professional development activities including sabbaticals (listed in **Appendix 10**) has resulted in improvement in curriculum, instruction, and currency in the field.

In 2011, Close received a distinguished Fulbright Scholarship to travel to Africa for "Religious Diversity in the Maghreb; Morocco and Tunisia." This wonderful opportunity assists her in curriculum development and innovative instruction.

Also, in Spring 2011, Close took a sabbatical to research “Community Values and Ethical Dialogue.”

**8.2** Describe any innovative professional development activities your program has created.

Close has created a workshop for faculty entitled “The Right Stuff: Ethics for Educators. The workshop presents general principles of ethics for faculty to use and gives a hands-on opportunity to work on ethical dilemmas typical of an educational setting. Zoe presented this to Grossmont Faculty in Fall 2011 and has presented to other faculty groups in the United States.

**8.3** Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

Leila Parello is currently teaching Critical Thinking and Logic for Southwestern College at the North Island Navy Base.

Leila Parello has taught Ethics for Argosy University Online, so is proficient at distance education. Our campus has been attempting to accommodate this demographic further, so her knowledge is very helpful. Also, Yang has been teaching online for many years now. Josef Binter has also taught online once.

As well as her SICCCA involvement, Yang served as Chair from Spring 2009-2011, so her institutional knowledge has improved. Also, she served as an Academic Senator for the same period. She has served on Program Review, and is now serving on Curriculum Committee. She also serves on the Publications/Marketing Committee. Finally, she has served and is serving on Standard I in the college-wide effort to meet Accreditation standards.

John Scholte, a part-time faculty member, is now serving as an Academic Senator, replacing Yang, and we are very pleased we have an adjunct faculty member representing our department in the Senate.

In Fall 2010, Close presented to the Pacific Humanities Conference in Seattle, Washington. The title of the talk was “The Legend of Glacier Bay.” In the Spring/Summer of 2010, she also participated in the National Endowment for the Humanities Institute “Native Cultures of Western Alaska and the Pacific Northwest Coast.” She also presented “Kant in the Trenches: Applied Ethics in the Local Community in Fall 2009 at the National Humanities Conference. In Fall 2008, she presented “The Transcendent: Transformations of Ordinary Experience” in Portland, Oregon at the Pacific Humanities Conference. In Fall 2007, she presented “Pitre Breughel and the Everyday” at a National Humanities Conference and in Fall of 2006, she presented “Playin’ with my Heart: Angel Lyrics in Popular Music” at the Pacific Humanities Conference.



# SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

From the data provided (include the data source), please fill in the table below:

## PHILOSOPHY

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
			Humanities gone			
# of FT faculty	3	3	2	3	3	3
# of PT faculty	10	10	10	6	6	6
Total Full Time FTEF	2.199	1.2	2	2.8	3.2	3
Total Reassigned Time	.3435+1	.4225+1	.4225	.4225	.4225	.6225
Total Part Time FTEF	3.2	4.4	3.6	1.8	1.2	1.6
Total FTEF	5.399	5.6	5.6	4.6	4.4	4.6
Total WSCH	2298 Census 168 Daily Census 2466	2016 Census 306 Daily Census 2322	2484	3030	3348	3438

## RELIGIOUS STUDIES

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
# of FT faculty	0	0	0	0	0	0
# of PT faculty	4	5	4	4	3	5

Total Full Time FTEF	0	0	0	0	0	0
Total Reassigned Time	0	0	0	0	0	0
Total Part Time FTEF	1.2	1.2	1.4	1	.6	1
Total FTEF	1.2	1.2	1.4	1	.6	1
Total WSCH	351 Census  262.5 Daily Census  613.5	303 Census  555 Daily Census  858	708	726	480	759

## HUMANITIES

	Fall 2006	Fall 2007
# of FT faculty	1	3
# of PT faculty	3	3
Total Full Time FTEF	3.4	3.2
Total Reassigned Time	0	0
Total Part Time FTEF	.534	.6
Total FTEF	3.934	3.8
Total WSCH	1248 Census  132 Daily Census  1380	1443 Census  213 Daily Census  1656

This data is gathered from two places: REPORTS on the Intranet and the Program Review Warehouse at the District Website. The # of FT and PT faculty for the Fall 2006 and Fall 2007 data were obtained from Class Schedules in the Operational Instructions Offices.

Utilizing the data in the table **and the results of your Faculty Survey discussion**, answer the following questions:

**9.1** Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

In Spring of 2008, three full-time members left our department when our Division restructuring occurred.

We have consistently seen a decrease in the number of adjunct faculty because of budget shortages. This has been a grave loss, since many former faculty possessed specialized knowledge, such as Craig Bradley who wrote his dissertation on the work of Richard Rorty, a prominent 20<sup>th</sup> century philosopher.

But we have retained many experts, for examples, Ronald Strader, whose knowledge of religious scripture is exceptional and Sandhya Gouger, whose first-hand experience of Eastern traditions makes her a valuable source of knowledge for our students.

We have minimal reassigned time. We only receive it for the Chair. The reassigned time is approximately .4225 LED.

Although our adjunct faculty are financially struggling due to budget cuts, the Faculty Survey indicates they believe scheduling is as fair as it can be in these dire times. Question 6 states: "The procedures for deciding teaching schedules are fair and reasonable." Out of the six respondents, two strongly agreed, one agreed, and one disagreed. Of course, only those who were on campus teaching courses responded to this question, so it might not be representative.

Perhaps the most significant trend is the WSCH/FTEF increase. In Philosophy, the following chart demonstrates an urgent need for another full-time Instructor.

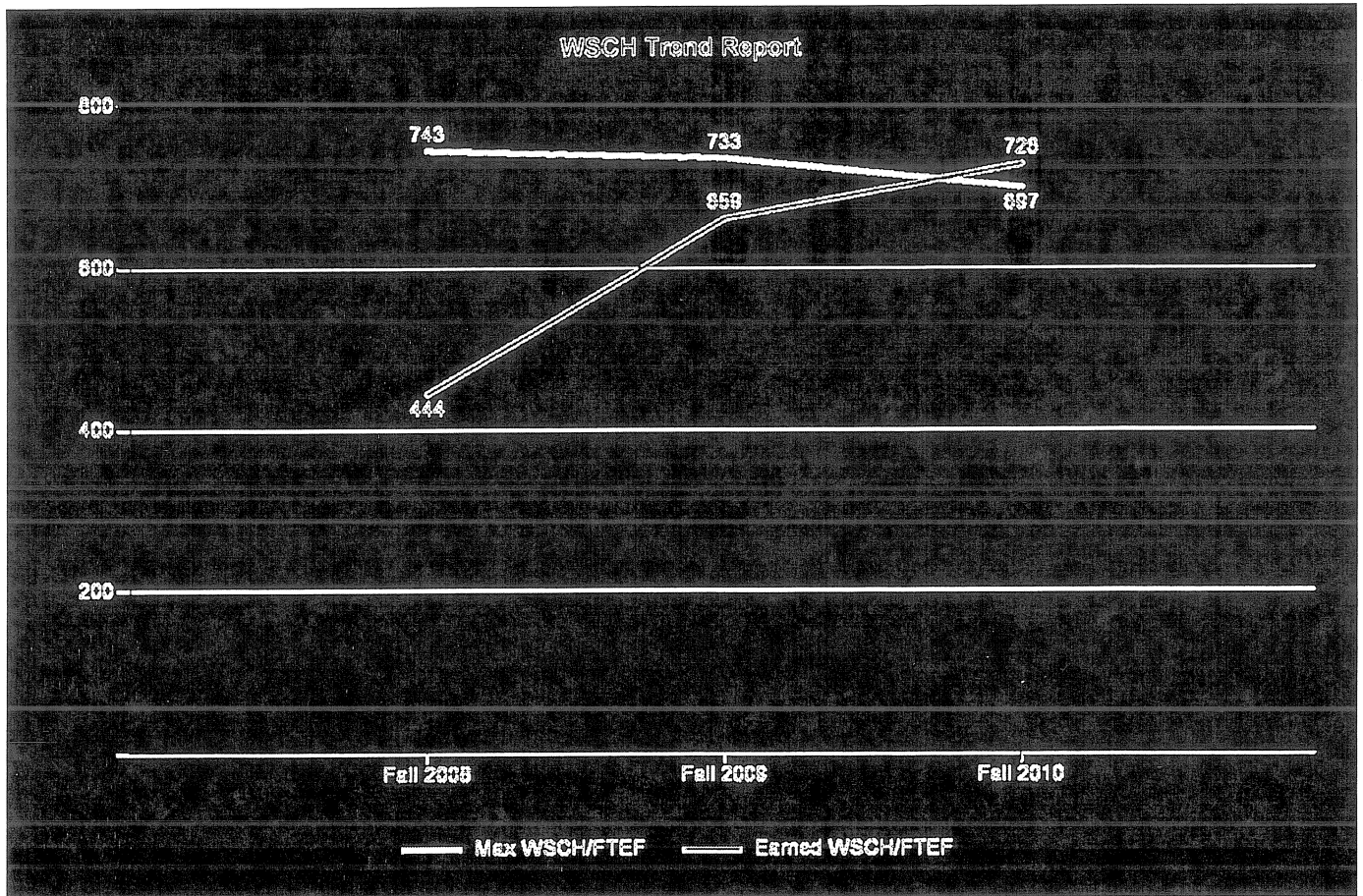


Figure 1 Notes: The Maximum WSCH/FTEF is the downward sloping line, and the Earned WSCH/FTEF is the upward sloping line.

In Religious Studies, the WSCH/FTEF increase for the same period is surprisingly large:

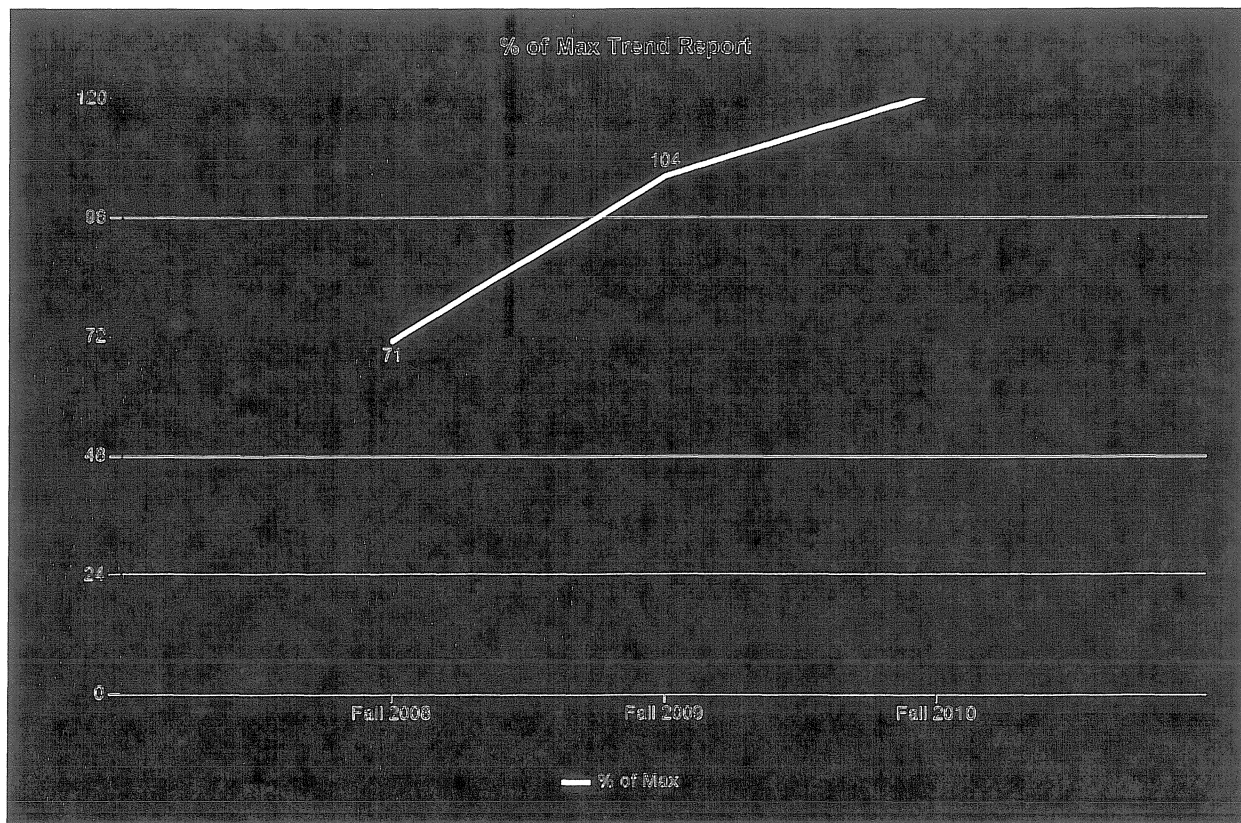


Figure 2 Notes: This is the increase in percent of maximum for a five semester period.

As the census enrollment numbers show, our WSCH is staggeringly high, and we require assistance to bring these numbers down, or be forced to turn many students away. Again, we are probably not unique in these findings.

Graphs from [http://www.gcccd.edu/research-planning/program-review-data\\_WSCH.html](http://www.gcccd.edu/research-planning/program-review-data_WSCH.html).

## 9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

All members of the community college community are aware of Assembly Bill 1725, passed by California's Legislature and signed by Governor Deukmejian in 1988. AB1725 limits the total amount of courses instructed by part time Instructors to 25%. It is mandated the remainder be taught by full time Instructors. (See <http://www.faccc.org/advocacy/bills/historical/ab1725.PDF> for the full text of AB1725.)

During this entire Program Review cycle, that ratio has not been met.

In Fall 2009, there were ten part time faculty to three full time. In Fall 2010, there were nine part time faculty to three full time. Finally, in Fall 2011, there were eleven part time faculty to

three full time. This is unacceptable. This last figure represents 366% more part timers than full timers in our department. We must be granted full time positions to rectify this disparity.

But there is a further issue at stake here, and that is the financial well-being of our part time colleagues. Not only must we keep the pedagogical rationale of AB1725 in mind, but we must also consider the issue of offering our long time colleagues employed in jobs they do best. This is good for our students and good for our department. Hence, if we are unable to acquire more full time faculty, we at least require more sections for our collective benefit.

In Spring 2011, we were able to hire many more part time faculty in Philosophy. There were ten part time faculty members and two full time members. The number of part timers, starting around 2009, has been reduced from the usual ten to six in Philosophy. The Spring 2011 number was anomalous because Close was on sabbatical. Her courses were taught by part timers. Also, Close received a scholarship from the National Endowment for the Humanities for Spring 2010. Part time instructors backfilled her sections while she traveled to remote regions of Alaska and Canada to work on the ethical issues involved in the repatriation of art objects to native peoples.

Part time to full time ratios have not improved, and even if they do, they will be misleading and inaccurate. They will reflect the inability to rehire our colleagues, rather than the addition of full time faculty.

**9.3** List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

We have many students who have worked with our department as tutors and teaching assistants. As stated above in the section concerning the Student Survey, they are greatly appreciated by students.

Some of these tutors include Reanne Brandt, a former Grossmont student now completing her MA at SDSU, and Shelley Dedman, also a former Griffin and now a MA student of Philosophy at SDSU. (Incidentally, her thesis research explores the nature of evil. We are so proud of our former Griffins!) Current tutors for our students are Christopher Brigante and Alex Campbell.

We require more tutors and more teaching assistants to assist us in handling our swelling sections. More of us are using teaching assistants as our enrollment increases. We continue to seek out qualified tutors to assist our students. We do not have work study students. Also, there are not any classified staff in our department.

**9.4** How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

Most of our decisions are made during department meetings. For example, at our last meeting we voted to begin the process of converting Religious Studies into a degree program. On matters that arise in between department meetings, we utilize email to make decisions. Since

the number of full-time faculty in our department is small, it is easy to vote on curriculum proposals and other critical department business over email. We have not encountered concerns about how we decide important issues.

Question 7 on the Faculty Survey states: "I feel I have a voice in the departmental decision making process. Out of the six replies, four strongly agreed, three agreed and one disagreed.

Since our department is small, we are able to come to decisions rapidly and with minimal discussion. Also, there have not been any critical issues that have generated strong contrary decisions. Perhaps the biggest ideological differences we have seen within the past cycle concerned the importance and long-term effects of Student Learning Objectives. Along with the rest of our colleagues campus-wide, we are now accepting of these, and have assessed them for some time now.

Question 5 states: "The department has clear and reasonable communication when it comes to adopting new policies, procedures and/or protocols." Four strongly agreed, one agreed, and one disagreed.

In general, we would like to draw the Committee's attention to a study conducted in Spring of 2011 and reported in April 2012 by the Academic Senate for California Community Colleges located at <http://www.asccc.org/content/effective-practices-part-time-faculty-and-local-academic-senates>. The intent of the surveyors was to discern how part time faculty view themselves

Some of the report's findings are: "As California community college faculty, we live in a world where part-time instructors are often the majority working in individual departments and throughout a college. Of the 212 respondents to the survey who specified their role on campus, 133 part-time faculty or 62.7% acknowledged that they were local part-time union members. In marked contrast, only 23 part-time instructors (10.8%) were members of a local senate committee, though 45 part-time faculty (21.2%) identified themselves as local senate members.

When asked to "Describe your overall sense of whether your college actively encourages the participation of part-time faculty in wider academic and professional activities beyond their scheduled classroom hours and class preparation," 65 of the 226 respondents (28.8%) were neutral, while 96 (42.5%) either felt that very little or nothing at all was done to encourage part-time faculty to participate beyond teaching. This lack of encouragement extended to the college as a whole, where 63 of 224 respondents (28.1%) were neutral and 127 (56.7%) felt that there was little to no "level of actual participation of part-time faculty in the wider academic and professional life of the college." As one respondent stated, "I teach, that's all . . . I don't feel there's any point in speaking out . . . I would have to personally track someone down to do so . . . I live too far away to go to the occasional 4 o'clock meeting." And even part-time faculty who participate noted, "I feel welcome to participate in every way, and I've been willing to do so. Of course, there's the issue of money and status, and although I feel welcomed, I still sense that I'm getting underpaid and that I'm seen as 'of lower status.'"

In light of these findings, the positive aspect of our department being mainly part timers is they have much more of a voice in the direction of our department. Again, John Scholte, a part time member who teaches Religious Studies, is an Academic Senator. Also, our part time faculty



Instructors are actively engaged in all of our extracurricular events. Part time faculty are also very involved in curriculum development. Our Religious Studies courses are instructed solely by part timers. They are involved in revising curricula and discussions of how to structure an AA in Religious Studies for our students. Our department is much more inclusive of part time faculty than others might be.

Our ultimate goal and request, nonetheless, is for more full time members.

## SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 11 – Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 15 – Fiscal Data: Outcomes Profile** also has enrollment information.

**10.1** Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

In Religious Studies, we went from 197 students enrolled in Fall 2008 to 274 in Spring 2011. In Philosophy, we went from 643 to 873 in Fall 2010 to 689 in Spring of 2011. In Fall of 2010, Religious Studies had only 134 students because we were forced to scale back the program that semester. It is typical for us to offer six courses of an introductory nature, with one specialized course, such as “Scriptures of World Religions” each semester. From our usual six sections, we are down to four this semester, Fall 2012, which is a serious loss to students. All classes are full and waitlisted, and will soon close. The conditions in Philosophy are slightly better.

We are down from a usual offering of twenty-four sections to twenty. All classes as of August 7, 2012 are waitlisted except an Honors section, which will probably waitlist soon. In Fall of 2009, we had 721 students enrolled, in Spring of 2011, we had 689 students enrolled. There was a significant drop from Fall 2010 of 873 to Spring of 2011. This is because of section cuts.

Our average class sizes in both subjects is fifty. At the standard retention, we can expect 779 students to successfully complete our courses. This makes our departments extremely efficient. All of our courses are maximized at fifty, and nearly all sections enjoy at least a 65% retention.

**10.2** Analyze the Earned WSCH/FTEF data in **Appendix 11- Grossmont WSCH Analysis**. Explain trends for your overall program and for specific courses over a five-year period.

From 2006 to now, we have experienced upward trends in Earned WSCH and Earned WSCH/FTEF and other associated numbers. In Fall of 2008, Earned WSCH was 708, and 906 in Spring 2011. The Earned WSCH/FTEF was 647.14 and 100.67% of Max. Compare these numbers to the counterparts of Fall 2008, 505.71 and 71.08% of Max, and the growth is clear.

This general trend is exhibited in individual courses as well. From 2006 to now, Philosophy has experienced a similar trend. For instance, in Philosophy 110 for Fall 2007, the % of Max was



73.71 and in Spring 2011, the % of Max was 97.12. The exceptions here are more challenging specialty courses, such as Aesthetics and Philosophy of Science. These numbers have not experienced such drastic increases. However, Fall 2012 enrollments show these traditionally non-maximum courses to be approaching their maximum limits as well.

**10.3 Using Appendix 14 - Fiscal Year FTES Analysis by Program Report and Appendix 15 - Fiscal Data: Outcomes Profile, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.**

In Philosophy, the cost per FTES from the 2005/2006 academic year to the 2010/2011 academic year has ranged from a low of 1,956.62 in 09/10 to a high of 2,817.98 in 07/08. In the 09/10 year, there were 6714 WSCH and 223.8 FTES. In 07/08 there were 5205 WSCH and 173.5 FTES. The data show that in the years of 05/06 through 08/09, there was an increase in cost per FTES. This appears to be the result of the hiring of Yang as a full-time instructor.

The earned WSCH per FTEF in Spring 2009 was 478.39 out of Maximum WSCH/FTEF of 732.32. By Spring of 2010, it was 627.27 of 682.50. Philosophy courses are more challenging and typically those headed to university enroll in our introductory courses. However, as class selection has decreased for students, more and more students are enrolling in our specialty courses, such as "Ancient Philosophy." This is good news for us because we love exposing students to philosophical ideas. Our Percent of Max for WSCH has steadily increased as course selection has decreased.

The cost per FTES in Religious Studies in the same time period has ranged from 988.08 in 09/10 to 1338.68 in 06/07. The trend in Religious Studies is a downward one. In 05/06 cost per FTES was 1,215.55. This has stayed constant throughout this Program Review period.

However, it is interesting to note that in 03/04, the cost per FTES was 1,639.72. Hence, the cost of Religious Studies has diminished, especially when inflation is considered.

The earned WSCH per FTEF in Fall of 2008 for all Religious Studies courses was 505.71 out of a maximum of 711.43. By Fall 2009, that number jumps to 726 out of 696, and in Spring 2011, the numbers are 647.14 and 642.86. This means this program is a very thrifty one, and we are staying close to the Maximum WSCH/FTEF.

**10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.**

We have not received any funding from outside resources.

## SECTION 11 – SUMMARY AND RECOMMENDATIONS

### 11.1 Summarize program strengths and weaknesses in terms of:

- teaching and learning

Our biggest strength, as in any well-functioning organization, is our people. Our faculty members are all highly motivated, hard-working, and our students evaluate us highly time and time again. They recognize our efforts.

Our strength in teaching and learning lies in the diversity of subject interest and backgrounds, be they socio-economic, geographical or cultural. We are interested in a wide range of philosophy and religion, and our decisions about which courses to teach are based on these varied interests.

- student access and success

Our students succeed at or above the same rates exhibited college-wide. There are no sections or courses that require special attention.

Student access is greatly diminished in these times, again this is true college-wide.

- implementing and executing the department's vision and mission statement

We work towards preparing students for the workforce by honing their analytical and writing skills in all courses. We seek to be more inclusive by offering a wide range of courses. We work to prepare students for their university experience by ensuring coursework is rigorous and thoughtful. We attempt to enrich their lives by introducing them to a novel ideas and ways of living.

- fiscal stability

We are an inexpensive department, and do not foresee any problems in balancing our budget.

### 11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

We believe more sections will be cut, and this will cause an overload of work for the rest of us, as it has.

We require full-time faculty who can alleviate the extra-curricular requirements of our department. We are concerned to assist students as much as possible, and when there are not full-timers assisting one another, things can become hectic, as they have over these past few years. We need help!

**11.3** Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

1. Full-time faculty member for Religious Studies
2. Full-time faculty member for Philosophy
3. More Sections for our Students
4. A dedicated study area for Philosophy and Religious Studies students, and any students in our courses.



Appendix 1:  
The Six-Year Unit Plan



## **APPENDIX 1**

### **6-Year Unit Plan/Tables**

#### **6-Year Plan Posted Here**

Remember, for your Six-Year Plan, you are developing your department/unit goals and strategies (activities) for each of the areas listed as plan sections on the following pages. Your goals and activities may support one or more of the following College Strategic Planning Priority Goals that are provided here for your reference:

#### **Student Access**

**Goal 1:** Better serve students in historically under-served populations

**Goal 2:** Respond to changing community needs

#### **Learning and Student Success**

**Goal 3:** Provide an Exceptional Learning Environment to Promote Student Success

**Goal 4:** Promote Student Success for Historically Under-served Populations

**Goal 5:** Promote Student Success for Historically Under-prepared Populations

#### **Robust Fiscal and Physical Resources**

**Goal 6:** Promote Institutional Effectiveness

**Goal 7:** Develop and maintain an exceptional learning environment

**Goal 8:** Maximize Revenue from Traditional and Non-Traditional Sources

#### **Economic and Community Development**

**Goal 9:** Enhance Workforce Preparedness

**Goal 10:** Develop Innovative Partnerships That Meet Long-term Community Needs

#### **Value and Support of Employees**

**Goal 11:** Promote Employee Success

### **BACKGROUND**

A. Please provide a list of your most recent program review recommendations.

1. Hire one additional full-time faculty to teach Philosophy
2. Hire one additional full-time faculty to teach Religious Studies
3. Develop department resource library, including technological instructional resources; identify storage area.
4. Revise the course description for Philosophy 130 to indicate the level of rigor and analytic skills necessary for successful course completion.
5. Identify and hire tutors for Humanities, Philosophy and Religious Studies
6. Annually update counselors through weekly counseling meetings on program, curricula and articulation changes.
7. Collaboratively write student learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning outcome data for continued course and program improvement.
8. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

In each of the following 6-year unit plan sections, answer the questions below for the most successful goal that you addressed or achieved during this recent program review cycle.

**Curriculum Development**

Goal:	
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	

**Student Success and Support**

Goal:	
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	



### Program Resources and Development

Goal:	
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	

### Community Outreach/Response

Goal:	
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	

### Faculty/Staff Professional Development

Goal:	
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	

# Appendix 2:

# Catalog Descriptions



## ORTHOPEDIC TECHNOLOGY

See page 10 for special admission procedures and criteria.

A program designed to train students as Orthopedic Technologists, preparing graduates with lifetime professional skills in an expanding allied health field. Orthopedic Technologists are employed in hospitals, clinics, or private practice offices for applying, adjusting, and/or removing of casts, splints, and braces. In addition, the Orthopedic Technologists set up, adjust, and maintain all traction configurations, assist with the care of the acutely injured orthopedic patients, and assist the physician in the reduction and/or manipulation of orthopedic injuries. This program prepares the graduate to take the national certification examination (NBCOT) and is the first Orthopedic Technology program to be officially recognized by the National Association of Orthopedic Technologists (NAOT).

### Career Opportunities

- Orthopedic Assistant
- Orthopedic Cast Specialist
- Orthopedic Technologist/Assistant
- Orthopedic Surgeon\*
- Orthopedic Surgical Technician
- Orthotic Assistant
- Orthotics-Prosthetics Assistant
- Orthotist\*
- Podiatrist\*
- Prosthetics Assistant
- Prosthetist\*

\*Bachelor's Degree or higher required.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Demonstrate the ability to communicate through written, oral and nonverbal methods with client, family, community representatives, medical personnel, and the public.
2. Uphold appropriate professional behaviors, values and attitudes that are in alignment with the Code of Ethics.
3. Practice in a variety of settings utilizing safe techniques and consider a range of diversity issues that impact the occupational needs of the client.
4. Achieve entry level competence and understand the importance of lifelong learning to maintain competence.
5. Promote and support the profession of occupational therapy, emerging practice areas and community service.

### Associate Degree Major Requirements

**Note: All courses in the major must be completed with a letter grade of "C" or higher.**

Prerequisite: Admission to the program, physical and dental examinations, record of current immunizations, current CPR card.

Subject & Number	Title	Units
Orthopedic Technology 110	Orthopedic Anatomy and Physiology	5
Orthopedic Technology 111	Orthopedic Techniques I	4
Orthopedic Technology 210	Advanced Orthopedic Anatomy and Physiology	5
Orthopedic Technology 211	Orthopedic Techniques II	4
Orthopedic Technology 212	Supervised Hospital Clinical Practicum I	2

Orthopedic Technology 214	Supervised Hospital Clinical Practicum II	4
Total Required		24
Plus General Education and Elective Requirements		

### Certificate of Achievement

Any student who chooses to complete only the courses required for the above major qualifies for a Certificate of Achievement in Orthopedic Technology. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

**Note: All courses must be completed with a letter grade of "C" or higher.**

## PHILOSOPHY

The Philosophy major is designed to provide a solid background for students wishing to continue their studies in philosophy at four-year institutions. Students who plan to transfer to a four-year institution should check the catalog of the transfer school being considered.

### Career Opportunities

- Archivist\*
- Biographer\*
- College Administrator\*
- Consultant
- Cultural Affairs Officer\*
- Director, Religious Activities\*
- Etymologist\*
- Insurance Agent/Broker
- Lawyer\*
- Librarian\*
- Manuscript Reader
- Peace Corp Worker
- Pastoral Assistant
- Philologist\*
- Teacher/Professor\*
- Writer

\*Bachelor's Degree or higher required.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Engage with a body of philosophic literature by demonstrating in college-level writing and/or other evaluative processes, including but not limited to, critiques, comparison and contrast of theories and formulation of argumentation.
2. Identify basic concepts, branches and terminology of the discipline by demonstrating in college-level writing and/or other evaluative processes, including but not limited to, critiques, comparison and contrast of theories and formulation of argumentation.

### Associate Degree Major Requirements

**Note: All courses in the major must be completed with a letter grade of "C" or higher.**

Subject & Number	Title	Units
Philosophy 110	A General Introduction to Philosophy	3
English 120	College Composition and Reading	3
Total		6

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Philosophy 125	Critical Thinking	3
Philosophy 130*	Logic	3
	Total	3

\*Recommended for students planning to major in philosophy at a university.

Select TWO (2) of the following courses:

Subject & Number	Title	Units
Philosophy 111	Philosophy and Popular Culture	3
Philosophy 112	The Classical Mind	3
Philosophy 114	The Medieval Mind	3
Philosophy 116	The Modern Mind	3
Philosophy 118	The Contemporary Mind	3
Philosophy 140	Problems in Ethics	3
Philosophy 141	Moral Problems in Health Care	3
Philosophy 145	Social and Political Philosophy	3
Philosophy 150	Human Beings and Aesthetic Value	3
Philosophy 155	The Philosophy of Science	3
	Total	6

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Religious Studies 120	World Religions	3
Religious Studies 130	Scriptures of World Religions	3
Religious Studies 140	Religion and Culture	3
Religious Studies 150	Scriptures of India and China	3
	Total	3

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Humanities 110	Principles of the Humanities	3
Humanities 120	European Humanities	3
Humanities 130	East Asian Humanities	3
Humanities 160	Humanities of the Future	3
Humanities 170	World Humanities	3
	Total	3
	Total Required	21
	Plus General Education and Elective Requirements	

## PHYSICS

The Associate in Science Degree Program offers a secure foundation for further study in physics or engineering. The primary emphasis of the program is to prepare students for transfer to four-year institutions as science or engineering majors. Students are asked to consult the catalog of the transfer institution for specific requirements.

In addition to the required and elective courses, physics students are expected to attend at least four physics or engineering colloquia in their last semester.

### Career Opportunities

Aerodynamist\*  
 Airplane Navigator\*  
 Air Pollution Operating Specialist  
 Ballistics Expert  
 Engineer (Mechanical, Electrical)\*  
 Hydrologist\*  
 Instructor/Professor\*  
 Industrial Hygienist  
 Pharmacist\*  
 Physicist (Mechanical, Laser, Electrical, Optics, etc.)\*  
 Premedical\*

\*Bachelor's Degree or higher required.

The Program-level Student Learning Outcome (PSLO) below is an outcome that students will achieve after completing specific degree/certificate requirements in this program.

Students will apply the fundamental principles of physics to real world or idealized situations.

### Associate Degree Major Requirements

**Note: All courses in the major must be completed with a letter grade of "C" or higher.**

Subject & Number	Title	Units
Chemistry 141	General Chemistry I	5
Chemistry 142	General Chemistry II	5
Mathematics 180	Analytic Geometry and Calculus I	5
Mathematics 280	Analytic Geometry and Calculus II	4
Mathematics 281	Intermediate Calculus	4
Physics 140	Mechanics of Solids	4
Physics 240	Electricity, Magnetism and Heat	4
Physics 241	Light, Wave Motion and Modern Physics	4
	Total Required	35
	Plus General Education and Elective Requirements	

## POLITICAL SCIENCE

Political Science is perhaps the oldest organized academic discipline in western civilization, and a major in this field prepares students for a variety of challenges. A major in political science can lead to a transfer to a university where one can continue work leading to a baccalaureate degree in political science, public administration or public policy. In addition, there are selected entry level positions in business and government open to the graduate with an Associate in Arts degree in Political Science. Some individuals follow the steps necessary to go beyond an undergraduate degree and enter graduate schools leading to careers in law, government service, or industry.

Outlined below is the program that fulfills the lower division requirements for most majors in political science in universities. For special requirements, the student should consult the baccalaureate granting institution he/she is considering for matriculation.

### Career Opportunities

Book Critic  
 City Manager\*  
 Congressional District Aide  
 Consular Officer\*  
 Diplomatic Officer\*  
 Election Supervisor  
 Fund Raising Director\*  
 Intelligence Specialist\*  
 Labor Relations Specialist\*  
 Lawyer\*  
 Paralegal Assistant  
 Research Assistant  
 Urban Planner\*  
 \*Bachelor's Degree or higher required.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Think critically and effectively express their views in written and verbal communication.

## PHILOSOPHY (PHIL)

### PHILOSOPHY 110 † A General Introduction to Philosophy

3 units, 3 hours lecture

Students in this course explore fundamental philosophical issues by investigating theories and problems about the nature of reality, human knowledge, and values. Familiar and unfamiliar views are examined, which exhibit various philosophic methodologies, and such views are related to our actions and experiences. Students will have the opportunity to assess their own views in light of the answers provided by philosophers, past and present.

*Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B*  
*Transfers to: CSU, UC*

### PHILOSOPHY 111 † Philosophy and Popular Culture

3 units, 3 hours lecture

Philosophy and Popular Culture is designed to render relevant the insights, theories and conclusions of philosophers through the ages to the 21st Century American thinker. In contemporary times, people find themselves confronted with a unique set of dilemmas: moral and political relativism, ethical dilemmas, gender issues, consumerism, economic inequalities, the rising distrust of intellectualism and the dissolution of the American Dream. In this course, we investigate how the philosophical tradition has evaluated such developments and how philosophical thinking of the past can be a valuable tool in the quest to live an autonomous and meaningful life amidst these apparently dehumanizing trends.

*Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B*  
*Transfers to: CSU, UC*

### PHILOSOPHY 112 † The Classical Mind

3 units, 3 hours lecture

Classical philosophy is concerned with the emergence of what we understand as a systematic attempt to grasp the nature of humanity and the world. This study is an exploration of the significant figures and movements within Greek philosophy and surveys the ideas that have shaped and guided Western civilization for 2500 years.

*Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B*  
*Transfers to: CSU, UC*

### PHILOSOPHY 114 † The Medieval Mind

3 units, 3 hours lecture

Medieval philosophy begins with the decline of classical thought and ends in the 16th century. It is distinguished by an attempt to incorporate classical philosophy, predominately Plato and Aristotle, into the doctrine of Christianity. The medieval (scholastic) school of philosophy focuses on the relation between philosophy and theology.

*Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B*  
*Transfers to: CSU, UC*

### PHILOSOPHY 116 † The Modern Mind

3 units, 3 hours lecture

The Modern Mind surveys the significant philosophers and theories beginning with the Renaissance and continuing through the nineteenth century, from Descartes to Kant. This period of ideas coincides with the development of the scientific method and the discovery of the new world. The study presents the growth of modern ideas and the response to the new world. It attends to the problem of how humanity, with its system of values, fits into a world of neutral, indifferent facts.

*Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B*  
*Transfers to: CSU, UC*

### PHILOSOPHY 118 † The Contemporary Mind

3 units, 3 hours lecture

Contemporary philosophy is an effort to trace new paths of meaning when traditional sources (religion, science, and society) are questioned. This course is a survey of the major trends in philosophy in the late 19th and 20th centuries. It also examines the recent developments in the early 21st century. Three of the most significant schools of thought are: 1) the analytic movement of Moore, Russell, and Wittgenstein; 2) the existential/phenomenological thought of Nietzsche, Husserl, Heidegger, and Sartre; and 3) the pragmatic tradition beginning with Pierce, James and Dewey.

*Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B*  
*Transfers to: CSU, UC*

### PHILOSOPHY 125 † Critical Thinking

3 units, 3 hours lecture

Students will focus on the development of fundamental critical reasoning skills and the application of those skills to important areas of life. The analysis and construction of both inductive and deductive arguments are emphasized. Students learn how to use reasoning

skills to make sound decisions, evaluate claims and assertions, and avoid logical errors.

*Satisfies General Education for: CSU A3*  
*Transfers to: CSU, UC*

### PHILOSOPHY 130 † Logic

3 units, 3 hours lecture

Logic is the study of the principles of correct reasoning. These principles deal with the nature of rational thought and the criteria for making critical judgments. The course undertakes the analysis of human thinking using both natural language and symbolic language. Students will develop logical skills to evaluate their opinions and beliefs and will apply these skills to the practical problems of everyday life.

*Satisfies General Education for: CSU A3*  
*Transfers to: CSU, UC*

### PHILOSOPHY 140 † Problems in Ethics

3 units, 3 hours lecture

This course is an introduction to ethics in theory and in practice. This study involves the exploration of moral theories and principles in order to see how they apply to the individual and society. We will critically examine some of the major schools of moral thought in Western philosophy, as well as some Eastern philosophy. These theories will be applied to some of the primary ethical problems that we face, as individuals and as societies, and will continue to confront.

*Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B*  
*Transfers to: CSU, UC*

### PHILOSOPHY 141 † Moral Problems in Health Care

3 units, 3 hours lecture

This is a course in moral theory and practice as it relates to problems encountered in health care. The first component of this course deals with major schools of ethical theory, focusing on the prominent theories in Western philosophy from classical to contemporary. The second component is an investigation of moral issues that arise in the area of health care. Students receive a solid foundation in ethics as well as a thorough study of the issues and situations which are unique to health care.

*Satisfies General Education for: Grossmont College C1; CSU C2*  
*Transfers to: CSU*

† This course meets all Title 5 standards for Associate Degree Credit.

### **PHILOSOPHY 145 †** **Social and Political** **Philosophy**

3 units, 3 hours lecture

A philosophical examination into the nature of the relationship between morality, politics and social justice from a multi-cultural perspective. Topics may include: the political significance of religion and culture, the concept of natural law, the existence and nature of rights, the obligation of citizens to their society; the nature of a just society; and theories of reward and punishment. Focus will be on the topics of: justice, equality, liberty, human rights and the nature and limits of authority. *Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B*  
*Transfers to: CSU, UC*

### **PHILOSOPHY 150 †** **Human Beings and** **Aesthetic Value**

3 units, 3 hours lecture

Human beings make aesthetic judgments every day. Why do we decide that something is either beautiful or ugly? What criteria do we use to decide if a movie is good or not? Do our likes and dislikes connect to moral and intellectual judgments? This course is an introduction to major theories in aesthetics designed to help the students clarify and evaluate their own aesthetic judgments.

*Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B*  
*Transfers to: CSU, UC*

### **PHILOSOPHY 155 †** **The Philosophy of Science**

3 units, 3 hours lecture

Philosophy of science is a branch of epistemology (theory of knowledge) which deals with the truths of science. As a theory of knowledge it asks what it means for a theory to be "true," and how does science yield knowledge? It is an investigation into the nature and methods of scientific reasoning, in order to evaluate the truth claims of science. It also forces us to distinguish between scientific and non-scientific methodology. *Satisfies General Education for: CSU C2; IGETC 3B*  
*Transfers to: CSU, UC*

### **PHILOSOPHY 194** **Community Service Learning** **Experience**

1 unit, 5 hours work experience per week

Community Service Learning Experience (CSLE) is a community outreach program which promotes volunteer engagement. The purpose is to provide students the opportunity to comprehend the importance of community involvement and to expand their understanding

of citizenship while exploring options and careers in a selected area of study. The course includes placement in a community-based social service site, museum, political agency, environmental organization or with appropriate K-12 students.

*Transfers to CSU*

### **PHILOSOPHY 199** **Special Studies or Projects in** **Philosophy**

1-3 units, 3-9 hours

*Prerequisite: Consent of instructor.*

Individual study, research or projects in the field of philosophy under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

### **PHILOSOPHY 298 ††** **Selected Topics in Philosophy**

1-3 units, 3-9 hours

*Prerequisite: Varies with topic.*

Selected topics in philosophy not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Pass/No Pass only.

**Non-associate degree applicable**

### **PHILOSOPHY 299A †** **Selected Topics in Philosophy**

1-3 units, 3-9 hours

*Prerequisite: Varies with topic.*

Selected topics in philosophy not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Associate degree applicable**

### **PHILOSOPHY 299B †** **Selected Topics in Philosophy**

1-3 units, 3-9 hours

*Prerequisite: Varies with topic.*

Selected topics in philosophy not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Baccalaureate level-CSU transfer**

## PHOTOGRAPHY

### **PHOTOGRAPHY 150 †** **Introduction to Photography**

3 units, 2 hours lecture, 4 hours laboratory

An introductory course that examines the nature of photography and visual literacy through the personal exploration and making of photographic images as well as the critical discourse of photography's role and function in society and culture. The primary focus of the course will be to engage in photographic practice as a means to respond subjectively as well as objectively to the conceptual and aesthetic experiences of the photographic image as a visual document of creative expression and communication. Historical and contemporary photographic works from the contexts of the family album, art photography, commercial/advertising photography, photography and media, and cyberspace will be examined and discussed to further cultivate and refine each student's visual literacy of the photographic image. Appropriate for students without prior photographic experience. *Satisfies General Education for: Grossmont College C3*

*Transfers to: CSU, UC (credit limited: see page 37)*

### **PHOTOGRAPHY 151 †** **Intermediate Photography**

3 units, 2 hours lecture, 4 hours laboratory

*Prerequisite: A "C" grade or higher or "Pass" in Photography 150 or equivalent.*

An intermediate course that builds on the foundations of photographic seeing, thought and analysis, and the advanced uses of analog and digital photographic materials and processes, including black and white, grayscale and color. Primary focus of the course is the development of a personal photographic vision through the use of photography's aesthetic attributes and a refined sense of technical execution and craft.

Appropriate for students with prior exposure to photography and basic photographic experience. Discussion and advanced practice with small and medium format cameras, advanced image exposure methods, basic location and studio artificial lighting techniques, advanced image optimization and use of the dynamic tonal range with advanced film processing and digital imaging techniques, and photographic printing practices in both darkroom and digital environments.

*Transfers to: CSU, UC (credit limited: see page 37)*

† This course meets all Title 5 standards for Associate Degree Credit.

†† This course meets all Title 5 standards for Nondegree Credit.



### PSYCHOLOGY 199 Special Studies or Projects in Psychology

1-3 units, 3-9 hours

*Prerequisite:* Consent of instructor.

Individual study, research or projects in the field of psychology under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

### PSYCHOLOGY 201 † Academic and Career Opportunities In Psychology

1 unit, 1 hour lecture

*Prerequisite:* A "C" grade or higher or "Pass" in PSY 120 or equivalent.

Psychology 201 is designed for students interested in majoring in psychology. The course provides an overview of academic and career options in the field of psychology. Emphasis will be placed on academic planning, post-baccalaureate options in psychology and related field, and identification of career-related strengths and interests. Recommended after completion of thirty (30) units of coursework. This course is offered on a Pass/No Pass basis only.  
*Transfers to:* CSU

### PSYCHOLOGY 205 † Research Methods for Psychology

3 units, 3 hours lecture

*Prerequisite:* A "C" grade or higher or "Pass" in PSY 120 and ANTH 215 or PSY 215 or SOC 215 or MATH 160 or equivalent.

An introduction to the scientific methodology used in psychology and the behavioral sciences. This course surveys various research methods with an emphasis on research design, experimental procedures, descriptive methods, mixed methods (qualitative and quantitative) instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the sub-disciplines of psychology.

*Transfers to:* CSU, UC

### PSYCHOLOGY 215 † (Anthropology 215, Sociology 215) Statistics for the Behavioral Sciences

3 units, 2 hours lecture, 3 hours laboratory

*Prerequisite:* A "C" grade or higher in Mathematics 103 or 110 or equivalent.

Methods and experience in defining and solving quantitative problems in the behavioral sciences. Emphasis is on the design of experiments and the application of a variety of parametric and nonparametric techniques to the analysis of data.

*Satisfies General Education for:* Grossmont College A3; CSU B4; IGETC 2A

*Transfers to:* CSU, UC (credit limited: see page 37)

### PSYCHOLOGY 220 † Learning

3 units, 3 hours lecture

*Prerequisite:* A "C" grade or higher or "Pass" in Psychology 120 or equivalent.

An examination of the basic principles and research in animal and human learning.

*Satisfies General Education for:* CSU D9 or E; IGETC 4I

*Transfers to:* CSU, UC

### PSYCHOLOGY 298 †† Selected Topics in Psychology

1-3 units, 3-9 hours

*Prerequisite:* Varies with topic.

Selected topics in psychology not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Pass/No Pass only.

**Non-associate degree applicable**

### PSYCHOLOGY 299A † Selected Topics in Psychology

1-3 units, 3-9 hours

*Prerequisite:* Varies with topic.

Selected topics in psychology not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social /Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Associate degree applicable**

### PSYCHOLOGY 299B † Selected Topics in Psychology

1-3 units, 3-9 hours

*Prerequisite:* Varies with topic.

Selected topics in psychology not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Baccalaureate level-CSU transfer**

## RELIGIOUS STUDIES (RELG)

### RELIGIOUS STUDIES 120 † World Religions

3 units, 3 hours lecture

This course is an introduction to the major religions of the world and the primary figures associated with those religious systems. Students will study the content of religious beliefs and examine the rituals and practices through which those beliefs are expressed.

*Satisfies General Education for:* Grossmont College C1; CSU C2; IGETC 3B

*Transfers to:* CSU, UC

### RELIGIOUS STUDIES 130 † Scriptures of World Religions

3 units, 3 hours lecture

This course is a study of religion based on in-depth reading and careful analysis of the primary sacred texts associated with major religions of the East and the West.

*Satisfies General Education for:* Grossmont College C1; CSU C2; IGETC 3B

*Transfers to:* CSU, UC

### RELIGIOUS STUDIES 140 † Religion and Culture

3 units, 3 hours lecture

A study of the relationship between religious beliefs and practices and aspects of culture as represented through literary, performing and visual arts. Emphasis is on major world religions and dominant traditions of Eastern and Western culture.

*Satisfies General Education for:* Grossmont College C1; CSU C1, C2; IGETC 3B

*Transfers to:* CSU, UC

### RELIGIOUS STUDIES 150 † Scriptures of India and China

3 units, 3 hours lecture

A focused study of the religious writings of India and China. The major modes of Eastern thought are explored through the examination of sacred texts.

*Satisfies General Education for:* Grossmont College C1; CSU C2; IGETC 3B

*Transfers to:* CSU, UC

† This course meets all Title 5 standards for Associate Degree Credit.

†† This course meets all Title 5 standards for Nondegree Credit.

### RELIGIOUS STUDIES 199 Special Studies or Projects in Religion

1-3 units, 3-9 hours

**Prerequisite:** Consent of instructor.

Individual study, research or projects in the field of religion under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

### RELIGIOUS STUDIES 298 †† Selected Topics in Religion

1-3 units, 3-9 hours

**Prerequisite:** Varies with topic.

Selected topics in religion not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Pass/No Pass only.

**Non-associate degree applicable**

### RELIGIOUS STUDIES 299A † Selected Topics in Religion

1-3 units, 3-9 hours

**Prerequisite:** Varies with topic.

Selected topics in religion not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Associate degree applicable**

### RELIGIOUS STUDIES 299B † Selected Topics in Religion

1-3 units, 3-9 hours

**Prerequisite:** Varies with topic.

Selected topics in religion not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Baccalaureate level-CSU transfer**

## RESPIRATORY THERAPY (RESP)

### RESPIRATORY THERAPY 105 † Cardiopulmonary Physiology and Disease Entities

4 units, 4 hours lecture

**Prerequisite:** A "C" grade or higher in Chemistry 115, Biology 144 and 145 or equivalent.

Building on previous coursework, this course will elaborate on the specific concepts of normal cardiopulmonary anatomy and physiology. This semester stresses importance of cardiopulmonary anatomy, the process of ventilation, gaseous diffusion, gaseous transport to the periphery matching of ventilation and perfusion, acid base balance or imbalance and basic pharmacology. The dynamics of human physiological functions are studied in relationship to functional disease patterns. Special emphasis is given to the assessment of the physiological processes and the recognition of alterations in pathophysiology.

*Transfers to CSU*

### RESPIRATORY THERAPY 108 † Basic Respiratory Therapy Equipment, Procedures and Life Support Systems

5 units, 3 hours lecture, 6 hours laboratory

**Prerequisite:** A "C" grade or higher in Chemistry 115, Biology 144 and 145 or equivalent.

**Corequisite:** Concurrent enrollment or a "C" grade or higher in Respiratory Therapy 105 and 112.

An introduction to the principles of equipment operation, equipment care and maintenance, basic therapeutic techniques as employed in a general care environment, as well as equipment utilized in the intensive care units.

*Transfers to CSU*

### RESPIRATORY THERAPY 112 † Supervised Clinical Practicum I

1 unit, 3 hours laboratory

**Prerequisite:** A "C" grade or higher in Chemistry 115, Biology 144 and 145 or equivalent. Current CPR certificate and malpractice insurance are required.

**Corequisite:** Concurrent enrollment or a "C" grade or higher in Respiratory Therapy 105 and 108.

Basic respiratory therapy procedures and general patient assessment are practiced in the general care environment. Included in the supervised experiences are laboratory and physical assessment, oxygen therapy, humidity and aerosol therapy and general medication delivery by inhalation.

*Transfers to CSU*

### RESPIRATORY THERAPY 114 † Cardiorespiratory Pharmacology

2 units, 2 hours lecture

This course is designed for the Cardiovascular Technology and Respiratory Therapy student. Major emphasis will be given to cardiac, cardiovascular, and pulmonary drugs. Specific drugs in these categories will be addressed in terms of action, indication, possible allergic reactions and contraindications.

*Transfers to CSU*

### RESPIRATORY THERAPY 116 † Assessment in Respiratory Care

3 units, 3 hours lecture

**Prerequisite:** A "C" grade or higher in Respiratory Therapy 105 or equivalent.

This course will examine the patient assessment process utilized in management of the patient with cardiopulmonary dysfunction. Development of skills for data collection and decision-making are refined through examination of case studies. Physical examination, respiratory physiology, pulmonary modalities, information gathering, decision-making and assessment of clinical situations is integrated in the management of the simulated pulmonary patient. Special emphasis is given to the assessment of the physiological processes and the recognition of patterns associated with pathophysiology.

*Transfers to CSU*

### RESPIRATORY THERAPY 118 † Critical Care Life Support Equipment and Procedures

4.5 units, 3 hours lecture, 4.5 hours laboratory

**Prerequisite:** A "C" grade or higher in Respiratory Therapy 105, 108 and 112 or equivalent.

Advanced concepts of respiratory therapy equipment and therapeutic procedures will be explored with emphasis on complex principles of equipment operation and care, quality control and advanced therapeutic techniques as employed in the critical care environment. Special emphasis is placed on life support systems.

Variation in ventilation oxygenation, and current weaning techniques are discussed for various disease entities.

*Transfers to CSU*

† This course meets all Title 5 standards for Associate Degree Credit.

†† This course meets all Title 5 standards for Nondegree Credit.

Appendix 3:  
Grade Distribution  
Summary



# APPENDIX 3

## Grade Distribution Summary Report

2006Fall

S.T.	TOTAL	TOTAL	WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR
PHIL 110	GENERAL	INTRO	PHILOSOPHY													
6695	3.0	2	10	11	3	5	16	47	141.0	MULES	PT					
6697	3.0	3	4	6	1	9	23	69.0	GROSSE	PT						
6700	3.0	2	11	6	3	15	37	111.0	GROSSE	PT						
6702	3.0	10	14	19	2	3	3	51	153.0	MULES	PT					
6703	3.0	4	9	12	1	8	15	49	147.0	MARCUS	PT					
6705	3.0	3	7	11	1	3	15	40	120.0	MARCUS	PT					
6707	3.0	9	7	6	4	1	11	38	114.0	YANG						
6709	8	6.0	1	6	3	2	7	22	41.1	TERBEST	PT					
6711N	3.0	9	13	4	2	4	32	96.0	YANG							
6712N	3.0	4	6	7	4	6	5	32	93.0	BINTER	PT					
COURSE TOTAL 47 87 85 18 33 1 100 371 1085.1																
PHIL 112	THE	CLASSICAL	MIND													
6715	3.0	11	6	5	5	17	44	132.0	MCCUNE	PT						
COURSE TOTAL 11 6 5 5 17 44 132.0																
PHIL 116	THE	MODERN	MIND													
6718	3.0	2	8	2	6	18	54.0	HOAGLIN								
COURSE TOTAL 2 8 2 6 18 54.0																
PHIL 118	THE	CONTEMPORARY	MIND													
6720	3.0	13	6	2	1	4	5	31	93.0	YANG						
COURSE TOTAL 13 6 2 1 4 5 31 93.0																
PHIL 125	CRITICAL	THINKING														
6722	3.0	1	8	16	3	1	1	18	49	144.0	HOAGLIN					
6723	3.0	3	6	16	2	4	1	9	41	123.0	HOAGLIN					
6724N	3.0	2	2	8	1	1	19	33	96.0	HOAGLIN	XP					
COURSE TOTAL 6 16 40 6 5 3 1 46 123 363.0																
PHIL 130	LOGIC															
6726	3.0	4	5	1	3	2	15	45.0	SMITH	PT						
6728	3.0	1	3	5	7	19	57.0	CLOSE	XP							
6729	3.0	13	10	7	3	7	40	120.0	SMITH	PT						
6730	3.0	10	7	6	2	1	8	34	102.0	YANG						
6734	3.0	5	3	2	1	6	17	51.0	PAELLO	PT						
6735	8	6.0	1	1	2	5.5	YANG									
6736	8	6.0	7	8	5	1	14	35	57.6	YANG						
6737	3.0	6	5	1	2	14	42.0	BINTER	PT							
6738N	3.0	13	5	1	2	21	63.0	BINTER	PT							
COURSE TOTAL 60 46 26 6 9 2 48 197 543.1																
PHIL 140	PROBLEMS	IN	ETHICS													
6742	3.0	2	3	3	1	1	11	21	63.0	HOAGLIN						
6743	3.0	4	1	1	3	13	36.0	BRADLEY	PT							
COURSE TOTAL 6 7 4 1 2 14 34 99.0																

PHIL 150 HUMAN BEINGS & AESTHETIC VALUE  
6746 3.0 1 3 1 2 1 4 12 33.0 PARELLO PT  
GRD361 G R O S S M O N T C O L L E G E PAGE 94  
08-01-2011 19:08:35 GRADE DISTRIBUTION SUMMARY FALL 2006  
HUMANITIES, SOCIAL & BEHAV SCIENCES HUMANITIES, SOCIAL & BEHAV SCIENCES  
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S.T. TOTAL TOTAL

WKS HRS A B C D F I CR NC W ENR WSCH INSTRUCTOR  
PHIL 150 HUMAN BEINGS & AESTHETIC VALUE (CONT'D)  
COURSE TOTAL 1 3 1 2 1 4 12 33.0

SUBJECT TOTAL 146 179 162 33 62 7 1 240 830 2402.2

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08-03-2011 14:50:55 GRADE DISTRIBUTION SUMMARY SPRING 2007  
HUMANITIES, SOCIAL & BEHAV SCIENCES HUMANITIES, SOCIAL & BEHAV SCIENCES  
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S.T. TOTAL TOTAL

WKS HRS A B C D F I CR NC W ENR WSCH INSTRUCTOR  
PHIL 110 GENERAL INTRO PHILOSOPHY  
6840 3.0 6 9 13 4 2 12 46 138.0 MULES PT  
6841 3.0 3 7 11 4 9 34 102.0 GROSSE PT  
6842 3.16.0 22 11 8 2 4 1 5 53 131.7 BINTER PT  
6845 3.0 3 7 12 2 5 13 42 126.0 MULES PT  
6848 8 6.0 8 9 2 2 18 39 57.6 YANG  
6849 3.0 4 12 8 2 8 42 123.0 BINTER PT  
6851 3.0 11 8 5 1 1 11 38 114.0 YANG  
6852N 3.0 9 1 3 5 14 32 96.0 YANG  
6854N 3.0 1 4 4 4 3 16 48.0 MARCUS PT  
6855N 3.0 2 3 11 3 3 22 66.0 BINTER PT  
COURSE TOTAL 69 71 77 15 34 2 96 364 1002.3

PHIL 112 THE CLASSICAL MIND

6857 3.0 5 2 1 1 2 11 33.0 GROSSE PT  
COURSE TOTAL 5 2 1 1 2 11 33.0

PHIL 114 THE MEDIEVAL MIND

6858 3.0 7 1 3 10 21 63.0 MCCUNE PT  
COURSE TOTAL 7 1 3 10 21 63.0

PHIL 116 THE MODERN MIND

6859 3.0 12 12 5 1 10 40 120.0 YANG  
COURSE TOTAL 12 12 5 1 10 40 120.0

PHIL 118 THE CONTEMPORARY MIND

6860 3.0 1 5 5 2 1 6 20 60.0 HOAGLIN  
COURSE TOTAL 1 5 5 2 1 6 20 60.0

PHIL 125 CRITICAL THINKING

6866 8 6.0 3 3 3 1 1 11 22 30.2 HOAGLIN  
6867 3.0 6 11 8 3 1 29 87.0 PARELLO PT  
6869N 3.0 22 4 2 1 3 7 39 117.0 MOXLEY PT  
7770 4 12.0 17 14 1 1 6 39 90.5 BRADLEY PT  
COURSE TOTAL 48 29 14 7 5 1 25 129 324.7

PHIL 130 LOGIC

6870 3 16.0 9 7 15 3 9 43 93.3 BRADLEY PT  
6871 3.0 1 4 12 2 1 10 30 90.0 CLOSE XP  
6872 3.0 1 3 4 1 2 21 32 96.0 HOAGLIN  
6873 3.0 1 5 3 1 1 9 20 60.0 HOAGLIN  
6874 3.0 9 12 1 2 10 34 102.0 SMITH PT  
6875 3.0 9 2 3 1 3 18 51.0 SMITH PT  
6877 8 6.0 3 2 2 2 7 16 24.7 PARELLO PT  
6879N 3.0 5 3 1 2 1 12 36.0 TERBEST PT  
6880N 3.0 2 1 2 2 1 5 13 39.0 HOAGLIN XP  
COURSE TOTAL 40 39 42 10 9 3 75 218 592.0

PHIL 140 PROBLEMS IN ETHICS

6882 3.0 7 7 6 1 2 2 25 75.0 BRADLEY PT  
GRD361 G R O S S M O N T C O L L E G E PAGE 95

08-03-2011 14:50:55 GRADE DISTRIBUTION SUMMARY SPRING 2007

HUMANITIES, SOCIAL & BEHAV SCIENCES HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. TOTAL TOTAL

WKS HRS A B C D F I CR NC W ENR WSCH INSTRUCTOR

PHIL 140 PROBLEMS IN ETHICS (CONT'D)

COURSE TOTAL 7 7 6 1 2 2 25 75.0

PHIL 155 THE PHILOSOPHY OF SCIENCE

6889 3.0 14 1 2 17 51.0 YANG

COURSE TOTAL 14 1 2 17 51.0

SUBJECT TOTAL 203 166 154 36 51 7 228 845 2321.0

GRD361 G R O S S M O N T C O L L E G E PAGE 97

08-03-2011 11:30:14 GRADE DISTRIBUTION SUMMARY FALL 2007

HUMANITIES, SOCIAL & BEHAV SCIENCES HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. TOTAL TOTAL

WKS HRS A B C D F I CR NC W ENR WSCH INSTRUCTOR

PHIL 110 GENERAL INTRO PHILOSOPHY

6695 3.0 5 7 16 6 8 7 49 147.0 MULES PT

6697 3.0 4 10 9 2 1 15 41 120.0 GROSSE PT

6702 3.0 6 16 12 3 3 1 8 49 147.0 MULES PT

6703 3.0 4 7 9 5 10 10 45 132.0 MARCUS PT

6705 3.0 3 10 9 9 14 45 135.0 MARCUS PT

6707 8 6.0 6 8 1 1 17 43.9 YANG

6708 8 6.0 16 11 1 12 40 76.8 YANG

6711N 3.0 4 1 1 2 2 5 15 45.0 TERBEST PT

6712N 3.0 2 6 2 6 16 48.0 BINTER PT

COURSE TOTAL 50 76 60 18 33 2 78 317 894.7

PHIL 112 THE CLASSICAL MIND

6714 3.0 3 7 3 1 5 19 54.0 GROSSE PT

COURSE TOTAL 3 7 3 1 5 19 54.0

PHIL 114 THE MEDIEVAL MIND

6716 3.0 5 2 2 3 5 17 51.0 MCCUNE PT

COURSE TOTAL 5 2 3 5 17 51.0  
 PHIL 116 THE MODERN MIND  
 6718 3.0 7 9 1 1 5 23 69.0 YANG  
 COURSE TOTAL 7 9 1 1 5 23 69.0  
 PHIL 118 THE CONTEMPORARY MIND  
 6720 3.0 6 7 1 3 17 51.0 YANG  
 COURSE TOTAL 6 7 1 3 17 51.0  
 PHIL 125 CRITICAL THINKING  
 6722 3.0 32 8 5 2 1 1 49 147.0 MOORE PT  
 6723 3.0 16 7 2 3 2 4 34 102.0 MOXLEY PT  
 6724 3.0 3 6 2 9 20 60.0 PARELLO PT  
 6725N 3.0 15 3 2 8 28 84.0 MOXLEY PT  
 COURSE TOTAL 66 24 11 5 3 22 131 393.0  
 PHIL 130 LOGIC  
 6726 3.0 7 1 3 11 33.0 SMITH PT  
 6728 3.0 4 9 1 2 4 20 60.0 CLOSE XP  
 6729 3.0 12 19 1 3 10 45 135.0 SMITH PT  
 6730 3.0 14 7 8 1 12 42 123.0 BINTER PT  
 6734 3.0 4 3 1 2 13 39.0 DUCKLES PT  
 6736 8 6.0 23 8 13 2 46 120.7 SMITH PT  
 6738N 3.0 3 4 1 1 7 16 45.0 BINTER PT  
 COURSE TOTAL 63 46 21 17 5 1 40 193 555.7  
 PHIL 140 PROBLEMS IN ETHICS  
 6742 3.0 4 11 2 1 7 25 75.0 BRADLEY PT  
 6743 3.0 4 8 1 3 16 48.0 BRADLEY PT  
 COURSE TOTAL 8 19 3 1 10 41 123.0  
 GRD361 G R O S S M O N T C O L L E G E PAGE 98  
 08-03-2011 11:30:14 GRADE DISTRIBUTION SUMMARY FALL 2007  
 HUMANITIES, SOCIAL & BEHAV SCIENCES HUMANITIES, SOCIAL & BEHAV SCIENCES  
 -----  
 S.T. TOTAL TOTAL  
 WKS HRS A B C D F I C R N C W ENR WSCH INSTRUCTOR  
 PHIL 150 HUMAN BEINGS & AESTHETIC VALUE  
 6746 3.0 2 1 1 5 9 27.0 PARELLO PT  
 COURSE TOTAL 2 1 1 5 9 27.0  
 PHIL 155 THE PHILOSOPHY OF SCIENCE  
 6748 3.0 9 1 1 1 1 13 39.0 YANG  
 COURSE TOTAL 9 1 1 1 1 1 13 39.0  
 SUBJECT TOTAL 219 191 103 41 47 5 174 780 2257.4

GRD361 G R O S S M O N T C O L L E G E PAGE 102  
 08-03-2011 15:49:23 GRADE DISTRIBUTION SUMMARY SPRING 2008  
 HUMANITIES, SOCIAL & BEHAV SCIENCES HUMANITIES, SOCIAL & BEHAV SCIENCES  
 -----  
 S.T. TOTAL TOTAL  
 WKS HRS A B C D F I C R N C W ENR WSCH INSTRUCTOR  
 PHIL 110 GENERAL INTRO PHILOSOPHY  
 6840 3.0 4 14 12 4 7 1 7 49 147.0 MULES PT



6841 3.0 4 4 8 2 18 36 108.0 GROSSE PT  
6842 3 16.0 12 26 5 9 52 117.9 BINTER PT  
6845 3.0 6 6 11 6 2 15 46 138.0 MULES PT  
6848 8 6.0 7 13 11 2 17 50 90.5 BINTER PT  
6850 8 6.0 5 2 2 3 14 30.2 BINTER PT  
6851 8 6.0 2 5 4 2 7 3 23 54.9 MARCUS PT  
6852 3.0 16 11 6 1 14 48 144.0 YANG  
6853N 3.0 11 6 3 2 2 7 31 93.0 SMITH PT  
6854N 3.0 9 5 4 3 3 24 72.0 YANG  
6855N 3.0 7 6 1 5 19 57.0 MOORE PT  
COURSE TOTAL 83 98 66 18 22 4 101 392 1052.5  
PHIL 112 THE CLASSICAL MIND  
6856 8 6.0 4 1 10 15 13.7 GROSSE PT  
COURSE TOTAL 4 1 10 15 13.7  
PHIL 114 THE MEDIEVAL MIND  
6858 3.0 6 6 10 22 66.0 MCCUNE PT  
COURSE TOTAL 6 6 10 22 66.0  
PHIL 116 THE MODERN MIND  
6859 3.0 17 8 1 3 29 87.0 YANG  
COURSE TOTAL 17 8 1 3 29 87.0  
PHIL 118 THE CONTEMPORARY MIND  
6860 3.0 1 8 4 2 1 8 24 72.0 HOAGLIN  
COURSE TOTAL 1 8 4 2 1 8 24 72.0  
PHIL 125 CRITICAL THINKING  
6865 3.0 21 5 4 1 1 10 42 126.0 MOORE PT  
6867 3.0 12 13 2 8 35 105.0 MOXLEY PT  
6868N 3.0 16 4 2 3 6 31 93.0 MOXLEY PT  
COURSE TOTAL 49 22 8 4 1 24 108 324.0  
PHIL 130 LOGIC  
6870 3 16.0 14 10 13 2 1 8 48 109.7 BRADLEY PT  
6871 3.0 16 9 2 5 8 40 120.0 SMITH PT  
6872 3.0 3 12 2 4 16 37 111.0 HOAGLIN XP  
6873 3.0 2 2 4 5 13 39.0 HOAGLIN  
6875 3.0 19 9 3 2 1 7 41 123.0 SMITH PT  
6877 3.0 2 3 1 7 13 39.0 PARELLO PT  
6879N 3.0 5 3 4 3 2 5 22 66.0 TERBEST PT  
6880N 3.0 1 1 2 6 10 30.0 HOAGLIN  
COURSE TOTAL 61 49 29 9 11 1 2 62 224 637.7  
PHIL 140 PROBLEMS IN ETHICS  
6882 3.0 4 8 1 1 1 15 45.0 MARCUS PT  
6884 3.0 4 1 4 2 7 18 54.0 HOAGLIN

### Grade Distribution by Division

School: Grossmont College -- Term: 2008FA -- Division: G04 -- Subject: PHIL -- Course: All Courses

Section

N = Night S.T.  
 \*\* = Not Valid for Wks Hrs Enrollment A+ A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor  
 ADA

*Free 08*

G04 -- Humanities Social & Behav Sciences

Course	Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
PHIL-110 General Intro Philosophy																			
3873	3.0	40	0	9	0	0	4	0	0	19	4	3	0	0	0	0	10	Mules, Ronald	PT
3874	3.0	29	0	5	0	0	13	0	0	10	0	1	0	0	0	0	18	Grosse, Perry	PT
3875	3.0	41	0	4	0	0	16	0	0	11	4	6	0	0	0	0	10	Mules, Ronald	PT
3876	3.0	30	0	3	0	0	7	0	0	14	3	2	1	0	0	0	24	Hoaglin, William	PT
3878	8	3.0	13	0	1	0	6	0	0	4	1	1	0	0	0	0	2	Marcus, Scott	PT
3879	8	3.0	25	0	2	0	4	0	0	7	2	10	0	0	0	0	11	Marcus, Scott	PT
3880N	3.0	6	0	0	0	0	2	0	0	3	1	0	0	0	0	0	7	Hoaglin, William	PT
3881N	3.0	15	0	1	0	0	5	0	0	6	0	3	0	0	0	0	6	Binter, Joseph	PT
4767N	3.0	19	0	13	0	0	3	0	0	3	0	0	0	0	0	0	0	Yang, June	PT
5912N	3.0	6	0	2	0	0	3	0	0	1	0	0	0	0	0	0	5	Yang, June	PT
5913	3.0	23	0	2	0	0	3	0	0	4	5	9	0	0	0	0	7	Hoaglin, William	PT
8768	8	3.0	25	0	5	0	10	0	0	6	0	3	1	0	0	0	25	Yang, June	PT
Course Total		272	0	47	0	0	76	0	0	88	20	38	2	0	0	0	125		
PHIL-112 The Classical Mind																			
3882	3.0	15	0	3	0	0	7	0	0	3	2	0	0	0	0	0	10	Grosse, Perry	PT
Course Total		15	0	3	0	0	7	0	0	3	2	0	0	0	0	0	10		
PHIL-114 The Medieval Mind																			
3883	3.0	11	0	2	0	0	3	0	0	5	0	1	0	0	0	0	4	McCune, Harry	PT
Course Total		11	0	2	0	0	3	0	0	5	0	1	0	0	0	0	4		
PHIL-116 The Modern Mind																			

*5/19*

3884	3.0	6	0	1	0	0	3	0	0	1	1	0	0	0	0	9	Hoaglin, William
Course Total		6	0	1	0	0	3	0	0	1	1	0	0	0	0	9	
PHIL-118 The Contemporary Mind																	
3885	3.0	25	0	11	0	0	6	0	0	4	0	3	1	0	2	2	Yang, June
Course Total		25	0	11	0	0	6	0	0	4	0	3	1	0	2	2	
PHIL-125 Critical Thinking																	
3886	3.0	46	0	20	0	0	12	0	0	8	2	3	1	0	0	11	Binter, Joseph
3888	3.0	24	0	7	0	0	15	0	0	1	0	1	0	0	0	9	Parello, Leila
Course Total		70	0	27	0	0	27	0	0	9	2	4	1	0	0	20	
PHIL-130 Logic																	
3890	3.0	33	0	21	0	0	6	0	0	2	4	0	0	0	0	3	Smith, Eric
3892	3.0	45	0	34	0	0	10	0	0	0	1	0	0	0	0	5	Smith, Eric
3893	3.0	26	0	7	0	0	5	0	0	6	1	7	0	0	0	11	Duckles, Ian
3894	3.0	15	0	3	0	0	6	0	0	3	1	2	0	0	0	1	Duckles, Ian
3895	8	3.0	30	0	3	0	4	0	0	2	2	16	1	2	0	8	Terbest, James
3896N	3.0	18	0	12	0	0	4	0	0	2	0	0	0	0	0	1	Binter, Joseph
Course Total		167	0	80	0	0	35	0	0	15	9	25	1	2	0	29	
PHIL-140 Problems in Ethics																	
3898	3.0	34	0	10	0	0	11	0	0	8	2	3	0	0	0	2	Bradley, J
8869N	8	3.0	12	0	5	0	4	0	0	2	1	0	0	0	0	3	Yang, June
Course Total		46	0	15	0	0	15	0	0	10	3	3	0	0	0	5	
PHIL-145 Social & Political Philosophy																	
5914	3.0	16	0	4	0	0	3	0	0	5	1	3	0	0	0	8	Hoaglin, William
Course Total		16	0	4	0	0	3	0	0	5	1	3	0	0	0	8	
PHIL-150 Human Beings & Aesthetic Value																	
3899	3.0	15	0	8	0	0	4	0	0	2	0	1	0	0	0	5	Parello, Leila

Course Total	15	0	8	0	0	4	0	0	2	0	1	0	0	0	5
Subject Total	643	0	198	0	0	179	0	0	142	38	78	5	2	0	217
Division Total	643	0	198	0	0	179	0	0	142	38	78	5	2	0	217

Printed on: 11/04/2011      \*\* = Not Valid for ADA -- Not included in totals      Page: 1

Grade Distribution by Division  
 School: Grossmont College -- Term: 2008FA -- Division: G04 -- Subject: PHIL -- Course: All Courses

Grade Distribution by Division  
 School: Grossmont College -- Term: 2009SP -- Division: G04 -- Subject: PHIL -- Course: All Courses

Section  
 N = Night      S.T.  
 \*\* = Not Valid for      Wks Hrs Enrollment A+ A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor  
 ADA  
 G04 -- Humanities Social & Behav Sciences

PHIL-110 General Intro Philosophy	3.0	37	0	5	0	0	14	0	0	10	4	2	1	0	0	6	Mules, Ronald	PT
8320	3.0	17	0	2	0	0	8	0	0	5	0	2	0	0	0	16	Grosse, Perry	PT
8321	3.0	51	0	10	0	0	21	0	0	18	2	0	0	0	0	3	Binter, Joseph	PT
8322	3.0	24	0	3	0	0	7	0	0	10	3	1	0	0	0	6	Mules, Ronald	PT
8323	3.0	40	0	7	0	0	10	0	0	6	1	16	0	0	11	Binter, Joseph	PT	
8324	3.0	13	0	4	0	0	5	0	0	3	0	1	0	0	5	Binter, Joseph	PT	
8325	3.0	19	0	2	0	0	6	0	0	4	3	4	0	0	5	Marcus, Scott	PT	
8326	3.0	38	0	14	0	0	14	0	0	4	1	5	0	0	5	Yang, June		
8327	3.0	10	0	2	0	0	1	0	0	2	1	4	0	0	7	Terbest, James	PT	
8328N	3.0	47	0	13	0	0	15	0	0	9	3	5	2	0	18	Yang, June		

8330N	3.0	25	0	21	0	0	0	0	0	0	0	3	0	0	1	0	8	Smith, Eric	PT
8797	3.0	14	0	9	0	0	0	0	3	0	2	0	0	0	0	0	0	Yang, June	
Course Total		335	0	92	0	0	101	0	74	21	42	3	1	0	90				
PHIL-112 The Classical Mind																			
8331	8	3.0	27	0	1	0	0	14	0	0	5	4	3	0	0	0	21	Grosse, Perry	PT
Course Total		27	0	1	0	0	14	0	5	4	3	0	0	0	21				
PHIL-114 The Medieval Mind																			
8332		3.0	16	0	6	0	0	1	0	0	2	0	7	0	0	0	9	McCune, Harry	PT
Course Total		16	0	6	0	0	1	0	2	0	7	0	0	0	9				
PHIL-116 The Modern Mind																			
8333		3.0	15	0	6	0	0	4	0	0	0	0	5	0	0	0	7	Yang, June	
Course Total		15	0	6	0	0	4	0	0	0	5	0	0	0	7				
PHIL-118 The Contemporary Mind																			
8334		3.0	17	0	1	0	0	2	0	0	8	4	1	1	0	0	5	Hoaglin, William	
Course Total		17	0	1	0	0	2	0	8	4	1	1	0	0	5				
PHIL-125 Critical Thinking																			
8335		3.0	37	0	6	0	0	6	0	0	13	3	9	0	0	0	4	Bradley, J	PT
8336		3.0	31	0	16	0	0	7	0	0	4	2	2	0	0	0	5	Parello, Leila	PT
8337N		3.0	43	0	23	0	0	12	0	0	1	2	5	0	0	0	3	Moxley, Diana	PT
Course Total		111	0	45	0	0	25	0	18	7	16	0	0	0	12				
PHIL-130 Logic																			
8338	3	3.0	33	0	16	0	0	8	0	0	7	0	2	0	0	0	6	Bradley, J	PT
8339		3.0	54	0	40	0	0	8	0	0	1	1	0	4	0	0	8	Smith, Eric	PT
8340		3.0	16	0	5	0	0	2	0	0	5	0	4	0	0	0	6	Hoaglin, William	
8341		3.0	13	0	4	0	0	2	0	0	3	0	4	0	0	0	3	Hoaglin, William	
8342		3.0	17	0	8	0	0	2	0	0	1	2	4	0	0	0	9	Duckles, Ian	PT

8343	3.0	18	0	3	0	0	14	0	0	1	0	0	0	0	4	Parello, Leila	PT
8345N	3.0	7	0	1	0	0	3	0	0	1	0	1	0	0	4	Hoaglin, William	
Course Total		158	0	77	0	0	39	0	0	19	3	15	5	0	40		
PHIL-140 Problems in Ethics																	
8347	3.0	18	0	1	0	0	9	0	0	5	2	1	0	0	2	Hoaglin, William	
Course Total		18	0	1	0	0	9	0	0	5	2	1	0	0	2		
PHIL-155 The Philosophy of Science																	
8348	3.0	24	0	12	0	0	6	0	0	2	0	3	1	0	4	Yang, June	
Course Total		24	0	12	0	0	6	0	0	2	0	3	1	0	4		
Subject Total		721	0	241	0	0	201	0	0	133	41	93	10	1	0	190	
Division Total		721	0	241	0	0	201	0	0	133	41	93	10	1	0	190	

Printed on: 11/04/2011

\*\* = Not Valid for ADA -- Not included in totals

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Grade Distribution by Division

School: Grossmont College -- Term: 2009SP -- Division: G04 -- Subject: PHIL -- Course: All Courses

Grade Distribution by Division

School: Grossmont College -- Term: 2009FA -- Division: G04 -- Subject: PHIL -- Course: All Courses

Section

N = Night S.T.

\*\* = Not Valid for Wks Hrs Enrollment

ADA

G04 -- Humanities Social & Behav Sciences

Instructor

W

Inc

Pass

F

D

C

B-

B

A-

A

Enrollment

Hrs

Wks

Hrs

Enrollment

A+

A

PHIL-110 A General Intro to Philosophy

3873	3.0	38	0	7	0	0	7	0	0	14	4	6	0	0	0	16	Mules, Ronald	PT
3874	3.0	28	0	4	0	0	10	0	0	6	3	5	0	0	18	Grosse, Perry	PT	

3875	3.0	45	0	23	0	0	13	0	0	7	1	1	0	0	0	12	Yang, June	
3876	3.0	40	0	1	2	0	10	1	1	15	6	4	0	0	0	17	Hoaglin, William	
3878	3.0	52	0	34	16	1	1	0	0	0	0	0	0	0	0	5	Smith, Eric PT	
3881N	3.0	30	0	1	2	1	7	1	0	8	4	6	0	0	0	16	Hoaglin, William	
5912	3.0	23	0	7	0	0	9	0	0	4	0	3	0	0	0	20	Yang, June	
5913	3.0	36	0	3	0	0	3	0	1	21	3	5	0	0	0	15	Hoaglin, William	
8768	3.0	32	0	8	0	0	12	0	0	10	0	2	0	0	0	11	Yang, June	
9669	3.0	48	0	6	0	0	16	0	0	12	4	10	0	0	0	8	Mules, Ronald PT	
9699	3.0	42	0	3	0	0	9	0	0	18	7	5	0	0	0	5	Close, Zoe XP	
Course Total		414	0	97	20	2	97	2	2	115	32	47	0	0	0	143		
PHIL-114 The Medieval Mind																		
3883	3.0	21	0	15	0	0	1	0	0	5	0	0	0	0	0	4	Yang, June	
Course Total		21	0	15	0	0	1	0	0	5	0	0	0	0	0	4		
PHIL-116 The Modern Mind																		
3884	3.0	17	0	3	0	1	1	0	1	4	3	3	0	1	0	16	Hoaglin, William	
Course Total		17	0	3	0	1	1	0	1	4	3	3	0	1	0	16		
PHIL-125 Critical Thinking																		
3886	3.0	50	0	23	0	0	18	0	0	7	0	2	0	0	0	6	Binter, Joseph PT	
3888	3.0	32	0	3	5	5	3	4	3	2	5	1	0	1	0	6	Parello, Leila PT	
9505	3.0	70	0	24	30	13	1	0	0	1	1	0	0	0	0	1	Smith, Eric PT	
Course Total		152	0	50	35	18	22	4	3	10	6	3	0	1	0	13		
PHIL-130 Logic																		
3892	3.0	38	0	3	0	0	2	0	0	19	6	8	0	0	0	9	Close, Zoe	
3893	3.0	32	0	4	0	0	6	0	0	10	6	6	0	0	0	20	Close, Zoe	
3894	3.0	22	0	3	0	0	5	0	0	8	4	2	0	0	0	9	Close, Zoe	
3895	3.0	27	0	12	0	0	13	0	0	2	0	0	0	0	0	5	Yang, June	

Course Total	119	0	22	0	0	26	0	0	39	16	16	0	0	43			
PHIL-140 Problems in Ethics																	
3898N	3.0	17	0	3	0	0	3	0	0	3	5	3	0	0	5	Marcus, Scott	PT
Course Total	17	0	3	0	0	3	0	0	3	5	3	0	0	5			
PHIL-145 Social & Political Philosophy																	
5914	3.0	19	0	4	1	1	3	0	2	7	1	0	0	0	17	Hoaglin, William	
Course Total	19	0	4	1	1	3	0	2	7	1	0	0	0	17			
PHIL-150 Human Beings & Aesthetic Value																	
3899	3.0	17	0	3	5	2	0	2	2	0	2	1	0	0	12	Parello, Leila	PT
Course Total	17	0	3	5	2	0	2	2	0	2	1	0	0	12			
Subject Total	776	0	197	61	24	153	8	10	183	65	73	0	2	0	253		
Division Total	776	0	197	61	24	153	8	10	183	65	73	0	2	0	253		

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Grade Distribution by Division

School: Grossmont College -- Term: 2009FA -- Division: G04 -- Subject: PHIL -- Course: All Courses

Grade Distribution by Division

School: Grossmont College -- Term: 2010SP -- Division: G04 -- Subject: PHIL -- Course: All Courses

Section

N = Night

S.T.

\*\* = Not Valid for

Wks Hrs Enrollment

A+ A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor

G04 -- Humanities Social & Behav Sciences

PHIL-110 A General Intro to Philosophy

0222 3.0 12 0 3 0 0 7 0 0 1 0 1 0 0 0 8 Yang, June



8320	3.0	44	0	3	0	0	16	0	0	12	6	7	0	0	7	Mules, Ronald	PT	
8321	3.0	32	0	4	0	0	5	0	0	7	5	11	0	0	17	Grosse, Perry	PT	
8323	3.0	31	0	2	0	0	4	0	0	11	4	10	0	0	7	Mules, Ronald	PT	
8324	3.0	39	8	1	0	0	9	0	0	14	6	8	1	0	13	Binter, Joseph	PT	
8327	3.0	21	0	9	0	0	6	0	0	4	0	2	0	0	11	Yang, June		
8328N	3.0	28	0	1	0	0	2	0	5	13	5	2	0	0	13	Hoaglin, William		
8329	3.0	25	0	9	0	0	7	0	0	4	0	2	3	0	22	Yang, June		
8330N	3.0	27	0	3	0	0	4	0	0	3	3	14	0	0	9	Marcus, Scott	PT	
8797	3.0	37	0	9	0	0	6	0	0	10	3	9	0	0	15	Terbest, James	PT	
9901	3.0	58	0	4	0	0	19	0	0	21	8	6	0	0	6	Binter, Joseph	PT	
Course Total		354	0	48	0	0	85	0	5	100	40	72	4	0	128			
PHIL-112 The Classical Mind																		
8331	3.0	16	8	1	0	0	5	0	0	4	4	1	1	0	19	Grosse, Perry	PT	
Course Total		16	0	1	0	0	5	0	0	4	4	1	1	0	19			
PHIL-118 The Contemporary Mind																		
8334	3.0	30	0	4	3	1	3	1	4	10	1	2	1	0	15	Hoaglin, William		
Course Total		30	0	4	3	1	3	1	4	10	1	2	1	0	15			
PHIL-125 Critical Thinking																		
8335	3.0	40	0	5	0	0	17	0	0	10	5	3	0	0	4	Bradley, J	PT	
8336	3.0	31	0	8	2	6	5	2	2	4	1	1	0	0	15	Parello, Leila	PT	
8337N	3.0	37	0	8	0	0	18	0	0	8	1	2	0	0	9	Moxley, Diana	PT	
Course Total		108	0	21	2	6	40	2	2	22	7	6	0	0	28			
PHIL-130 Logic																		
8339	3.0	61	0	44	8	4	0	0	0	1	1	3	0	0	7	Smith, Eric	PT	
8340	3.0	25	0	8	0	0	3	0	0	4	0	10	0	0	23	Hoaglin, William		
8341	3.0	23	0	4	1	2	5	0	0	4	2	4	1	0	28	Hoaglin, William		

8342	3.0	24	0	7	1	0	2	2	1	3	3	3	2	0	0	13	Parello, Leila	PT	
8343N	3.0	57	0	37	12	4	1	0	0	0	3	0	0	0	0	11	Smith, Eric	PT	
Course Total		190	0	100	22	10	11	2	1	11	9	18	6	0	0	82			
PHIL-140 Problems in Ethics																			
8347	3.0	23	0	5	0	3	1	1	0	8	2	3	0	0	0	24	Hoaglin, William		
Course Total		23	0	5	0	3	1	1	0	8	2	3	0	0	0	24			
PHIL-155 The Philosophy of Science																			
8348	3.0	25	0	12	0	0	6	0	0	3	1	2	1	0	0	7	Yang, June		
Course Total		25	0	12	0	0	6	0	0	3	1	2	1	0	0	7			
PHIL-199 Special Studies/Projects-Phil																			
2073 **	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Mules, Ronald	PT	
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Subject Total		746	0	191	27	20	151	6	12	158	64	104	13	0	0	303			
Division Total		746	0	191	27	20	151	6	12	158	64	104	13	0	0	303			

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Page: 1

Grade Distribution by Division

School: Grossmont College -- Term: 2010SP -- Division: G04 -- Subject: PHIL -- Course: All Courses

Grade Distribution by Division

School: Grossmont College -- Term: 2010FA -- Division: G04 -- Subject: PHIL -- Course: All Courses

Section

N = Night

S.T.

\*\* = Not Valid for

ADA

Wks Hrs Enrollment+ A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor

G04 -- Humanities Social & Behav Sciences

PHIL-110 A General Intro to Philosophy

3873	3.0	39	0	4	0	0	11	0	14	2	8	0	0	13	Close, Zoe
3874	3.0	46	0	3	0	9	0	23	5	6	0	0	0	6	Close, Zoe
3875	3.0	18	0	9	0	7	0	0	1	0	0	1	0	2	Yang, June
3876	3.0	38	0	2	2	4	4	1	3	16	3	3	0	13	Hoaglin, William
3878	3.0	38	8	4	0	0	12	0	11	11	0	0	0	13	Grosse, Perry PT
3881N	3.0	33	0	3	0	2	3	5	4	12	1	3	0	18	Hoaglin, William XP
5323	3.0	39	0	1	0	0	16	0	14	3	4	1	0	9	Close, Zoe
5324	3.0	38	0	5	1	1	7	1	3	14	4	2	0	6	Hoaglin, William
5559	3.0	25	0	8	0	0	8	0	7	0	2	0	0	9	Yang, June
5912	3.0	37	0	10	0	0	15	0	4	0	6	1	1	15	Yang, June
5913	3.0	41	0	0	1	0	3	1	3	21	10	2	0	10	Hoaglin, William
8768	3.0	28	0	8	0	0	5	0	8	2	5	0	0	19	Yang, June
9669	3.0	39	0	6	0	0	12	0	15	2	4	0	0	15	Close, Zoe XP
Course Total		459	0	63	4	7	112	8	13	159	44	45	2	2	148

PHIL-111 Philosophy and Popular Culture

5325	3.0	49	0	4	0	0	13	0	10	13	9	0	0	3	Mules, Ronald PT
Course Total		49	0	4	0	0	13	0	10	13	9	0	0	3	

PHIL-116 The Modern Mind

3884	3.0	31	0	3	2	0	3	1	2	8	9	3	0	19	Hoaglin, William
Course Total		31	0	3	2	0	3	1	2	8	9	3	0	19	

PHIL-125 Critical Thinking

3886	3.0	54	0	25	0	0	15	0	14	0	0	0	0	3	Binter, Joseph PT
3888	3.0	33	0	3	6	1	5	5	1	4	5	3	0	13	Parello, Leila PT
9505	3.0	40	0	1	0	0	11	0	13	5	10	0	0	6	Marcus, Scott PT

Course Total	127	0	29	6	1	31	5	1	31	10	13	0	0	22			
PHIL-130 Logic																	
3892	3.0	37	0	1	0	0	5	0	0	13	9	8	1	0	13	Close, Zoe	
3893	3.0	42	0	4	0	0	9	0	0	15	4	10	0	0	11	Close, Zoe	XP
3895	3.0	50	0	39	7	1	0	0	0	0	0	2	1	0	3	Smith, Eric	PT
5326	3.0	44	0	3	0	0	8	0	0	14	11	7	1	0	8	Close, Zoe	
Course Total		173	0	47	7	1	22	0	0	42	24	27	3	0	35		
PHIL-145 Social & Political Philosophy																	
5914	3.0	34	0	4	0	1	2	1	0	14	7	5	0	0	23	Hoaglin, William	
Course Total		34	0	4	0	1	2	1	0	14	7	5	0	0	23		
PHIL-199 Special Studies/Projects-Phil																	
6375 **	3.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	Yang, June	
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Subject Total		873	0	150	19	10	183	15	16	264	107	102	5	2	0	250	
Division Total		873	0	150	19	10	183	15	16	264	107	102	5	2	0	250	

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Page: 1

#### Grade Distribution by Division

School: Grossmont College -- Term: 2010FA -- Division: G04 -- Subject: PHIL -- Course: All Courses

#### Grade Distribution by Division

School: Grossmont College -- Term: 2011SP -- Division: G04 -- Subject: PHIL -- Course: All Courses

#### Section

N = Night

S.T.

\*\* = Not Valid for

ADA

Wks Hrs EnrollmentA+ A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor

G04 -- Humanities Social & Behav Sciences



8339	3.0	49	0	21	11	8	6	0	0	2	0	0	1	0	0	3	Smith, Eric	PT	
8340	3.0	32	0	2	3	3	3	0	2	11	4	4	0	0	0	18	Hoaglin, William		
8341	3.0	22	0	4	2	3	3	1	0	4	0	5	0	0	0	22	Hoaglin, William		
8342	3.0	14	0	2	4	1	1	1	1	2	1	1	0	0	0	16	Hoaglin, William		
8343N	3.0	59	0	27	27	0	0	0	0	0	5	0	0	0	0	1	Smith, Eric	PT	
Course Total		176	0	56	47	15	13	2	3	19	10	10	1	0	0	60			
PHIL-140 Problems in Ethics																			
8347	3.0	33	0	7	1	2	8	0	2	5	1	5	1	0	1	13	Hoaglin, William		
Course Total		33	0	7	1	2	8	0	2	5	1	5	1	0	1	13			
PHIL-150 Human Beings & Aesthetic Value																			
6376	3.0	14	0	2	3	1	4	1	2	0	0	1	0	0	0	9	Parello, Leila	PT	
Course Total		14	0	2	3	1	4	1	2	0	0	1	0	0	0	9			
PHIL-199 Special Studies/Projects-PHIL																			
8074 **	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Yang, June		
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Subject Total		689	0	124	66	30	158	15	17	149	48	71	8	2	1	261			
Division Total		689	0	124	66	30	158	15	17	149	48	71	8	2	1	261			

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### Grade Distribution by Division

School: Grossmont College -- Term: 2011SP -- Division: G04 -- Subject: PHIL -- Course: All Courses

### Courses in Religious Studies

GRD361 G R O S S M O N T C O L L E G E PAGE 99  
 08-01-2011 19:08:35 GRADE DISTRIBUTION SUMMARY FALL 2006  
 HUMANITIES, SOCIAL & BEHAV SCIENCES HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. TOTAL TOTAL

WKS HRS A B C D F I CR NC W ENR WSCH INSTRUCTOR  
 RELG 120 WORLD RELIGIONS  
 7430 12 4.0 5 5 4 9 1 16 40 65.8 GOUGER PT  
 7431N 3.0 23 3 10 2 2 11 51 153.0 STRADER PT  
 COURSE TOTAL 28 8 14 2 11 1 27 91 218.8  
 RELG 130 SCRIPTURES OF WORLD RELIGIONS  
 7432 8 6.0 5 2 2 1 1 12 24 32.9 EDMONDS PT  
 7434 3.0 3 10 5 6 3 14 41 123.0 MCCUNE PT  
 COURSE TOTAL 8 12 7 1 7 4 26 65 155.9  
 RELG 140 RELIGION AND CULTURE  
 7435N 3.0 4 4 4 2 4 7 25 75.0 GOUGER PT  
 COURSE TOTAL 4 4 4 2 4 7 25 75.0  
 RELG 150 SCRIPTURES OF INDIA AND CHINA  
 7439N 8 6.0 12 3 1 7 4 27 63.1 STRADER PT  
 COURSE TOTAL 12 3 1 7 4 27 63.1  
 RELG 199 SPECIAL STUDIES IN RELG  
 7441 8 3.0 1 1 1.4 STRADER  
 COURSE TOTAL 1 1 1.4  
 SUBJECT TOTAL 53 27 26 5 29 5 64 209 514.2

GRD361 G R O S S M O N T C O L L E G E PAGE 100  
 08-03-2011 14:50:55 GRADE DISTRIBUTION SUMMARY SPRING 2007  
 HUMANITIES, SOCIAL & BEHAV SCIENCES HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. TOTAL TOTAL  
 WKS HRS A B C D F I CR NC W ENR WSCH INSTRUCTOR  
 RELG 120 WORLD RELIGIONS  
 7218 12 4.0 5 4 4 11 12 36 65.8 GOUGER PT  
 7220N 3.0 15 8 11 4 6 44 132.0 STRADER PT  
 COURSE TOTAL 20 12 15 15 18 80 197.8  
 RELG 130 SCRIPTURES OF WORLD RELIGIONS  
 7221 3.0 4 5 2 3 1 9 24 72.0 EDMONDS PT  
 7222 3.0 6 8 5 3 2 2 12 38 114.0 MCCUNE PT  
 COURSE TOTAL 10 13 7 6 3 2 21 62 186.0  
 RELG 140 RELIGION AND CULTURE  
 7224 3.0 5 2 8 3 6 24 72.0 STRADER PT  
 7225N 3.0 3 3 2 4 5 17 54.0 GOUGER PT  
 COURSE TOTAL 8 5 10 7 11 41 126.0  
 SUBJECT TOTAL 38 30 32 6 25 2 50 183 509.8

GRD361 G R O S S M O N T C O L L E G E PAGE 102  
 08-03-2011 11:30:14 GRADE DISTRIBUTION SUMMARY FALL 2007  
 HUMANITIES, SOCIAL & BEHAV SCIENCES HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. TOTAL TOTAL  
 WKS HRS A B C D F I CR NC W ENR WSCH INSTRUCTOR

RELG 120 WORLD RELIGIONS  
 7430 12 4.0 3 8 6 11.1 9 38 79.5 GOUGER PT  
 7431N 3.0 13 9 18 3 7 50 147.0 STRADER PT  
 COURSE TOTAL 16 17 24 14 1 16 88 226.5  
 RELG 130 SCRIPTURES OF WORLD RELIGIONS  
 7432 8 6.0 4 6 6 2 1 10 29 52.1 EDMONDS PT  
 7434 3.0 11 6 4 3 7 31 90.0 MCCUNE PT  
 COURSE TOTAL 15 12 10 2 4 17 60 142.1  
 RELG 140 RELIGION AND CULTURE  
 7435N 3.0 6 4 1 12 23 66.0 GOUGER PT  
 COURSE TOTAL 6 4 1 12 23 66.0  
 RELG 150 SCRIPTURES OF INDIA AND CHINA  
 7439N 8 6.0 19 5 2 1 2 1 17 47 82.3 STRADER PT  
 COURSE TOTAL 19 5 2 1 2 1 17 47 82.3  
 SUBJECT TOTAL 56 38 36 3 21 2 62 218 516.9

GRD361 G R O S S M O N T C O L L E G E PAGE 108  
 08-03-2011 15:49:23 GRADE DISTRIBUTION SUMMARY SPRING 2008  
 HUMANITIES, SOCIAL & BEHAV SCIENCES HUMANITIES, SOCIAL & BEHAV SCIENCES  
 -----

S.T. TOTAL TOTAL  
 WKS HRS A B C D F I CR NC W ENR WSCH INSTRUCTOR  
 RELG 120 WORLD RELIGIONS  
 7215 3.0 9 1 3 1 4 2 20 60.0 STRADER PT  
 7218 12 4.0 6 4 7 7 1 1 24 50 71.3 GOUGER PT  
 7220N 3.0 23 6 4 6 1 2 6 48 144.0 STRADER PT  
 COURSE TOTAL 38 11 14 14 6 2 1 32 118 275.3  
 RELG 130 SCRIPTURES OF WORLD RELIGIONS  
 7221 3.0 1 8 5 2 12 33 99.0 EDMONDS PT  
 7222 3.0 10 10 7 6 17 50 147.0 MCCUNE PT  
 COURSE TOTAL 11 18 12 5 8 29 83 246.0  
 RELG 140 RELIGION AND CULTURE  
 7225N 3.0 4 4 1 1 5 15 45.0 GOUGER PT  
 COURSE TOTAL 4 4 1 1 5 15 45.0  
 RELG 150 SCRIPTURES OF INDIA AND CHINA  
 7226 3.0 13 1 1 4 2 21 63.0 STRADER PT  
 COURSE TOTAL 13 1 1 4 2 21 63.0  
 SUBJECT TOTAL 66 30 31 5 23 11 2 1 68 237 629.3

Grade Distribution by Division  
 School: Grossmont College -- Term: 2008FA -- Division: G04 -- Subject: RELG -- Course: All Courses  
 Section  
 N = Night S.T.



\*\* = Not Valid for Wks Hrs Enrollment A+ A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor  
 ADA

G04 -- Humanities Social & Behav Sciences

RELG-120 World Religions

Course	Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
4221	12	3.0	30	0	4	0	0	5	0	0	6	5	8	0	1	0	8	Gouger, Sandhya	PT
4222N		3.0	47	0	27	0	0	8	0	0	11	0	1	0	0	0	8	Strader, Ronald	PT
5918N		3.0	39	0	11	0	0	7	0	0	11	2	6	2	0	0	9	Strader, Ronald	PT
Course Total			116	0	42	0	0	20	0	0	28	7	15	2	1	0	25		

RELG-130 Scriptures of World Religions

4223	8	3.0	8	0	2	0	0	2	0	0	3	1	0	0	0	0	5	Edmonds, Joseph	PT
4224		3.0	24	0	12	0	0	4	0	0	4	0	4	0	0	0	5	McCune, Harry	PT
Course Total			32	0	14	0	0	6	0	0	7	1	4	0	0	0	10		

RELG-140 Religion and Culture

4225		3.0	29	0	3	0	0	5	0	0	5	0	15	0	1	0	7	Gouger, Sandhya	PT
Course Total			29	0	3	0	0	5	0	0	5	0	15	0	1	0	7		

RELG-150 Scriptures of India and China

4226N	8	3.0	20	0	15	0	0	0	0	0	3	0	1	1	0	0	3	Strader, Ronald	PT
Course Total			20	0	15	0	0	0	0	0	3	0	1	1	0	0	3		
Subject Total			197	0	74	0	0	31	0	0	43	8	35	3	2	0	45		
Division Total			197	0	74	0	0	31	0	0	43	8	35	3	2	0	45		

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Page: 1

Grade Distribution by Division

School: Grossmont College -- Term: 2008FA -- Division: G04 -- Subject: RELG -- Course: All Courses

Grade Distribution by Division

School: Grossmont College -- Term: 2009SP -- Division: G04 -- Subject: RELG -- Course: All Courses

Section	N = Night	S.T.	Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
G04 -- Humanities Social & Behav Sciences																				
RELG-120 World Religions																				
8450			3.0	27	0	11	0	0	7	0	0	3	0	5	0	1	0	2	Strader, Ronald	PT
8451	12		3.0	17	0	3	0	0	2	0	0	4	0	6	0	2	0	14	Gouger, Sandhya	PT
8452N			3.0	45	0	19	0	0	11	0	0	7	0	8	0	0	0	8	Strader, Ronald	PT
9089	3		3.0	34	0	6	0	0	11	0	0	13	0	3	0	1	0	2	Gouger, Sandhya	PT
Course Total				123	0	39	0	0	31	0	0	27	0	22	0	4	0	26		
RELG-130 Scriptures of World Religions																				
8453			3.0	13	0	4	0	0	5	0	0	1	3	0	0	0	0	7	Edmonds, Joseph	PT
8454			3.0	31	0	7	0	0	6	0	0	7	0	11	0	0	0	8	McCune, Harry	PT
Course Total				44	0	11	0	0	11	0	0	8	3	11	0	0	0	15		
RELG-140 Religion and Culture																				
8455N			3.0	24	0	5	0	0	14	0	0	4	1	0	0	0	0	4	Scholte, John	PT
Course Total				24	0	5	0	0	14	0	0	4	1	0	0	0	0	4		
RELG-150 Scriptures of India and China																				
8456			3.0	25	0	10	0	1	6	0	0	1	0	7	0	0	0	5	Strader, Ronald	PT
Course Total				25	0	10	0	1	6	0	0	1	0	7	0	0	0	5		
Subject Total				216	0	65	0	1	62	0	0	40	4	40	0	4	0	50		
Division Total				216	0	65	0	1	62	0	0	40	4	40	0	4	0	50		

Grade Distribution by Division

School: Grossmont College -- Term: 2009SP -- Division: G04 -- Subject: RELG -- Course: All Courses

Grade Distribution by Division

School: Grossmont College -- Term: 2009FA -- Division: G04 -- Subject: RELG -- Course: All Courses

Section

N = Night

S.T.

\*\* = Not Valid for

Wks Hrs Enrollment A+ A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor

ADA

G04 -- Humanities Social & Behav Sciences

RELG-120 World Religions

4221	12	3.0	28	0	4	0	0	5	0	0	12	0	6	0	1	0	18	Gouger, Sandhya	PT
4222N		3.0	54	8	9	6	5	9	5	0	6	0	6	0	0	0	5	Strader, Ronald	PT
5918N		3.0	54	7	13	1	1	8	4	0	12	0	8	0	0	0	2	Strader, Ronald	PT
Course Total			136	15	26	7	6	22	9	0	30	0	20	0	1	0	25		

RELG-130 Scriptures of World Religions

4224		3.0	34	0	12	1	0	5	0	0	1	0	15	0	0	0	5	McCune, Harry	PT
Course Total			34	0	12	1	0	5	0	0	1	0	15	0	0	0	5		

RELG-140 Religion and Culture

4225		3.0	45	0	2	0	0	12	0	0	7	0	24	0	0	0	6	Gouger, Sandhya	PT
Course Total			45	0	2	0	0	12	0	0	7	0	24	0	0	0	6		
Subject Total			215	15	40	8	6	39	9	0	38	0	59	0	1	0	36		
Division Total			215	15	40	8	6	39	9	0	38	0	59	0	1	0	36		

Grade Distribution by Division

School: Grossmont College -- Term: 2009FA -- Division: G04 -- Subject: RELG -- Course: All Courses

Grade Distribution by Division

School: Grossmont College -- Term: 2010SP -- Division: G04 -- Subject: RELG -- Course: All Courses

Section

N = Night

S.T.

\*\* = Not Valid for

Wks Hrs Enrollment A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor

ADA

G04 -- Humanities Social & Behav Sciences

RELG-120 World Religions

8450	3.0	57	0	8	12	4	8	3	8	8	0	5	1	0	0	4	Strader, Ronald	PT
8451	3.0	25	0	2	0	0	3	0	0	5	0	14	1	0	0	11	Gouger, Sandhya	PT
8452N	3.0	63	0	7	15	1	8	4	15	10	0	3	0	0	0	1	Strader, Ronald	PT
Course Total		145	0	17	27	5	19	7	23	23	0	22	2	0	0	16		

RELG-130 Scriptures of World Religions

8453	3.0	27	0	4	2	1	6	2	1	4	4	3	0	0	0	14	Edmonds, Joseph	PT
8454	3.0	42	0	14	0	0	12	0	0	3	0	13	0	0	0	12	McCune, Harry	PT
Course Total		69	0	18	2	1	18	2	1	7	4	16	0	0	0	26		

RELG-140 Religion and Culture

8455N	3.0	36	2	9	6	3	5	5	2	2	1	1	0	0	0	9	Scholte, John	PT
Course Total		36	2	9	6	3	5	5	2	2	1	1	0	0	0	9		

RELG-150 Scriptures of India and China

8456	3.0	19	0	8	2	3	1	0	0	1	0	1	2	1	0	4	Strader, Ronald	PT
Course Total		19	0	8	2	3	1	0	0	1	0	1	2	1	0	4		
Subject Total		269	2	52	37	12	43	14	26	33	5	40	4	1	0	55		

Division Total 269 2 52 37 12 43 14 26 33 5 40 4 1 0 55

Printed on: 11/16/2011 \*\* = Not Valid for ADA -- Not included in totals Page: 1

Grade Distribution by Division  
 School: Grossmont College -- Term: 2010SP -- Division: G04 -- Subject: RELG -- Course: All Courses

Grade Distribution by Division  
 School: Grossmont College -- Term: 2010FA -- Division: G04 -- Subject: RELG -- Course: All Courses

Section  
 N = Night S.T.  
 \*\* = Not Valid for Wks Hrs Enrollment A+ A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor  
 ADA  
 G04 -- Humanities Social & Behav Sciences

RELG-120 World Religions  
 4222N 3.0 64 4 8 12 5 3 2 0 23 1 5 1 0 0 5 Strader, Ronald PT  
 Course Total 64 4 8 12 5 3 2 0 23 1 5 1 0 0 5

RELG-130 Scriptures of World Religions  
 5561 3.0 35 0 13 0 0 6 0 0 9 0 4 2 1 0 4 McCune, Harry PT  
 Course Total 35 0 13 0 0 6 0 0 9 0 4 2 1 0 4

RELG-140 Religion and Culture  
 4225 3.0 35 0 3 0 0 8 0 0 11 4 9 0 0 18 Gouger, Sandhya PT  
 Course Total 35 0 3 0 0 8 0 0 11 4 9 0 0 0 18  
 Subject Total 134 4 24 12 5 17 2 0 43 5 18 3 1 0 27  
 Division Total 134 4 24 12 5 17 2 0 43 5 18 3 1 0 27

Printed on: 11/16/2011 \*\* = Not Valid for ADA -- Not included in totals Page: 1

Grade Distribution by Division

School: Grossmont College -- Term: 2010FA -- Division: G04 -- Subject: RELG -- Course: All Courses

Grade Distribution by Division

School: Grossmont College -- Term: 2011SP -- Division: G04 -- Subject: RELG -- Course: All Courses

Section

N = Night

S.T.

\*\* = Not Valid for

Wks Hrs Enrollment A+ A A- B+ B B- C+ C D F Pass NoPass Inc W Instructor

ADA

G04 -- Humanities Social & Behav Sciences

RELG-120 World Religions

8450	3.0	28	0	2	0	1	9	1	3	5	7	0	0	0	0	11	Edmonds, Joseph	PT
8451	3.0	41	0	3	0	0	5	0	0	12	0	19	1	0	1	13	Gouger, Sandhya	PT
Course Total		69	0	5	0	1	14	1	3	17	7	19	1	0	1	24		

RELG-130 Scriptures of World Religions

8453	3.0	15	0	2	0	0	2	0	0	4	1	6	0	0	0	27	Gouger, Sandhya	PT
8454	3.0	45	0	9	0	0	13	0	0	8	0	13	2	0	0	11	McCune, Harry	PT
Course Total		60	0	11	0	0	15	0	0	12	1	19	2	0	0	38		

RELG-140 Religion and Culture

7061N	3.0	46	0	11	11	6	9	2	1	2	1	3	0	0	0	8	Scholte, John	PT
8455N	3.0	42	4	10	6	5	5	0	2	2	1	6	1	0	0	9	Scholte, John	PT
Course Total		88	4	21	17	11	14	2	3	4	2	9	1	0	0	17		

RELG-150 Scriptures of India and China

8456	3.0	57	0	25	0	0	5	0	0	17	0	7	3	0	0	6	Strader, Ronald	PT
Course Total		57	0	25	0	0	5	0	0	17	0	7	3	0	0	6		
Subject Total		274	4	62	17	12	48	3	6	50	10	54	7	0	1	85		

Division Total                    274            4    62   17   12   48   3    6    50   10   54   7    0    1    85

Printed on: 11/16/2011

\*\* = Not Valid for ADA -- Not included in totals

Page: 1

Grade Distribution by Division

School: Grossmont College -- Term: 2011SP -- Division: G04 -- Subject: RELG -- Course: All Courses





Appendix 4:  
Annual Progress  
Reports



We have not conducted Annual Progress Reports.



Appendix 5:  
SLO Assessment  
Analyses



**ANNUAL SLO UPDATE FOR PHILOSOPHY AND RELIGIOUS STUDIES**

Please fill out the form below on ALL Course-level SLOs you've assessed over the last 2 semesters. Please add additional rows if needed.

Course # and SLO wording (ex. Hist 108 (SLO 1) - Students will be able to ...)	Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Course SLO Action Plan (please indicate how you will use these course assessment results and analysis for course improvement)	Semester when Next Assessment of this SLO will take place	Program Action Plan (please indicate how you will use these SLO assessment results and analysis for continuous program improvement)
<p>Philosophy 110 (Assessed in Fall 2010)</p> <p>SLO 1: The ability to analyze, critique, and reconstruct arguments and positions embedded in the philosophical literature</p>	<p>X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p>X Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p>	<p>All assessment occurred on the Final exam. Results were tabulated and reported. No individual sections are reported.</p> <p>Out of 199 students who took the final exam, 80% passed successfully.</p> <p>We realized this is a large number, and perhaps we should normalize grading.</p> <p>Their basic understanding was excellent, but demonstration and usage of philosophical terms was weaker.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p>X Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please</p>	<p><input type="checkbox"/> Fall OR</p> <p>X Spring</p> <p>Year: 2015</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p>X Other (please describe): It seems the best way to address this is to normalize grading during Department</p>

<p>Philosophy 110 (Assessed in Fall 2010)</p> <p>SLO 2: The ability to compare and contrast theories and methods used in the handling of fundamental philosophical problems</p>	<p><input type="checkbox"/> Student Satisfaction Survey <input checked="" type="checkbox"/> Other (please describe):</p> <p>We had the students reconstruct Plato's arguments and respond to them. This essay question was included in the Final exams for all sections.</p>	<p>There were a number of multiple-choice questions addressing SLO2.</p> <p>Range of accuracy on these questions were 72-84%.</p>	<p>describe):</p>	<p><input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2015</p>	<p>Meetings.</p>
<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><u>X</u> Develop new methods of evaluating student work, such as: <u>Short Answers</u></p> <p><u>X</u> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p><input checked="" type="checkbox"/> Other (please describe):</p> <p>Reviewing these results, it is obvious that other question types and activities are needed to assess this SLO directly.</p>	<p>describe):</p>	<p>Meetings.</p>	



<p>Philosophy 110 (Assessed in Fall 2010)</p> <p>SLO 3: The integration of philosophical techniques into the students' formulations and justifications of their own arguments and beliefs</p>	<p>X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p>X Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>The most relevant question for assessing this SLO is the essay question, which asks the student if she agrees with Plato's view by using elements of the text.</p> <p>Again, the pass rate was 80%.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p>X Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p>X Other (please describe): The question does not address SLO3.</p>	<p><input type="checkbox"/> Fall OR X Spring Year: 2015</p>	<p>A question about application (i.e. a real life scenario) would be most beneficial here.</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p>X Other (please describe): This SLO must be tested with a new question.</p>

Six-Year SLO Plan can be found at:  
[http://www.grossmont.edu/student\\_learning\\_outcomes/SLO%20Spreadsheets%20home.htm](http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheets%20home.htm)

<p>Philosophy 130 (Assessed Fall 2010)</p> <p>SLO 1:          Demonstrate their knowledge of the principles of correct reasoning and apply these principles to the evaluation of opinions and prospective beliefs</p>	<p>X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)  <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)  <input type="checkbox"/> Assignments based on checklists  <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Other (please describe):</p>	<p>We included five multiple-choice questions on the final exam to test all four SLOs for Philosophy 130.</p> <p>154 students took the Final, and the success rate on these questions ranged from 75-94%.</p> <p>No question addressed the second portion of this SLO, except tangentially.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome  <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO  <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:          _____  <input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as: Essay Questions _____  <input checked="" type="checkbox"/> Engage in professional development about best practices for this type of class/activity  <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)  <input type="checkbox"/> Revise the SLO  <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Fall OR  <input checked="" type="checkbox"/> Spring          Year: 2015</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:          _____  <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)  <input type="checkbox"/> Revise the course sequence or prerequisites  <input type="checkbox"/> No program action will be taken  <input checked="" type="checkbox"/> Other (please describe): We need to write a question appropriate to this SLO or alter the SLO. All questions concerned knowledge of Logic.</p>
<p>Philosophy</p>	<p>X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)  <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)  <input type="checkbox"/> Assignments based on checklists  <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Other (please describe):</p>	<p>Many of the questions use the language</p>	<p><input type="checkbox"/> Conduct further assessment related to</p>	<p><input type="checkbox"/> Fall OR  <input checked="" type="checkbox"/> Spring</p>	<p><input type="checkbox"/> Plan purchase of new equipment or</p>

<p>130 (Assessed Fall 2010)</p> <p>SLO 2: Identify the difference between inductive and deductive arguments</p>	<p>sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self- Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) X Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):</p>	<p>relevant to this distinction. The students could not successfully answer these questions without knowing the difference between inductive and deductive arguments.  This assessment appears successful.</p>	<p>the issue and outcome X Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:  <input type="checkbox"/> Develop new methods of evaluating student work, such as:  <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):</p>	<p>Year: 2015</p>	<p>supplies needed for modified student activities, such as:  <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Revise the course sequence or prerequisites X No program action will be taken <input type="checkbox"/> Other (please describe):</p>
<p>Philosophy 130 (Assessed Fall 2010)</p> <p>SLO 3: Identify the basic inductive fallacies</p>	<p>X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists</p>	<p>There was one question asking about an inductive fallacy, and 75% of students answered correctly.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group</p>	<p><input type="checkbox"/> Fall OR X Spring Year: 2015</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:  <input type="checkbox"/> Make changes in staffing plans</p>

<p>Philosophy 130 (Assessed Fall 2010)</p> <p>SLO 4: Understand validity and the distinction between strong and weak arguments</p>	<p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p>X Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>There were no questions asking about the distinction between weak and strong arguments. However, several related to validity, and the students had 88% passage rates on those.</p> <p>We need to write a question about weak and strong arguments.</p>	<p>work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p>X Other (please describe): Perhaps add another question.</p>	<p><input type="checkbox"/> Fall OR X Spring Year: 2015</p>	<p>(i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p>X Other (please describe): Perhaps add another question.</p>
	<p>X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment</p>	<p>X Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/> Engage in professional</p>	<p>X Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/> Engage in professional</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p>	

	<p>Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>		<p>development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe):</p>		<p>taken</p> <p><input checked="" type="checkbox"/> Other (please describe): Write a relevant question.</p>
<p>Philosophy 125 (Assessed in Spring 2011)</p> <p>SLO 1: Demonstrate their knowledge of the principles of correct reasoning and apply these principles to the evaluation of opinions and prospective beliefs</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker"</p>	<p>We included five multiple-choice questions on the final exam to test all three SLOs for Philosophy 125.</p> <p>No question addressed the second portion of this SLO, except tangentially.</p> <p>56 students took the Final exam, and the success rates on these five questions ranged from 54-88%.</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as: _____ Essay questions _____</p> <p><input checked="" type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline</p>	<p>X Fall OR</p> <p><input type="checkbox"/> Spring Year: 2013</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p><input checked="" type="checkbox"/> Other (please describe):</p> <p>Although the first part of the</p>

	<p>mediated responses, etc.)</p> <p><input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>		<p>(i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe):</p>		<p>question is knowledge-based and addressable in multiple-choice questions, what this SLO requires is an evaluation of opinions and prospective beliefs. It is recommended we write an essay question to test for this SLO.</p>
<p>Philosophy 125 (Assessed in Spring 2011)</p> <p>SLO 2: Identify the basic inductive fallacies</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input checked="" type="checkbox"/> Capstone projects</p>	<p>One question addressed this SLO, and 64% answered correctly. Perhaps we can write another question to test for other inductive fallacies.</p> <p>This number is interesting in light of those who answered correctly in Philosophy 130. Those students were greater in number (154) and 75% of them answered correctly.</p> <p>The other question had a pass rate of 88%, which is quite good.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe)</p>	<p>X Fall OR</p> <p><input type="checkbox"/> Spring</p> <p>Year: 2013</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p>X No program action will be taken</p> <p><input type="checkbox"/> Other (please describe):</p>

<p>Philosophy 125 (Assessed in Spring 2011)</p> <p>SLO 3: Understand the distinction between strong and weak arguments</p>	<p>of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>No questions were asked about this SLO.</p>	<p>describe):</p>	<p>X Fall OR <input checked="" type="checkbox"/> Spring Year: 2013</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p>X Other (please describe): We will write a question to test for this SLO.</p>
<p>X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p>X Capstone projects of final summative assessment (final exams, capstone</p>	<p>Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p>X Other (please describe): Include a question that tests for this SLO.</p>	<p>Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p>X Other (please describe): Include a question that tests for this SLO.</p>	<p>describe):</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p>X Other (please describe): We will write a question to test for this SLO.</p>	

	<p>projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>				
<p>Philosophy 140 (Assessed in Spring 2011)</p> <p>SLO 1:</p> <p>Students in Philosophy 140 will master fundamental ethical concepts and terminology through engagement with philosophical literature</p>	<p>X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p>X Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student</p>	<p>For Philosophy 140, students were asked 9 multiple-choice questions and 1 essay question on the Final Exam.</p> <p>The multiple-choice questions were diverse and covered sufficient ethical concepts and terminology.</p> <p>The success rate on these questions was 75-100%.</p> <p>28 students completed the Final Exam. This is a very small sample size, but since this course is offered one section at a time, significant data cannot occur except over time. Another option is for this course to be assessed every semester.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p>X Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <hr/> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <hr/> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Fall OR</p> <p>X Spring</p> <p>Year: 2014</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <hr/> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p>X No program action will be taken</p> <p><input type="checkbox"/> Other (please describe):</p>



<p>Philosophy 140 (Assessed in Spring 2011)</p> <p>SLO 2: Understand the main divisions within Ethics</p>	<p>Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p> <p>X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p>X Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>Same response as in SLO 1.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p>X Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <hr/> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <hr/> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Fall OR</p> <p>X Spring</p> <p>Year: 2014</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <hr/> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p>X No program action will be taken</p> <p><input type="checkbox"/> Other (please describe):</p>
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<p>Philosophy 140 (Assessed in Spring 2011)</p> <p>SLO 3: Be able to apply the main ethical justifications for action</p>	<p>X Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p>X Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>In addition to the response to SLO 1, there was an essay question compelling students to apply the main ethical justifications for action. It was an interesting question regarding gay marriage.</p> <p>On the essay question, evaluation occurred by 5 dimensions of a rubric. Success along these dimensions ranged from 71-79%.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Fall OR X Spring Year: 2014</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p>X No program action will be taken</p> <p><input type="checkbox"/> Other (please describe):</p>
<p>X Item analysis of</p>	<p>There were two essay</p>	<p>Conduct further</p>	<p>Fall OR</p>	<p>Plan purchase of</p>	

<p>RELG 140 (Assessed in Spring 2011)</p> <p>SLO 1: Students in Religious Studies 140 are expected to demonstrate, through reading and writing assignments, basic knowledge of the relationships between religious beliefs and aspects of culture in Eastern and Western religious traditions.</p>	<p>exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p>X Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>questions included on the Final exam.</p> <p>One questioned the connection between a religion and the culture in which it is found. The other required the student to focus on a studied icon and its relationship to the culture in which it is found.</p> <p>51/73 students passed the first question and 53/73 passed the second. This is a range of 70-73%, which is acceptable.</p> <p>These questions address the SLO, and the students were free to choose amongst the major religions and cultures they studied in this course.</p>	<p>assessment related to the issue and outcome</p> <p>X Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Spring Year:</p>	<p>new equipment or supplies needed for modified student activities, such as:</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p>X No program action will be taken</p> <p><input type="checkbox"/> Other (please describe):</p>
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Appendix 6:  
Course-to Program SLO  
Mapping Document



## APPENDIX 6

### Course-to-Program SLO Mapping Document

COURSE #	SLO	engage with a body of philosophic literature by demonstrating in college-level writing and/or other evaluative processes, including but not limited to, critiques, comparison and contrast of theories and formulation of argumentation	identify basic concepts, branches and terminology of the discipline by demonstrating in college-level writing and/or other evaluative processes, including but not limited to, critiques, comparison and contrast of theories and formulation of argumentation
PHIL 110	1	The ability to analyze, critique, and reconstruct arguments and positions embedded in the philosophical literature	X
	2	The ability to compare and contrast theories and methods used in the handling of fundamental philosophical problems	X
	3	The integration of philosophical techniques into the students' formulations and justifications of their own arguments and beliefs	X
PHIL 112	1	Students are expected to master fundamental features of major movements and figures within Classical philosophy and demonstrate these through reading and writing assignments.	X
	1	Students are expected to master the fundamental principles of scholasticism, focusing on the relation between theology and philosophy. This is demonstrated through reading and writing assignments	X

PHIL 116	1	Students are expected to master the significant philosophical theories of the Modern period, beginning with the Renaissance (Descartes) and continuing through the nineteenth century (Kant) and demonstrate this through reading and writing assignments.	x	x
PHIL 118	1	Students are expected to successfully engage with the major trends in 20 <sup>th</sup> and early 21 <sup>st</sup> century philosophic movements and demonstrate their knowledge through reading and writing assignments.	x	x
PHIL 125	1 2 3	Demonstrate their knowledge of the principles of correct reasoning and apply these principles to the evaluation of opinions and prospective beliefs Identify the basic inductive fallacies Understand the distinction between strong and weak arguments	x x x	x x x
PHIL 130	1 2 3 4	Demonstrate their knowledge of the principles of correct reasoning and apply these principles to the evaluation of opinions and prospective beliefs Identify the difference between inductive and deductive arguments Identify the basic inductive fallacies Understand validity and the distinction between strong and weak arguments	x x x x	x x x x
PHIL 140	1	Students in Philosophy 140 will master fundamental ethical concepts and terminology through engagement with philosophical literature	x	x



	2	Understand the main divisions within Ethics	X	X
	3	Be able to apply the main ethical justifications for action	X	X
PHIL 141	1	Students are expected to apply principles of major moral theories to problems encountered in contemporary health care	X	X
PHIL 145	1	Students are expected to engage with the relationship among morality, politics and social justice from a multi-cultural perspective and demonstrate knowledge through reading and writing	X	X
PHIL 150	1	Students are expected to be able to identify fundamental features of major aesthetic theories and demonstrate this knowledge through reading and writing assignments	X	X
PHIL 155	1	Students are expected to grasp the fundamentals of the nature of philosophy of science as a branch of epistemology and demonstrate this knowledge through reading and writing assignments	X	X
PHIL 199	1	<u>Phil 199</u> Students will be able to identify, examine, and assess a component of the discipline in a study of individualized content	X	X
PHIL 299	1	<u>Phil 299</u> Students will be able to define and analyze components of the discipline within a specialized topic of the discipline	X	X

COURSE #	SLO	Not a Program
RELG 120	1 Students in Religious Studies 120 are expected to demonstrate, through reading and writing assignments, knowledge of the basic teachings and practices of the major world religions.	
RELG 130	1 Students are expected to master basic themes entailed in the sacred texts of the world's major religions and demonstrate this through reading and writing assignments.	
RELG 140	1 Students in Religious Studies 140 are expected to demonstrate, through reading and writing assignments, basic knowledge of the relationships between religious beliefs and aspects of culture in Eastern and Western religious traditions.	
RELG 150	1 Students will master the fundamental modes of Eastern thought by studying the standard religious texts of India and China. This mastery will be demonstrated through reading and writing assignments	
RELG 199	1 Relg 199 Students will be able to identify, examine, and assess a component of the discipline in a study of individualized content.	
RELG 299	1 Relg 299 Students will be able to define and analyze components of the discipline within a specialized topic of the discipline	

Appendix 7:  
Results of Student and  
Faculty Surveys



# Grossmont College Philosophy Department Program Review Student Survey Fall 2011 N=136

Q1. What is your primary reason for taking this class?

	Frequency	Percent
General education requirement	68	50.0
General interest	38	27.9
Required for major	11	8.1
Transfer	11	8.1
Improve basic skills/college success (reading,writing, English, math, computer skills)	4	2.9
Prerequisite	4	2.9
<b>Total</b>	<b>136</b>	<b>100.0</b>

Q2. How did you find out about this class?

	Frequency	Percent
Class schedule or college catalog	114	83.8
Grossmont College counselor	11	8.1
Instructor	5	3.7
Other student recommendation	4	2.9
Friend or family member	2	1.5
<b>Total</b>	<b>136</b>	<b>100.0</b>

Q3. How many courses have you taken in this department at Grossmont College? (Including this current course and any repeated courses)

	Frequency	Percent
One	96	70.6
Two	20	14.7
Three	9	6.6
More than three	11	8.1
<b>Total</b>	<b>136</b>	<b>100.0</b>

Q4. This class was delivered?

	Frequency	Percent
In a traditional classroom setting	128	94.1
Online (100%)	7	5.1
As a hybrid (part in classroom/part online)	1	.7
<b>Total</b>	<b>136</b>	<b>100.0</b>

**Q5. What modes of communication are made available to you by your instructor?**

	Frequency	Percent
Face to Face	130	95.6
Email	97	71.3
Telephone/Voice Mail	45	33.1

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 136).

**Q6. Which of the following do you check most frequently for course information and/or messages?**

	Frequency	Percent
Instructor	104	76.5
Blackboard announcements	17	12.5
Email	15	11.0
<b>Total</b>	<b>136</b>	<b>100.0</b>

**Q7. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:**

	Frequency	Percent
Before or after my class meets	100	73.5
During office hours/ appointment	21	15.4
Via email	15	11.0
<b>Total</b>	<b>136</b>	<b>100.0</b>

**Q8. Who else or what else do you primarily turn to for extra help?**

	Frequency	Percent
Current classmates	58	42.6
Text book	44	32.4
Website(s)	20	14.7
Family member	5	3.7
Tutor	5	3.7
Friends who have taken the class	4	2.9
<b>Total</b>	<b>136</b>	<b>100.0</b>

**Q9. Which of the following course resources helped you learn the course material?**

	Frequency	Percent
Lecture	110	80.9
Textbook	103	75.7
Homework/assignments	74	54.4
Handouts	60	44.1
Group work in class	50	36.8
Quizzes	35	25.7
PowerPoint slides	24	17.6
Videos/DVDs	20	14.7
Course Blackboard site	19	14.0
Study groups	18	13.2
None of the Above	7	5.1
Computer presentations	6	4.4
Instructor website	5	3.7

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 136).

**Q10. Have you used one or more of the following campus resources to assist you with a course(s) in this department?**

	Frequency	Percent
Yes	43	31.6
No	93	68.4
<b>Total</b>	<b>136</b>	<b>100.0</b>

Campus resources include: Assessment and Testing Center, English Writing Lab, Tech Mall, Library (online resources), On-Campus Library, Math Study, Tutoring Center, DSPS, EOPS, Department Computer Labs, and Blackboard Help Line.

**Q11.A. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Assessment and Testing Center**

	Frequency	Percent
Required	7	16.3
Voluntary	9	20.9
Never Used	27	62.8
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.A. Please indicate the helpfulness of each campus resource you have used: Assessment and Testing Center**

	Frequency	Percent
Very Helpful	4	9.3
Helpful	7	16.3
Neither Helpful nor Unhelpful	6	14.0
Very Unhelpful	1	2.3
Never Used	25	58.1
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q11.B. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: English Writing Lab**

	Frequency	Percent
Required	2	4.7
Voluntary	9	20.9
Never Used	32	74.4
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.B. Please indicate the helpfulness of each campus resource you have used: English Writing Lab**

	Frequency	Percent
Very Helpful	4	9.3
Helpful	7	16.3
Neither Helpful nor Unhelpful	3	7.0
Very Unhelpful	1	2.3
Never Used	28	65.1
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q11.C. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tech Mall**

	Frequency	Percent
Voluntary	26	60.5
Never Used	17	39.5
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.C. Please indicate the helpfulness of each campus resource you have used: Tech Mall**

	Frequency	Percent
Very Helpful	11	25.6
Helpful	13	30.2
Neither Helpful nor Unhelpful	3	7.0
Very Unhelpful	1	2.3
Never Used	15	34.9
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	



**Q11.D. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Library (online resources)**

	Frequency	Percent
Required	2	4.7
Voluntary	22	51.2
Never Used	19	44.2
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.D. Please indicate the helpfulness of each campus resource you have used: Library (onlines resources)**

	Frequency	Percent
Very Helpful	10	23.3
Helpful	13	30.2
Neither Helpful nor Unhelpful	2	4.7
Very Unhelpful	2	4.7
Never Used	16	37.2
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q11.E. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: On-Campus Library**

	Frequency	Percent
Required	3	7.0
Voluntary	30	69.8
Never Used	10	23.3
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.E. Please indicate the helpfulness of each campus resource you have used: On-Campus Library**

	Frequency	Percent
Very Helpful	14	32.6
Helpful	17	39.5
Neither Helpful nor Unhelpful	2	4.7
Very Unhelpful	1	2.3
Never Used	9	20.9
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q11.F. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Math Study**

	Frequency	Percent
Voluntary	4	9.3
Never Used	39	90.7
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.F. Please indicate the helpfulness of each campus resource you have used: Math Study**

	Frequency	Percent
Very Helpful	1	2.3
Helpful	3	7.0
Neither Helpful nor Unhelpful	4	9.3
Never Used	35	81.4
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q11.G. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tutoring Center**

	Frequency	Percent
Required	1	2.3
Voluntary	10	23.3
Never Used	32	74.4
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.G. Please indicate the helpfulness of each campus resource you have used: Tutoring Center**

	Frequency	Percent
Very Helpful	5	11.6
Helpful	6	14.0
Neither Helpful nor Unhelpful	3	7.0
Very Unhelpful	1	2.3
Never Used	28	65.1
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q11.H. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: DSPS**

	Frequency	Percent
Voluntary	5	11.6
Never Used	38	88.4
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.H. Please indicate the helpfulness of each campus resource you have used: DSPS**

	Frequency	Percent
Very Helpful	2	4.7
Helpful	3	7.0
Neither Helpful nor Unhelpful	4	9.3
Very Unhelpful	1	2.3
Never Used	33	76.7
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q11.I. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: EOPS**

	Frequency	Percent
Voluntary	2	4.7
Never Used	41	95.3
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.I. Please indicate the helpfulness of each campus resource you have used: EOPS**

	Frequency	Percent
Very Helpful	1	2.3
Helpful	2	4.7
Neither Helpful nor Unhelpful	4	9.3
Never Used	36	83.7
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q11.J. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Department Computer Labs**

	Frequency	Percent
Voluntary	8	18.6
Never Used	35	81.4
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.J. Please indicate the helpfulness of each campus resource you have used: Department Computer Labs**

	Frequency	Percent
Very Helpful	3	7.0
Helpful	5	11.6
Neither Helpful nor Unhelpful	4	9.3
Somewhat Unhelpful	1	2.3
Never Used	30	69.8
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q11.K. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Blackboard Help Line**

	Frequency	Percent
Required	3	7.0
Voluntary	7	16.3
Never Used	33	76.7
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q12.K. Please indicate the helpfulness of each campus resource you have used: Blackboard Help Line**

	Frequency	Percent
Very Helpful	7	16.3
Helpful	1	2.3
Neither Helpful nor Unhelpful	3	7.0
Very Unhelpful	2	4.7
Never Used	30	69.8
<b>Total</b>	<b>43</b>	<b>100.0</b>
No Response	93	
Total	136	

**Q13. What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals.**

	Frequency	Percent
Yes	111	81.6
No	25	18.4
<b>Total</b>	<b>136</b>	<b>100.0</b>

**Q14. How satisfied are you with the availability of courses in this department?**

	Frequency	Percent
Very Satisfied	33	24.3
Satisfied	58	42.6
Neutral	33	24.3
Dissatisfied	6	4.4
Very Dissatisfied	6	4.4
<b>Total</b>	<b>136</b>	<b>100.0</b>

**Q15. Is your major in this department?**

	Frequency	Percent
Yes	13	9.6
No	123	90.4
<b>Total</b>	<b>136</b>	<b>100.0</b>

**Q16. What would be your preferred start time(s) for courses offered on Weekdays?**

	Frequency	Percent
9am-noon	84	61.8
12-3pm	47	34.6
7am-8am	29	21.3
4-10pm	25	18.4
No Preference	17	12.5

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 136).

**Q17. What would be your preferred start time(s) for courses offered on Saturdays?**

	Frequency	Percent
No Preference	67	49.3
9am-noon	39	28.7
12-3pm	27	19.9
7am-8am	13	9.6
4-10pm	11	8.1

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 136).

**Q18. What would be your preferred start time(s) for courses offered on Sundays?**

	Frequency	Percent
No Preference	75	55.1
9am-noon	33	24.3
12-3pm	21	15.4
4-10pm	13	9.6
7am-8am	10	7.4

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 136).

**Q19. What would be your preferred start time(s) for courses offered on: (Distance Education)**

	Frequency	Percent
Online	71	52.2
No Response	65	47.8
<b>Total</b>	<b>136</b>	<b>100.0</b>

**Q20. Gender**

	Frequency	Percent
Male	66	48.5
Female	70	51.5
<b>Total</b>	<b>136</b>	<b>100.0</b>

**Q21. Age**

	Frequency	Percent
Under 20	38	27.9
20-24	48	35.3
25-29	23	16.9
30-49	21	15.4
50 or older	6	4.4
<b>Total</b>	<b>136</b>	<b>100.0</b>

**Q22. Ethnicity:**

	Frequency	Percent
Asian	8	5.9
Black	5	3.7
Filipino	4	2.9
Hispanic	34	25.0
Native American	2	1.5
Middle Eastern	4	2.9
White, Non-Hispanic, and not of middle Eastern decent	69	50.7
Two or more	10	7.4
<b>Total</b>	<b>136</b>	<b>100.0</b>

Q23. Primary Language:

	Frequency	Percent
Arabic	2	1.5
Aramaic	1	.7
Chinese	1	.7
English	112	82.4
French	2	1.5
German	1	.7
Japanese	1	.7
Kurdish	2	1.5
Spanish	12	8.8
Tagalog	2	1.5
<b>Total</b>	<b>136</b>	<b>100.0</b>

# Grossmont College Religious Studies Department Program Review Student Survey Fall 2011 N=40

Q1. What is your primary reason for taking this class?

	Frequency	Percent
General education requirement	15	37.5
General interest	13	32.5
Required for major	5	12.5
Transfer	5	12.5
Prerequisite	2	5.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

Q2. How did you find out about this class?

	Frequency	Percent
Class schedule or college catalog	34	85.0
Grossmont College counselor	3	7.5
Friend or family member	2	5.0
Instructor	1	2.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

Q3. How many courses have you taken in this department at Grossmont College? (Including this current course and any repeated courses)

	Frequency	Percent
One	29	72.5
Two	10	25.0
Three	1	2.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

Q4. This class was delivered?

	Frequency	Percent
In a traditional classroom setting	39	97.5
Online (100%)	1	2.5
<b>Total</b>	<b>40</b>	<b>100.0</b>



**Q5. What modes of communication are made available to you by your instructor?**

	Frequency	Percent
Face to Face	36	90.0
Telephone/Voice Mail	19	47.5
Email	18	45.0

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 40).

**Q6. Which of the following do you check most frequently for course information and/or messages?**

	Frequency	Percent
Instructor	33	82.5
Email	6	15.0
Blackboard announcements	1	2.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

**Q7. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:**

	Frequency	Percent
Before or after my class meets	35	87.5
During office hours/ appointment	3	7.5
Via email	2	5.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

**Q8. Who else or what else do you primarily turn to for extra help?**

	Frequency	Percent
Current classmates	19	47.5
Text book	9	22.5
Website(s)	8	20.0
Friends who have taken the class	2	5.0
Family member	1	2.5
Tutor	1	2.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

**Q9. Which of the following course resources helped you learn the course material?**

	Frequency	Percent
Textbook	34	85.0
Lecture	30	75.0
Homework/assignments	26	65.0
Handouts	17	42.5
Videos/DVDs	14	35.0
Quizzes	10	25.0
PowerPoint slides	7	17.5
Group work in class	6	15.0
Study groups	4	10.0
Instructor website	2	5.0
None of the Above	2	5.0
Course Blackboard site	2	5.0
Computer presentations	1	2.5

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 40).

**Q10. Have you used one or more of the following campus resources to assist you with a course(s) in this department?**

	Frequency	Percent
Yes	21	52.5
No	19	47.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

Campus resources include: Assessment and Testing Center, English Writing Lab, Tech Mall, Library (online resources), On-Campus Library, Math Study, Tutoring Center, DSPS, EOPS, Department Computer Labs, and Blackboard Help Line.

**Q11.A. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Assessment and Testing Center**

	Frequency	Percent
Required	1	4.8
Voluntary	4	19.0
Never Used	16	76.2
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
<b>Total</b>	<b>40</b>	

**Q12.A. Please indicate the helpfulness of each campus resource you have used: Assessment and Testing Center**

	Frequency	Percent
Very Helpful	2	9.5
Helpful	3	14.3
Neither Helpful nor Unhelpful	2	9.5
Never Used	14	66.7
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
<b>Total</b>	<b>40</b>	

**Q11.B. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: English Writing Lab**

	Frequency	Percent
Required	3	14.3
Voluntary	4	19.0
Never Used	14	66.7
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q12.B. Please indicate the helpfulness of each campus resource you have used: English Writing Lab**

	Frequency	Percent
Very Helpful	1	4.8
Helpful	4	19.0
Neither Helpful nor Unhelpful	2	9.5
Never Used	14	66.7
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q11.C. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tech Mall**

	Frequency	Percent
Voluntary	14	66.7
Never Used	7	33.3
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q12.C. Please indicate the helpfulness of each campus resource you have used: Tech Mall**

	Frequency	Percent
Very Helpful	8	38.1
Helpful	3	14.3
Neither Helpful nor Unhelpful	2	9.5
Very Unhelpful	1	4.8
Never Used	7	33.3
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

Q11.D. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Library (online resources)

	Frequency	Percent
Voluntary	15	71.4
Never Used	6	28.6
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

Q12.D. Please indicate the helpfulness of each campus resource you have used: Library (online resources)

	Frequency	Percent
Very Helpful	5	23.8
Helpful	7	33.3
Neither Helpful nor Unhelpful	2	9.5
Very Unhelpful	1	4.8
Never Used	6	28.6
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

Q11.E. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: On-Campus Library

	Frequency	Percent
Voluntary	20	95.2
Never Used	1	4.8
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

Q12.E. Please indicate the helpfulness of each campus resource you have used: On-Campus Library

	Frequency	Percent
Very Helpful	8	38.1
Helpful	6	28.6
Neither Helpful nor Unhelpful	3	14.3
Very Unhelpful	1	4.8
Never Used	3	14.3
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q11.F. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Math Study**

	Frequency	Percent
Required	1	4.8
Voluntary	5	23.8
Never Used	15	71.4
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q12.F. Please indicate the helpfulness of each campus resource you have used: Math Study**

	Frequency	Percent
Very Helpful	2	9.5
Helpful	3	14.3
Neither Helpful nor Unhelpful	2	9.5
Never Used	14	66.7
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q11.G. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tutoring Center**

	Frequency	Percent
Voluntary	5	23.8
Never Used	16	76.2
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q12.G. Please indicate the helpfulness of each campus resource you have used: Tutoring Center**

	Frequency	Percent
Very Helpful	2	9.5
Helpful	2	9.5
Neither Helpful nor Unhelpful	2	9.5
Never Used	15	71.4
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q11.H. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: DSPS**

	Frequency	Percent
Voluntary	2	9.5
Never Used	19	90.5
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q12.H. Please indicate the helpfulness of each campus resource you have used: DSPS**

	Frequency	Percent
Very Helpful	1	4.8
Helpful	1	4.8
Neither Helpful nor Unhelpful	1	4.8
Never Used	18	85.7
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q11.I. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: EOPS**

	Frequency	Percent
Voluntary	1	4.8
Never Used	20	95.2
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q12.I. Please indicate the helpfulness of each campus resource you have used: EOPS**

	Frequency	Percent
Neither Helpful nor Unhelpful	2	9.5
Never Used	19	90.5
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q11.J. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Department Computer Labs**

	Frequency	Percent
Required	1	4.8
Voluntary	4	19.0
Never Used	16	76.2
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q12.J. Please indicate the helpfulness of each campus resource you have used: Department Computer Labs**

	Frequency	Percent
Very Helpful	2	9.5
Helpful	2	9.5
Neither Helpful nor Unhelpful	2	9.5
Never Used	15	71.4
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q11.K. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Blackboard Help Line**

	Frequency	Percent
Required	2	9.5
Voluntary	4	19.0
Never Used	15	71.4
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q12.K. Please indicate the helpfulness of each campus resource you have used: Blackboard Help Line**

	Frequency	Percent
Very Helpful	2	9.5
Helpful	3	14.3
Neither Helpful nor Unhelpful	2	9.5
Never Used	14	66.7
<b>Total</b>	<b>21</b>	<b>100.0</b>
No Response	19	
Total	40	

**Q13. What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals.**

	Frequency	Percent
Yes	34	85.0
No	6	15.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

**Q14. How satisfied are you with the availability of courses in this department?**

	Frequency	Percent
Very Satisfied	8	20.0
Satisfied	18	45.0
Neutral	7	17.5
Dissatisfied	4	10.0
Very Dissatisfied	3	7.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

**Q15. Is your major in this department?**

	Frequency	Percent
Yes	2	5.0
No	38	95.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

**Q16. What would be your preferred start time(s) for courses offered on Weekdays?**

	Frequency	Percent
9am-noon	23	57.5
4-10pm	12	30.0
12-3pm	11	27.5
7am-8am	5	12.5
No Preference	3	7.5

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 40).

**Q17. What would be your preferred start time(s) for courses offered on Saturdays?**

	Frequency	Percent
No Preference	19	47.5
9am-noon	15	37.5
12-3pm	5	12.5
7am-8am	4	10.0
4-10pm	3	7.5

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 40).



**Q18. What would be your preferred start time(s) for courses offered on Sundays?**

	Frequency	Percent
No Preference	22	55.0
9am-noon	13	32.5
12-3pm	6	15.0
4-10pm	4	10.0
7am-8am	2	5.0

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 40).

**Q19. What would be your preferred start time(s) for courses offered on: (Distance Education)**

	Frequency	Percent
Online	16	40.0
No Response	24	60.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

**Q20. Gender**

	Frequency	Percent
Male	17	42.5
Female	23	57.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

**Q21. Age**

	Frequency	Percent
Under 20	13	32.5
20-24	15	37.5
25-29	4	10.0
30-49	5	12.5
50 or older	3	7.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

**Q22. Ethnicity:**

	Frequency	Percent
Asian	2	5.0
Black	3	7.5
Filipino	1	2.5
Hispanic	9	22.5
Pacific Islander	1	2.5
Middle Eastern	2	5.0
White, Non-Hispanic, and not of middle Eastern decent	21	52.5
Two or more	1	2.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

Q23. Primary Language:

	Frequency	Percent
Arabic	1	2.5
English	36	90.0
Japanese	1	2.5
Spanish	1	2.5
Vietnamese	1	2.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

# Program Review Faculty Survey: Philosophy Spring 2012

N = 5

1a. I received an orientation to the college, dept and the classes including...  
(Current course outlines were made readily available to me )

	Frequency	Percent
Strongly Agree	3	60.0
Agree	2	40.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

1b. I received an orientation to the college, dept and the classes including...  
(I had the opportunity to discuss the implementation of the course outline)

	Frequency	Percent
Strongly Agree	3	60.0
Agree	2	40.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

2a. I have the opportunities for ongoing staff development including:  
(Access to information from regular dept meetings)

	Frequency	Percent
Strongly Agree	3	60.0
Agree	2	40.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

2b. I have the opportunities for ongoing staff development including: (Opportunity to collaborate with colleagues on SLOs, curriculum changes and pedagogy related to the courses I teach)

	Frequency	Percent
Strongly Agree	3	60.0
Agree	1	20.0
Neutral	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

2c. I have the opportunities for ongoing staff development including: (Opportunity for professional growth)

	Frequency	Percent
Strongly Agree	3	60.0
Agree	1	20.0
Neutral	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

3. The dept resources are available and sufficient for my teaching needs.

	Frequency	Percent
Strongly Agree	3	60.0
Agree	1	20.0
Neutral	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

4. I have access to the training I need to use the available dept equipment/technology.

	Frequency	Percent
Strongly Agree	3	60.0
Agree	1	20.0
Neutral	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

5. The dept has clear and reasonable communication when it comes to adopting new policies, procedures and/or protocols.

	Frequency	Percent
Strongly Agree	3	60.0
Agree	1	20.0
Disagree	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

6. The procedures for deciding teaching schedules are fair and reasonable.

	Frequency	Percent
Strongly Agree	1	20.0
Agree	3	60.0
Strongly Disagree	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

7. I feel I have a voice in the departmental decision making process.

	Frequency	Percent
Strongly Agree	3	60.0
Neutral	1	20.0
Disagree	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

8. I have the opportunity to be actively involved in dept SLO assessment processes and discussions.

	Frequency	Percent
Strongly Agree	3	60.0
Agree	2	40.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

9. Blackboard is helpful to me as an instructor.

	Frequency	Percent
Strongly Agree	5	100.0

**Program Review Faculty Survey: Religious Studies  
Spring 2012  
N = 1**

**1a. I received an orientation to the college, dept and the classes including... (Current course outlines were made readily available to me )**

	Frequency	Percent
Strongly Agree	1	100.0

**1b. I received an orientation to the college, dept and the classes including.. (I had the opportunity to discuss the implementation of the course outline)**

	Frequency	Percent
Strongly Agree	1	100.0

**2a. I have the opportunities for ongoing staff development including: (Access to information from regular dept meetings)**

	Frequency	Percent
Strongly Agree	1	100.0

**2b. I have the opportunities for ongoing staff development including: (Opportunity to collaborate with colleagues on SLOs, curriculum changes and pedagogy related to the courses I teach)**

	Frequency	Percent
Strongly Agree	1	100.0

**2c. I have the opportunities for ongoing staff development including: (Opportunity for professional growth)**

	Frequency	Percent
Strongly Agree	1	100.0

**3. The dept resources are available and sufficient for my teaching needs.**

	Frequency	Percent
Strongly Agree	1	100.0

**4. I have access to the training I need to use the available dept equipment/technology.**

	Frequency	Percent
Strongly Agree	1	100.0

5. The dept has clear and reasonable communication when it comes to adopting new policies, procedures and/or protocols.

	Frequency	Percent
Strongly Agree	1	100.0

6. The procedures for deciding teaching schedules are fair and reasonable.

	Frequency	Percent
Strongly Agree	1	100.0

7. I feel I have a voice in the departmental decision making process.

	Frequency	Percent
Strongly Agree	1	100.0

8. I have the opportunity to be actively involved in dept SLO assessment processes and discussions.

	Frequency	Percent
Strongly Agree	1	100.0

9. Blackboard is helpful to me as an instructor.

	Frequency	Percent
Strongly Agree	1	100.0





Appendix 8:  
Headcounts for  
Degrees and  
Certificates Awarded



## Grossmont College Degrees Fall 2006-2010

Subject	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2006-2010 Degree Totals	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Philosophy	1	0.34%	0	0%	1	0.40%	4	1.52%	1	0.34%	7	

Philosophy

1

0.34%

0

0%

1

0.40%

4

1.52%

1

0.34%

7

## Grossmont College Degrees Spring 2007-2011

Subject	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2007-2011 Degree Totals	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Philosophy	0	0%	1	0.15%	2	0.26%	5	0.72%	1	0.14%	9	

Philosophy

0

0%

1

0.15%

2

0.26%

5

0.72%

1

0.14%

9



Appendix 9:  
Organizations  
Represented on  
Advisory Committees  
(Not Applicable to our  
Department)



Appendix 10:  
Sabbaticals, Conference,  
Workshop and Staff  
Development Activities





Appendix 10 for Program Review  
Sabbaticals, Conferences, Workshops and Staff Development Activities

Name	Activity and Dates	Relevance
Leila Parello	June 30 <sup>th</sup> to August 20	Teaching Ethics Online-Argosy University Online

Hi Philosophy and Religious Studies Professors: Please find attached a document that looks as follows. You can either reply directly into this email or into the docx. I will compile all information into the final document. Thank you! –June

November 2, 2011

Hi Everyone,

I am in the process of collecting data for and writing Program Review. If you could fill in the following chart (including the dates) of anything you are proud of and would like to share, please forward this information to me before the end of the semester. I would like to include it in Program Review.

Thank you!

June

Appendix 10 for Program Review

Sabbaticals, Conferences, Workshops and Staff Development Activities

Name	Activity and Dates	Relevance
<p><b>Zoe Close</b></p>	<p><b>Spring/Summer 2011</b>  <b>Fulbright Scholarship/Honor</b>  <b>for study and travel to Africa</b>  <b>for “<i>Religious</i></b>  <b><i>Diversity in the Maghreb;</i></b>  <b><i>Morocco and Tunisia</i>”</b></p>	<p><b>Travel/research for</b>  <b>application of new</b>  <b>material to curriculum</b>  <b>and to</b>  <b>sabbatical/community</b>  <b>project</b></p>
<p><b>Zoe Close</b></p>	<p><b>Spring 2011</b>  <b>Facilitator for East County</b>  <b>Chamber of Commerce</b>  <b>“Ethics in Business” event</b></p>	<p><b>Involvement of</b>  <b>department in</b>  <b>community activities</b></p>
<p><b>Zoe Close</b></p>	<p><b>Spring 2011</b>  <b>“<i>Community Values and</i></b>  <b><i>Ethical Dialogue</i>”</b>  <b>Sabbatical Leave</b></p>	<p><b>Research and application</b>  <b>of ways to involve</b>  <b>department in</b>  <b>community decision</b>  <b>making</b></p>

Zoe Close	Fall 2010---Seattle, WA, <i>“The Legend of Glacier Bay” and other Northwest Coast Stories,</i>  Pacific Humanities Conference	Sharing research to faculty in the Western U.S.
Zoe Close	Spring/Summer 2010 National Endowment for the Humanities Honor Participated in NEH Institute, <i>“Native Cultures of Western Alaska and the Pacific Northwest Coast”</i>	Travel/Study to research art/morality and aesthetic/religious questions
Zoe Close	Fall 2009—Chicago, IL,  <i>Kant in the Trenches: Applied Ethics in the Local Community,</i>  National Humanities Conference	Presentation to faculty nationwide
Zoe Close	Fall 2008—Portland, OR  <i>The Transcendent: Transformations of Ordinary Experience,</i>  Pacific Humanities Conference	Presentation to faculty in Western U.S.

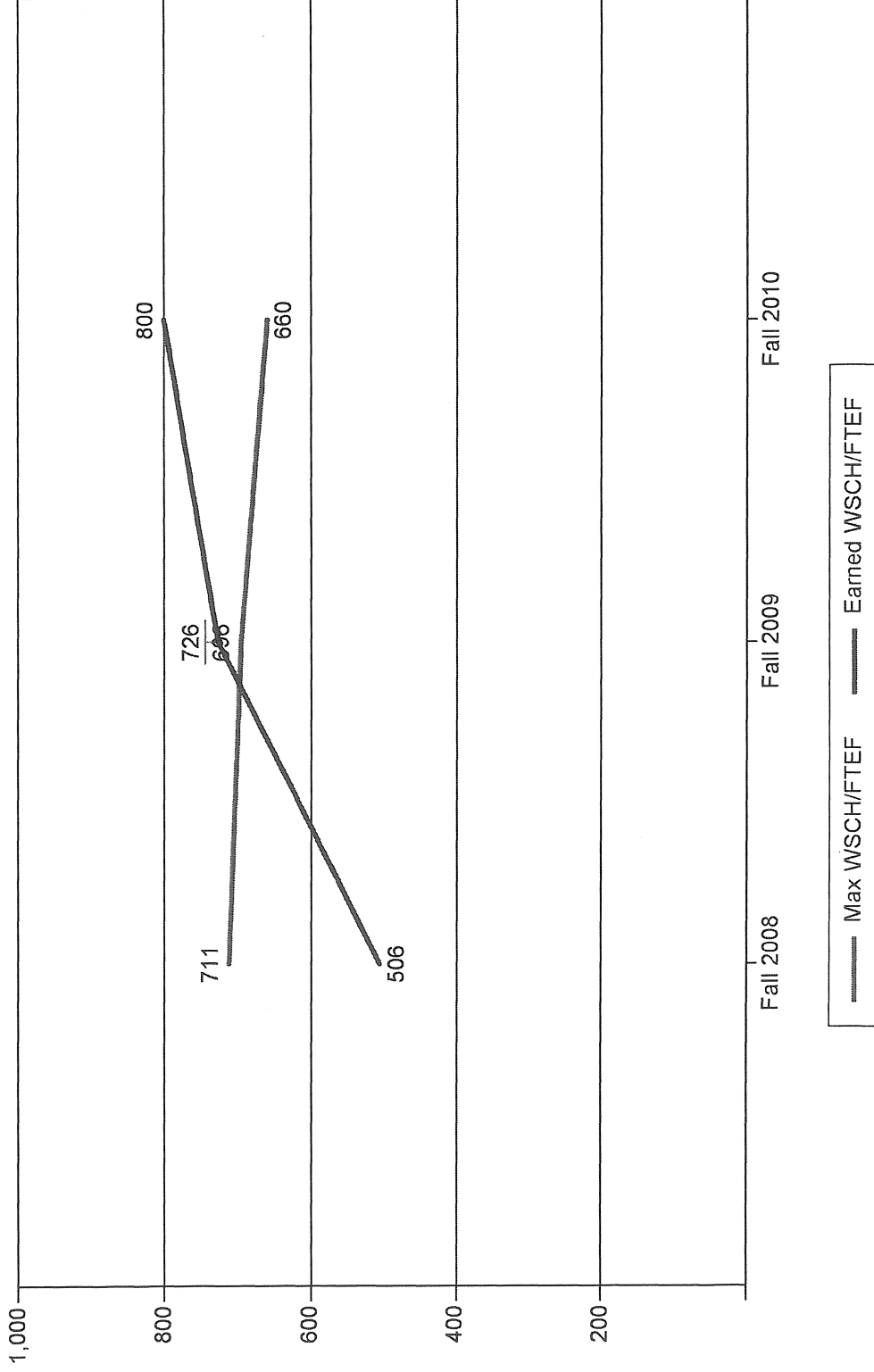
Zoe Close	Fall 2007---San Antonio, TX, <i>"Pietre Breughel and the Everyday"</i>  National Humanities Conference	Lecture to faculty nationwide
Zoe Close	Fall 2006—Los Angeles, CA, <i>"Playin' with my Heart": Angel Lyrics in Popular Music,</i> Pacific Humanities Conference	Interdisciplinary presentation to faculty in Western U.S.

Appendix 11:  
Grossmont WSCH  
Analysis Report



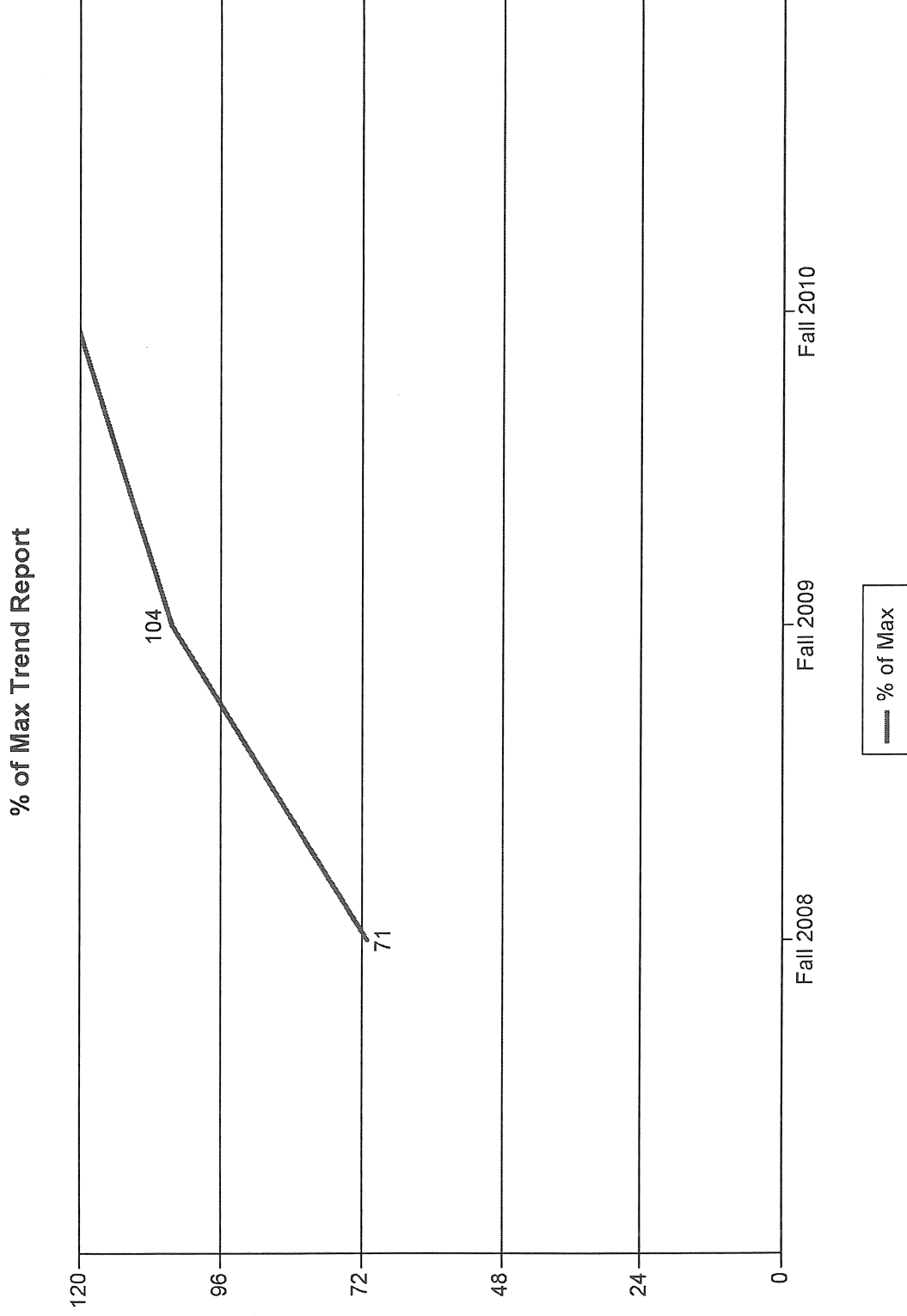
**Grossmont College Enrollment  
RELG**

**WSCH Trend Report**



\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont College Enrollment RELG



\* Includes non-resident students as well as resident students.  
\* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
\* For Cross-listed sections, numbers are reflected in the primary course.



# Grossmont College Enrollment RELG

	Fall 2008	Fall 2009	Fall 2010
<b>Department Totals</b>			
Total FTEF	1.40	1.00	0.60
Max WSCH	996	696	396
Max WSCH/FTEF	711.43	696.00	660.00
Max Enrollment	332	232	132
Earned WSCH	708	726	480
Earned WSCH/FTEF	505.71	726.00	800.00
% of Max	71.08	104.31	121.21
Approximate FTES	23.60	24.20	16.00

	Fall 2008	Fall 2009	Fall 2010
<b>RELG 120</b>			
Total FTEF	0.60	0.60	0.20
Max WSCH	450	450	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	150	150	50
Earned WSCH	420	465	204
Earned WSCH/FTEF	700.00	775.00	1,020.00
% of Max	93.33	103.33	136.00
Approximate FTES	14.00	15.50	6.80

Fall 2008      Fall 2009      Fall 2010

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment  
RELG**

	Fall 2008	Fall 2009	Fall 2010
<b>RELG 130</b>			
Total FTEF	0.40	0.20	0.20
Max WSCH	246	96	96
Max WSCH/FTEF	615.00	480.00	480.00
Max Enrollment	82	32	32
Earned WSCH	120	114	117
Earned WSCH/FTEF	300.00	570.00	585.00
% of Max	48.78	118.75	121.88
Approximate FTES	4.00	3.80	3.90

	Fall 2008	Fall 2009	Fall 2010
<b>RELG 140</b>			
Total FTEF	0.20	0.20	0.20
Max WSCH	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	50	50	50
Earned WSCH	108	147	159
Earned WSCH/FTEF	540.00	735.00	795.00
% of Max	72.00	98.00	106.00
Approximate FTES	3.60	4.90	5.30

Fall 2008	Fall 2009	Fall 2010
-----------	-----------	-----------

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont College Enrollment RELG

	Fall 2008	Fall 2009	Fall 2010
<b>RELG 150</b>			
Total FTEF	0.20		
Max WSCH	150		
Max WSCH/FTEF	750.00	0	0
Max Enrollment	50		
Earned WSCH	60		
Earned WSCH/FTEF	300.00	0	0
% of Max	40.00	0	0
Approximate FTES	2.00	0	0
	<b>Fall 2008</b>		

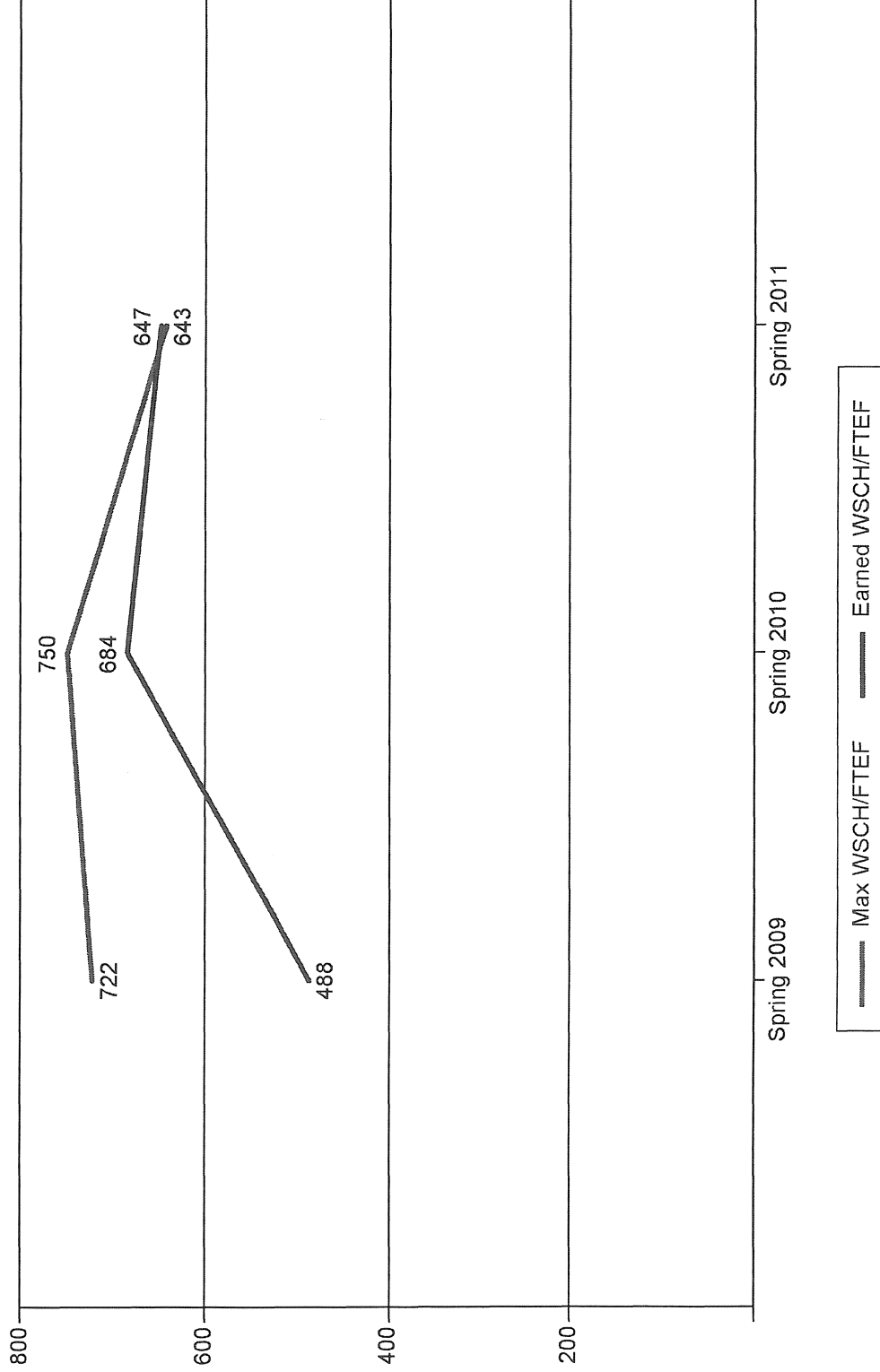
\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont College Enrollment RELG

## WSCH Trend Report



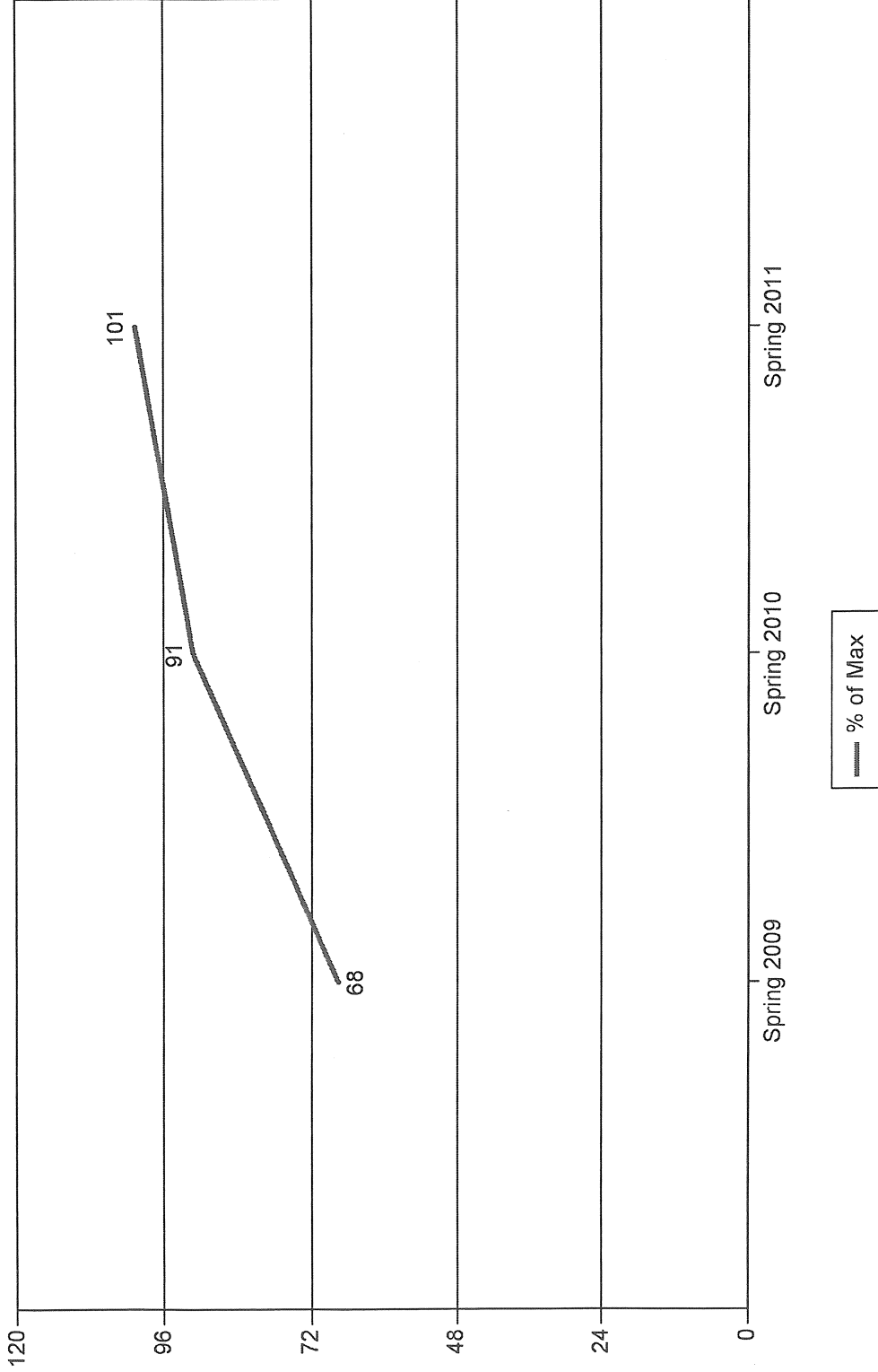
\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment  
RELG**

**% of Max Trend Report**



\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.

## Grossmont College Enrollment RELG

	Spring 2009	Spring 2010	Spring 2011
<b>Department Totals</b>			
Total FTEF	1.60	1.40	1.40
Max WSCH	1,155	1,050	900
Max WSCH/FTEF	721.88	750.00	642.86
Max Enrollment	385	350	350
Earned WSCH	780	957	906
Earned WSCH/FTEF	487.50	683.57	647.14
% of Max	67.53	91.14	100.67
Approximate FTES	26.00	31.90	30.20

	Spring 2009	Spring 2010	Spring 2011
<b>RELG 120</b>			
Total FTEF	0.80	0.60	0.40
Max WSCH	555	450	150
Max WSCH/FTEF	693.75	750.00	375.00
Max Enrollment	185	150	100
Earned WSCH	432	474	117
Earned WSCH/FTEF	540.00	790.00	292.50
% of Max	77.84	105.33	78.00
Approximate FTES	14.40	15.80	3.90

Spring 2009    Spring 2010    Spring 2011

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont College Enrollment RELG

	Spring 2009	Spring 2010	Spring 2011
<b>RELG 130</b>			
Total FTEF	0.40	0.40	0.40
Max WSCH	300	300	300
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	100	100	100
Earned WSCH	177	279	288
Earned WSCH/FTEF	442.50	697.50	720.00
% of Max	59.00	93.00	96.00
Approximate FTES	5.90	9.30	9.60

	Spring 2009	Spring 2010	Spring 2011
<b>RELG 140</b>			
Total FTEF	0.20	0.20	0.40
Max WSCH	150	150	300
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	50	50	100
Earned WSCH	81	135	312
Earned WSCH/FTEF	405.00	675.00	780.00
% of Max	54.00	90.00	104.00
Approximate FTES	2.70	4.50	10.40

Spring 2009 Spring 2010 Spring 2011

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment  
RELG**

	Spring 2009	Spring 2010	Spring 2011
<b>RELG 150</b>			
<b>Total FTEF</b>	0.20	0.20	0.20
<b>Max WSCH</b>	150	150	150
<b>Max WSCH/FTEF</b>	750.00	750.00	750.00
<b>Max Enrollment</b>	50	50	50
<b>Earned WSCH</b>	90	69	189
<b>Earned WSCH/FTEF</b>	450.00	345.00	945.00
<b>% of Max</b>	60.00	46.00	126.00
<b>Approximate FTES</b>	3.00	2.30	6.30

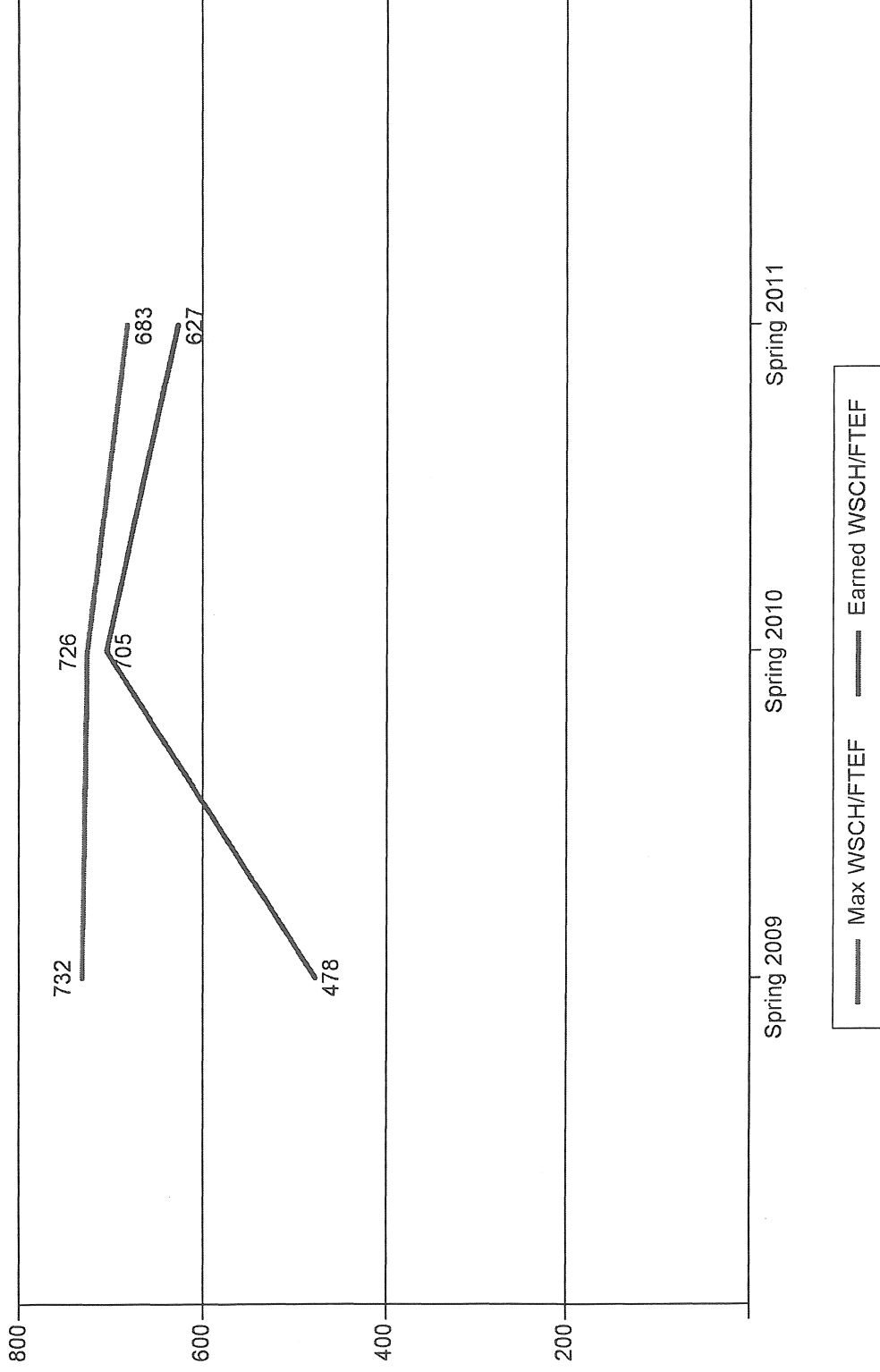
**Spring 2009 Spring 2010 Spring 2011**

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.



# Grossmont College Enrollment PHIL

WSCH Trend Report



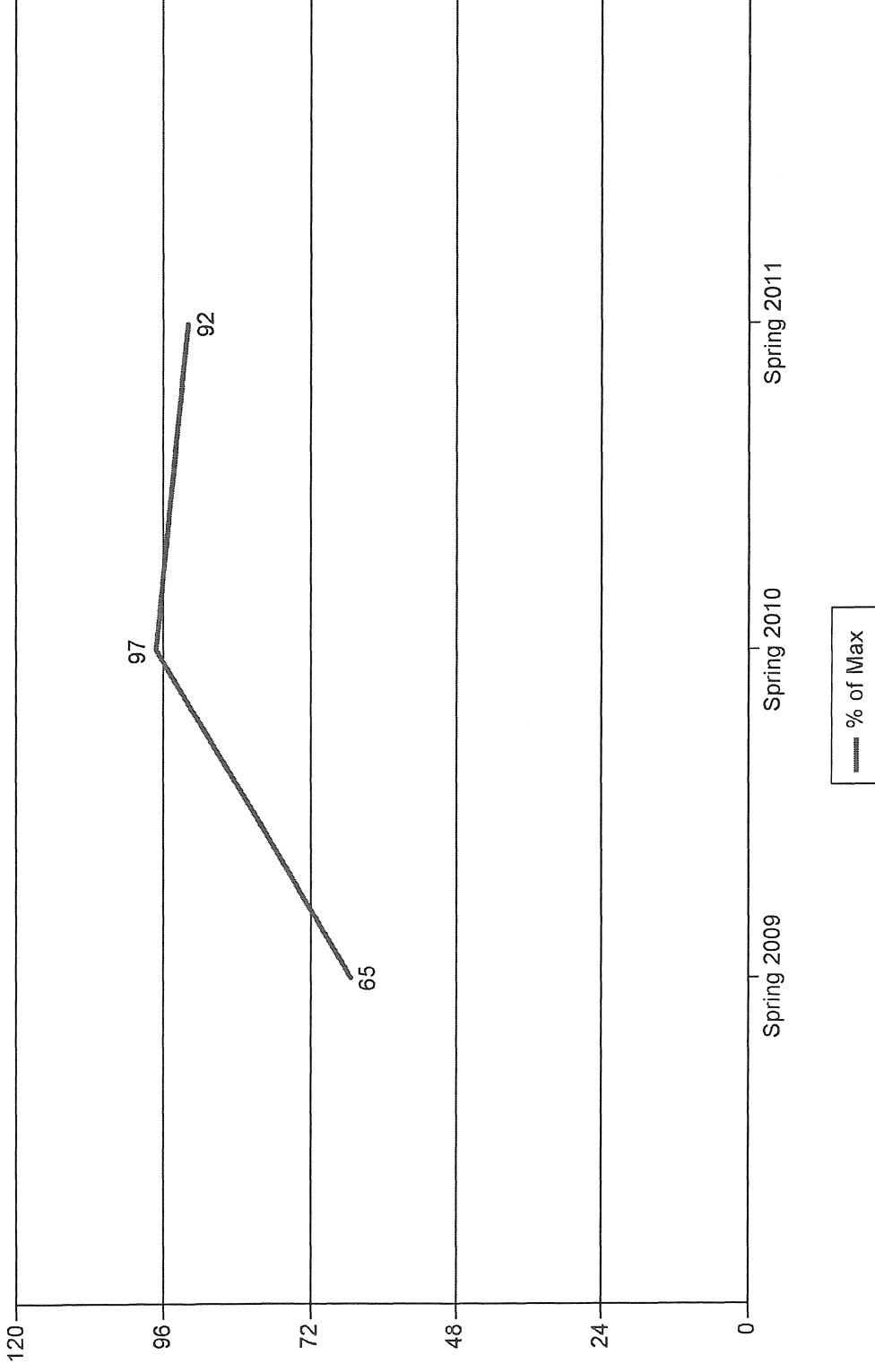
\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont College Enrollment PHIL

## % of Max Trend Report



\* Includes non-resident students as well as resident students.  
\* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
\* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont College Enrollment

## PHIL

	Spring 2009	Spring 2010	Spring 2011
<b>Department Totals</b>			
Total FTEF	5.60	4.40	4.40
Max WSCH	4,101	3,195	3,003
Max WSCH/FTEF	732.32	726.14	682.50
Max Enrollment	1,367	1,065	1,033
Earned WSCH	2,679	3,102	2,760
Earned WSCH/FTEF	478.39	705.00	627.27
% of Max	65.33	97.09	91.91
Approximate FTES	89.30	103.40	92.00

	Spring 2009	Spring 2010	Spring 2011
<b>PHIL 110</b>			
Total FTEF	2.40	2.00	2.00
Max WSCH	1,707	1,449	1,353
Max WSCH/FTEF	711.25	724.50	676.50
Max Enrollment	569	483	451
Earned WSCH	1,260	1,428	1,314
Earned WSCH/FTEF	525.00	714.00	657.00
% of Max	73.81	98.55	97.12
Approximate FTES	42.00	47.60	43.80

### Spring 2009 Spring 2010 Spring 2011

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment  
PHIL**

	Spring 2009	Spring 2010	Spring 2011
<b>PHIL 112</b>			
Total FTEF	0.20	0.20	0.20
Max WSCH	150	96	
Max WSCH/FTEF	750.00	480.00	0.00
Max Enrollment	50	32	32
Earned WSCH	111	99	
Earned WSCH/FTEF	555.00	495.00	0.00
% of Max	74.00	103.13	0
Approximate FTES	3.70	3.30	0

	Spring 2009	Spring 2010	Spring 2011
<b>PHIL 114</b>			
Total FTEF	0.20		
Max WSCH	150		
Max WSCH/FTEF	750.00	0	0
Max Enrollment	50		
Earned WSCH	75		
Earned WSCH/FTEF	375.00	0	0
% of Max	50.00	0	0
Approximate FTES	2.50	0	0

**Spring 2009**

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont College Enrollment PHIL

	Spring 2009	Spring 2010	Spring 2011
<b>PHIL 116</b>			
Total FTEF	0.20		
Max WSCH	144		
Max WSCH/FTEF	720.00	0	0
Max Enrollment	48		
Earned WSCH	66		
Earned WSCH/FTEF	330.00	0	0
% of Max	45.83	0	0
Approximate FTES	2.20	0	0

	Spring 2009	Spring 2010	Spring 2011
<b>PHIL 118</b>			
Total FTEF	0.20	0.20	0.20
Max WSCH	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	50	50	50
Earned WSCH	66	132	159
Earned WSCH/FTEF	330.00	660.00	795.00
% of Max	44.00	88.00	106.00
Approximate FTES	2.20	4.40	5.30

Spring 2009 Spring 2010 Spring 2011

\* Includes non-resident students as well as resident students.

\* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.

\* For Cross-listed sections, numbers are reflected in the primary course.

# Grossmont College Enrollment PHIL

	Spring 2009	Spring 2010	Spring 2011
<b>PHIL 125</b>			
Total FTEF	0.60	0.60	0.60
Max WSCH	450	450	450
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	150	150	150
Earned WSCH	366	399	372
Earned WSCH/FTEF	610.00	665.00	620.00
% of Max	81.33	88.67	82.67
Approximate FTES	12.20	13.30	12.40

	Spring 2009	Spring 2010	Spring 2011
<b>PHIL 130</b>			
Total FTEF	1.40	1.00	1.00
Max WSCH	1,050	750	750
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	350	250	250
Earned WSCH	591	813	708
Earned WSCH/FTEF	422.14	813.00	708.00
% of Max	56.29	108.40	94.40
Approximate FTES	19.70	27.10	23.60

Spring 2009 Spring 2010 Spring 2011

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment  
PHIL**

	Spring 2009	Spring 2010	Spring 2011
<b>PHIL 140</b>			
Total FTEF	0.20	0.20	0.20
Max WSCH	150	150	150
Max WSCH/FTEF	750.00	750.00	750.00
Max Enrollment	50	50	50
Earned WSCH	60	141	138
Earned WSCH/FTEF	300.00	705.00	690.00
% of Max	40.00	94.00	92.00
Approximate FTES	2.00	4.70	4.60

	Spring 2009	Spring 2010	Spring 2011
<b>PHIL 155</b>			
Total FTEF	0.20	0.20	0
Max WSCH	150	150	0
Max WSCH/FTEF	750.00	750.00	0
Max Enrollment	50	50	0
Earned WSCH	84	90	0
Earned WSCH/FTEF	420.00	450.00	0
% of Max	56.00	60.00	0
Approximate FTES	2.80	3.00	0

**Spring 2009 Spring 2010**

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.

**Grossmont College Enrollment  
PHIL**

	Spring 2009	Spring 2010	Spring 2011
<b>PHIL 150</b>			
<b>Total FTEF</b>			0.20
<b>Max WSCH</b>			150
<b>Max WSCH/FTEF</b>	0	0	750.00
<b>Max Enrollment</b>			50
<b>Earned WSCH</b>			69
<b>Earned WSCH/FTEF</b>	0	0	345.00
<b>% of Max</b>	0	0	46.00
<b>Approximate FTES</b>	0	0	2.30

Spring 2011

\* Includes non-resident students as well as resident students.  
 \* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.  
 \* For Cross-listed sections, numbers are reflected in the primary course.



## DIVISION -- HUMANITIES, SOCIAL &amp; BEHAV SCIENCES

## \*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX		EARNED		% OF MAX
				WSCH/FTEF	EARNED WSCH	WSCH/FTEF		
HIST101	220500	1.400	1020.00	728.57	636.00	454.28	62.35	
HIST105	220500	.800	549.00	686.25	348.00	435.00	63.38	
HIST106	220500	.400	294.00	735.00	186.00	465.00	63.26	
HIST108	220500	2.400	1785.00	743.75	1602.00	667.50	89.74	
HIST109	220500	3.200	2286.00	714.37	1971.00	615.93	86.22	
HIST114	220500	.400	300.00	750.00	183.00	457.50	61.00	
HIST115	220500	.400	300.00	750.00	180.00	450.00	60.00	
HIST122	220500	.200	150.00	750.00	96.00	480.00	64.00	
HIST126	220500	.200	150.00	750.00	51.00	255.00	34.00	
HIST135	220500	.200	150.00	750.00	111.00	555.00	74.00	
HIST154	220500	.200	150.00	750.00	36.00	180.00	24.00	
*****	HIST	11.600	8448.00	728.27	6321.00	544.91	74.82	
HUM 110	490300	2.400	1623.00	676.25	984.00	410.00	60.62	
HUM 120	490300	.600	450.00	750.00	144.00	240.00	32.00	
HUM 130	490300	.200	150.00	750.00	30.00	150.00	20.00	
HUM 135	490300	.200	150.00	750.00	42.00	210.00	28.00	
HUM 170	490300	.200	135.00	675.00	48.00	240.00	35.55	
*****	HUM	3.600	2508.00	696.66	1248.00	346.66	49.76	
ITAL120	110400	.666	300.00	450.45	275.00	412.91	91.66	
*****	ITAL	.666	300.00	450.45	275.00	412.91	91.66	
JAPN120	110800	.999	450.00	450.45	500.00	500.50	111.11	
JAPN121	110800	.333	150.00	450.45	105.00	315.31	70.00	
JAPN149	110800	.200	108.00	540.00	99.00	495.00	91.66	
JAPN220	110800	.333	150.00	450.45	130.00	390.39	86.66	
JAPN250	110800	.200	60.00	300.00	21.00	105.00	35.00	
*****	JAPN	2.065	918.00	444.55	855.00	414.04	93.13	
PHIL110	150900	1.800	1350.00	750.00	1044.00	580.00	77.33	
PHIL112	150900	.200	150.00	750.00	132.00	660.00	88.00	
PHIL116	150900	.200	150.00	750.00	54.00	270.00	36.00	
PHIL118	150900	.200	150.00	750.00	93.00	465.00	62.00	
PHIL125	150900	.600	450.00	750.00	363.00	605.00	80.66	
PHIL130	150900	1.400	1050.00	750.00	480.00	342.85	45.71	
PHIL140	150900	.400	300.00	750.00	99.00	247.50	33.00	
PHIL150	150900	.200	105.00	525.00	33.00	165.00	31.42	
*****	PHIL	5.000	3705.00	741.00	2298.00	459.60	62.02	
POSC120	220700	1.200	900.00	750.00	660.00	550.00	73.33	
POSC121	220700	2.000	1500.00	750.00	1128.00	564.00	75.20	
POSC124	220700	.200	150.00	750.00	102.00	510.00	68.00	
POSC130	220700	.200	150.00	750.00	75.00	375.00	50.00	
POSC140	220700	.200	150.00	750.00	30.00	150.00	20.00	
POSC160	220700	.200	150.00	750.00	57.00	285.00	38.00	
*****	POSC	4.000	3000.00	750.00	2052.00	513.00	68.40	
PSY 120	200100	4.400	3249.00	738.40	2880.00	654.54	88.64	
PSY 125	200100	.200	150.00	750.00	93.00	465.00	62.00	

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PSY 134	200100	.800	600.00	750.00	504.00	630.00	84.00
PSY 138	200100	1.000	735.00	735.00	300.00	300.00	40.81
PSY 140	200100	.400	300.00	750.00	183.00	457.50	61.00
PSY 150	200100	.600	450.00	750.00	327.00	545.00	72.66
PSY 170	200100	.400	300.00	750.00	246.00	615.00	82.00
PSY 215	200100	.433	245.00	565.81	200.00	461.89	81.63
PSY 220	200100	.400	288.00	720.00	195.00	487.50	67.70
*****	PSY	8.633	6317.00	731.72	4928.00	570.83	78.01
RELG120	151000	.200	150.00	750.00	153.00	765.00	102.00
RELG130	151000	.200	132.00	660.00	123.00	615.00	93.18
RELG140	151000	.200	150.00	750.00	75.00	375.00	50.00
*****	RELG	.600	432.00	720.00	351.00	585.00	81.25
RUSS120	110600	.666	300.00	450.45	130.00	195.19	43.33
RUSS121	110600	.333	150.00	450.45	65.00	195.19	43.33
RUSS220	110600	.333	125.00	375.37	80.00	240.24	64.00
RUSS250	110600	.200	60.00	300.00	42.00	210.00	70.00
*****	RUSS	1.532	635.00	414.49	317.00	206.91	49.92
SOC 114	220800	.400	390.00	975.00	192.00	480.00	49.23
SOC 120	220800	4.000	2955.00	738.75	2223.00	555.75	75.22
SOC 125	220800	.400	300.00	750.00	228.00	570.00	76.00
SOC 130	220800	.800	600.00	750.00	378.00	472.50	63.00
SOC 140	220800	.200	150.00	750.00	81.00	405.00	54.00
*****	SOC	5.800	4395.00	757.75	3102.00	534.82	70.58
SPAN120	110500	7.659	3450.00	450.45	3000.00	391.69	86.95
SPAN120A	110500	.334	142.50	426.64	97.50	291.91	68.42
SPAN120B	110500	.167	67.50	404.19	22.50	134.73	33.33
SPAN121	110500	4.995	2250.00	450.45	1630.00	326.32	72.44
SPAN122	110500	.333	150.00	450.45	70.00	210.21	46.66
SPAN141	110500	.200	120.00	600.00	45.00	225.00	37.50
SPAN220	110500	2.331	900.00	386.10	765.00	328.18	85.00
SPAN221	110500	.666	250.00	375.37	180.00	270.27	72.00
SPAN250	110500	1.000	300.00	300.00	198.00	198.00	66.00
*****	SPAN	17.685	7630.00	431.43	6008.00	339.72	78.74
***** HUMANITIES, SOCIAL & BEHAV SCIENCES *****							
		142.665	77984.00	546.62	59838.00	419.43	76.73

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
GERM221	110300	.333	125.00	375.37	130.00	390.39	104.00
GERM250	110300	.400	120.00	300.00	93.00	232.50	77.50
*****	GERM	2.731	1145.00	419.26	1028.00	376.41	89.78
HIST100	220500	1.600	1188.00	742.50	885.00	553.12	74.49
HIST101	220500	1.200	876.00	730.00	516.00	430.00	58.90
HIST105	220500	1.000	744.00	744.00	354.00	354.00	47.58
HIST106	220500	.600	450.00	750.00	249.00	415.00	55.33
HIST108	220500	2.800	1983.00	708.21	1707.00	609.64	86.08
HIST109	220500	3.400	2403.00	706.76	2001.00	588.52	83.27
HIST114	220500	.400	300.00	750.00	177.00	442.50	59.00
HIST115	220500	.400	300.00	750.00	138.00	345.00	46.00
HIST123	220500	.200	150.00	750.00	75.00	375.00	50.00
HIST124	220500	.200	150.00	750.00	114.00	570.00	76.00
HIST126	220500	.200	150.00	750.00	51.00	255.00	34.00
HIST135	220500	.400	300.00	750.00	150.00	375.00	50.00
HIST137	220500	.200	144.00	720.00	54.00	270.00	37.50
*****	HIST	12.600	9138.00	725.23	6471.00	513.57	70.81
HUM 110	490300	2.200	1560.00	709.09	990.00	450.00	63.46
HUM 120	490300	.600	450.00	750.00	207.00	345.00	46.00
HUM 125	490300	.200	150.00	750.00	36.00	180.00	24.00
HUM 160	490300	.200	135.00	675.00	42.00	210.00	31.11
*****	HUM	3.200	2295.00	717.18	1275.00	398.43	55.55
ITAL120	110400	.666	300.00	450.45	240.00	360.36	80.00
ITAL121	110400	.333	150.00	450.45	90.00	270.27	60.00
*****	ITAL	.999	450.00	450.45	330.00	330.33	73.33
JAPN120	110800	1.332	600.00	450.45	540.00	405.40	90.00
JAPN121	110800	.666	275.00	412.91	255.00	382.88	92.72
JAPN220	110800	.333	150.00	450.45	70.00	210.21	46.66
JAPN221	110800	.333	125.00	375.37	100.00	300.30	80.00
JAPN250	110800	.200	60.00	300.00	63.00	315.00	105.00
*****	JAPN	2.864	1210.00	422.48	1028.00	358.93	84.95
PHIL110	150900	1.600	1161.00	725.62	813.00	508.12	70.02
PHIL112	150900	.200	150.00	750.00	33.00	165.00	22.00
PHIL114	150900	.200	150.00	750.00	63.00	315.00	42.00
PHIL116	150900	.200	150.00	750.00	120.00	600.00	80.00
PHIL118	150900	.200	150.00	750.00	60.00	300.00	40.00
PHIL125	150900	.400	300.00	750.00	204.00	510.00	68.00
PHIL130	150900	1.400	1050.00	750.00	474.00	338.57	45.14
PHIL140	150900	.200	150.00	750.00	75.00	375.00	50.00
PHIL155	150900	.200	150.00	750.00	51.00	255.00	34.00
*****	PHIL	4.600	3411.00	741.52	1893.00	411.52	55.49
POSC120	220700	.800	546.00	682.50	393.00	491.25	71.97
POSC121	220700	1.400	1050.00	750.00	855.00	610.71	81.42
POSC124	220700	.200	150.00	750.00	147.00	735.00	98.00

## DIVISION -- HUMANITIES, SOCIAL &amp; BEHAV SCIENCES

## \*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
POSC130	220700	.200	150.00	750.00	111.00	555.00	74.00
POSC135	220700	.067	25.00	373.13	9.00	134.32	36.00
POSC140	220700	.200	144.00	720.00	42.00	210.00	29.16
POSC150	220700	.200	150.00	750.00	42.00	210.00	28.00
*****	POSC	3.067	2215.00	722.20	1599.00	521.35	72.18
PSY 120	200100	4.200	3084.00	734.28	2406.00	572.85	78.01
PSY 125	200100	.200	135.00	675.00	84.00	420.00	62.22
PSY 134	200100	1.000	750.00	750.00	618.00	618.00	82.40
PSY 138	200100	.800	594.00	742.50	399.00	498.75	67.17
PSY 140	200100	.400	300.00	750.00	225.00	562.50	75.00
PSY 150	200100	.600	435.00	725.00	261.00	435.00	60.00
PSY 170	200100	.600	450.00	750.00	381.00	635.00	84.66
PSY 180	200100	.350	150.00	428.57	66.00	188.57	44.00
PSY 215	200100	.433	240.00	554.27	210.00	484.98	87.50
PSY 220	200100	.400	294.00	735.00	186.00	465.00	63.26
*****	PSY	8.983	6432.00	716.01	4836.00	538.35	75.18
RELG120	151000	.200	150.00	750.00	132.00	660.00	88.00
RELG130	151000	.400	300.00	750.00	186.00	465.00	62.00
RELG140	151000	.400	300.00	750.00	126.00	315.00	42.00
*****	RELG	1.000	750.00	750.00	444.00	444.00	59.20
RUSS120	110600	.666	300.00	450.45	155.00	232.73	51.66
RUSS121	110600	.333	150.00	450.45	65.00	195.19	43.33
RUSS220	110600	.333	150.00	450.45	100.00	300.30	66.66
RUSS250	110600	.200	60.00	300.00	42.00	210.00	70.00
*****	RUSS	1.532	660.00	430.80	362.00	236.29	54.84
SOC 120	220800	3.800	2805.00	738.15	2040.00	536.84	72.72
SOC 125	220800	.400	300.00	750.00	174.00	435.00	58.00
SOC 130	220800	.800	600.00	750.00	429.00	536.25	71.50
SOC 140	220800	.200	135.00	675.00	105.00	525.00	77.77
*****	SOC	5.200	3840.00	738.46	2748.00	528.46	71.56
SPAN120	110500	6.993	3150.00	450.45	2580.00	368.94	81.90
SPAN120A	110500	.334	150.00	449.10	122.50	366.76	81.66
SPAN120B	110500	.334	150.00	449.10	45.00	134.73	30.00
SPAN121	110500	4.995	2250.00	450.45	1625.00	325.32	72.22
SPAN123	110500	.333	125.00	375.37	100.00	300.30	80.00
SPAN220	110500	2.331	1050.00	450.45	825.00	353.92	78.57
SPAN221	110500	.666	250.00	375.37	155.00	232.73	62.00
SPAN250	110500	.800	240.00	300.00	162.00	202.50	67.50
*****	SPAN	16.786	7365.00	438.75	5614.50	334.47	76.23

\*\*\*\*\* HUMANITIES, SOCIAL &amp; BEHAV SCIENCES \*\*\*\*\*

144.834	78489.00	541.92	57430.50	396.52	73.17
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SKDS7I-PGM  
 RUN ON: 07-12-2011 11:13:23  
 REPORT INCLUDES: GROSSMONT AND IVC COMBINED \*\*\* ALL SHORT TERM CLASSES

GROSSMONT COLLEGE  
 SUBJECT WSCH ANALYSIS

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	FREN	2.864	1260.00	439.94	927.00	323.67	73.57
	GERM120 110300	1.332	600.00	450.45	465.00	349.09	77.50
	GERM121 110300	.666	300.00	450.45	235.00	352.85	78.33
	GERM220 110300	.333	150.00	450.45	140.00	420.42	93.33
	GERM250 110300	.400	120.00	300.00	102.00	255.00	85.00
*****	GERM	2.731	1170.00	428.41	942.00	344.92	80.51
	HIST100 220500	1.600	1182.00	738.75	951.00	594.37	80.45
	HIST101 220500	1.600	1170.00	731.25	678.00	423.75	57.94
	HIST103 220500	.200	150.00	750.00	45.00	225.00	30.00
	HIST105 220500	.800	495.00	618.75	300.00	375.00	60.60
	HIST106 220500	.400	300.00	750.00	240.00	600.00	80.00
	HIST108 220500	2.800	2016.00	720.00	1800.00	642.85	89.28
	HIST109 220500	3.600	2619.00	727.50	2175.00	604.16	83.04
	HIST114 220500	.400	300.00	750.00	234.00	585.00	78.00
	HIST115 220500	.400	261.00	652.50	195.00	487.50	74.71
	HIST122 220500	.200	150.00	750.00	72.00	360.00	48.00
	HIST124 220500	.200	150.00	750.00	108.00	540.00	72.00
	HIST126 220500	.200	150.00	750.00	51.00	255.00	34.00
	HIST135 220500	.200	150.00	750.00	81.00	405.00	54.00
	HIST136 220500	.200	111.00	555.00	78.00	390.00	70.27
	HIST154 220500	.200	150.00	750.00	48.00	240.00	32.00
	HIST199 220500		3.00	3.00	3.00	3.00	100.00
*****	HIST	13.000	9357.00	719.76	7059.00	543.00	75.44
	HUM 110 490300	2.400	1614.00	672.50	1134.00	472.50	70.26
	HUM 120 490300	.600	450.00	750.00	213.00	355.00	47.33
	HUM 135 490300	.200	150.00	750.00	36.00	180.00	24.00
	HUM 170 490300	.200	135.00	675.00	60.00	300.00	44.44
*****	HUM	3.400	2349.00	690.88	1443.00	424.41	61.43
	ITAL120 110400	.666	300.00	450.45	275.00	412.91	91.66
	ITAL121 110400	.333	150.00	450.45	85.00	255.25	56.66
*****	ITAL	.999	450.00	450.45	360.00	360.36	80.00
	JAPN120 110800	1.332	600.00	450.45	660.00	495.49	110.00
	JAPN121 110800	.666	300.00	450.45	210.00	315.31	70.00
	JAPN149 110800	.200	108.00	540.00	99.00	495.00	91.66
	JAPN220 110800	.333	150.00	450.45	100.00	300.30	66.66
	JAPN250 110800	.200	60.00	300.00	54.00	270.00	90.00
*****	JAPN	2.731	1218.00	445.99	1123.00	411.20	92.20
	PHIL110 150900	1.400	1050.00	750.00	774.00	552.85	73.71
	PHIL112 150900	.200	150.00	750.00	54.00	270.00	36.00
	PHIL114 150900	.200	150.00	750.00	51.00	255.00	34.00
	PHIL116 150900	.200	111.00	555.00	69.00	345.00	62.16
	PHIL118 150900	.200	150.00	750.00	51.00	255.00	34.00
	PHIL125 150900	.800	600.00	750.00	393.00	491.25	65.50
	PHIL130 150900	1.200	900.00	750.00	435.00	362.50	48.33
	PHIL140 150900	.400	300.00	750.00	123.00	307.50	41.00

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PHIL150	150900	.200	105.00	525.00	27.00	135.00	25.71
PHIL155	150900	.200	150.00	750.00	39.00	195.00	26.00
*****	PHIL	5.000	3666.00	733.20	2016.00	403.20	54.99
POSC120	220700	1.200	900.00	750.00	660.00	550.00	73.33
POSC121	220700	2.200	1650.00	750.00	1152.00	523.63	69.81
POSC124	220700	.400	300.00	750.00	210.00	525.00	70.00
POSC130	220700	.200	135.00	675.00	66.00	330.00	48.88
*****	POSC	4.000	2985.00	746.25	2088.00	522.00	69.94
PSY 120	200100	4.600	3399.00	738.91	2883.00	626.73	84.81
PSY 125	200100	.200	150.00	750.00	132.00	660.00	88.00
PSY 134	200100	.800	597.00	746.25	471.00	588.75	78.89
PSY 138	200100	.800	585.00	731.25	393.00	491.25	67.17
PSY 140	200100	.400	300.00	750.00	255.00	637.50	85.00
PSY 150	200100	.600	444.00	740.00	312.00	520.00	70.27
PSY 170	200100	.600	450.00	750.00	303.00	505.00	67.33
PSY 215	200100	.433	245.00	565.81	180.00	415.70	73.46
PSY 220	200100	.200	144.00	720.00	165.00	825.00	114.58
*****	PSY	8.633	6314.00	731.37	5094.00	590.06	80.67
RELG120	151000	.200	150.00	750.00	147.00	735.00	98.00
RELG130	151000	.200	96.00	480.00	90.00	450.00	93.75
RELG140	151000	.200	150.00	750.00	66.00	330.00	44.00
*****	RELG	.600	396.00	660.00	303.00	505.00	76.51
RUSS120	110600	.666	300.00	450.45	185.00	277.77	61.66
RUSS121	110600	.333	150.00	450.45	40.00	120.12	26.66
RUSS220	110600	.333	125.00	375.37	110.00	330.33	88.00
RUSS250	110600	.200	60.00	300.00	48.00	240.00	80.00
*****	RUSS	1.532	635.00	414.49	383.00	250.00	60.31
SOC 114	220800	.400	303.00	757.50	180.00	450.00	59.40
SOC 120	220800	4.200	3090.00	735.71	2415.00	575.00	78.15
SOC 125	220800	.400	300.00	750.00	168.00	420.00	56.00
SOC 130	220800	.800	600.00	750.00	303.00	378.75	50.50
SOC 140	220800	.200	150.00	750.00	84.00	420.00	56.00
*****	SOC	6.000	4443.00	740.50	3150.00	525.00	70.89
SPAN120	110500	7.992	3600.00	450.45	2925.00	365.99	81.25
SPAN120A	110500	.334	142.50	426.64	92.50	276.94	64.91
SPAN120B	110500	.167	75.00	449.10	32.50	194.61	43.33
SPAN121	110500	4.995	2250.00	450.45	1570.00	314.31	69.77
SPAN122	110500	.333	150.00	450.45	115.00	345.34	76.66
SPAN141	110500	.200	120.00	600.00	42.00	210.00	35.00
SPAN220	110500	2.331	900.00	386.10	850.00	364.65	94.44
SPAN221	110500	.666	250.00	375.37	125.00	187.68	50.00
SPAN250	110500	1.000	300.00	300.00	249.00	249.00	83.00
*****	SPAN	18.018	7787.50	432.20	6001.00	333.05	77.05

## DIVISION -- HUMANITIES, SOCIAL &amp; BEHAV SCIENCES

## \*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
FREN250	110200	.200	60.00	300.00	60.00	300.00	100.00
*****	FREN	2.676	1235.00	461.37	980.00	366.10	79.35
GERM120	110300	.999	450.00	450.45	400.00	400.40	88.88
GERM121	110300	.666	300.00	450.45	235.00	352.85	78.33
GERM220	110300	.333	150.00	450.45	115.00	345.34	76.66
GERM221	110300	.333	125.00	375.37	125.00	375.37	100.00
GERM250	110300	.400	120.00	300.00	90.00	225.00	75.00
*****	GERM	2.731	1145.00	419.26	965.00	353.35	84.27
HIST100	220500	1.600	1182.00	738.75	954.00	596.25	80.71
HIST101	220500	1.200	876.00	730.00	570.00	475.00	65.06
HIST103	220500	.200	150.00	750.00	57.00	285.00	38.00
HIST105	220500	.800	594.00	742.50	285.00	356.25	47.97
HIST106	220500	.800	594.00	742.50	363.00	453.75	61.11
HIST108	220500	3.800	2823.00	742.89	2409.00	633.94	85.33
HIST109	220500	3.600	2508.00	696.66	1923.00	534.16	76.67
HIST114	220500	.400	300.00	750.00	147.00	367.50	49.00
HIST115	220500	.400	300.00	750.00	183.00	457.50	61.00
HIST123	220500	.200	150.00	750.00	144.00	720.00	96.00
HIST124	220500	.200	150.00	750.00	105.00	525.00	70.00
HIST126	220500	.200	150.00	750.00	84.00	420.00	56.00
HIST135	220500	.400	300.00	750.00	222.00	555.00	74.00
HIST136	220500	.200	135.00	675.00	42.00	210.00	31.11
HIST137	220500	.200	144.00	720.00	27.00	135.00	18.75
HIST155	220500	.200	150.00	750.00	63.00	315.00	42.00
*****	HIST	14.400	10506.00	729.58	7578.00	526.25	72.13
HUM 110	490300	2.400	1680.00	700.00	1221.00	508.75	72.67
HUM 120	490300	.400	300.00	750.00	201.00	502.50	67.00
HUM 125	490300	.200	150.00	750.00	69.00	345.00	46.00
HUM 130	490300	.200	150.00	750.00	18.00	90.00	12.00
HUM 160	490300	.200	150.00	750.00	45.00	225.00	30.00
*****	HUM	3.400	2430.00	714.70	1554.00	457.05	63.95
ITAL120	110400	.999	450.00	450.45	325.00	325.32	72.22
ITAL121	110400	.333	150.00	450.45	60.00	180.18	40.00
*****	ITAL	1.332	600.00	450.45	385.00	289.03	64.16
JAPN120	110800	1.332	600.00	450.45	595.00	446.69	99.16
JAPN121	110800	.666	275.00	412.91	305.00	457.95	110.90
JAPN220	110800	.333	150.00	450.45	70.00	210.21	46.66
JAPN221	110800	.333	150.00	450.45	55.00	165.16	36.66
JAPN250	110800	.200	60.00	300.00	36.00	180.00	60.00
*****	JAPN	2.864	1235.00	431.21	1061.00	370.46	85.91
PHIL110	150900	1.400	1011.00	722.14	759.00	542.14	75.07
PHIL114	150900	.200	150.00	750.00	66.00	330.00	44.00
PHIL116	150900	.200	144.00	720.00	87.00	435.00	60.41
PHIL118	150900	.200	150.00	750.00	72.00	360.00	48.00

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

\*\*\* CENSUS CLASSES \*\*\*

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
PHIL125	150900	.600	450.00	750.00	324.00	540.00	72.00
PHIL130	150900	1.400	1050.00	750.00	528.00	377.14	50.28
PHIL140	150900	.400	300.00	750.00	99.00	247.50	33.00
PHIL155	150900	.200	150.00	750.00	42.00	210.00	28.00
*****	PHIL	4.600	3405.00	740.21	1977.00	429.78	58.06
POSC120	220700	1.000	750.00	750.00	573.00	573.00	76.40
POSC121	220700	1.800	1296.00	720.00	984.00	546.66	75.92
POSC124	220700	.200	150.00	750.00	162.00	810.00	108.00
POSC130	220700	.200	150.00	750.00	72.00	360.00	48.00
POSC135	220700	.067	25.00	373.13	6.00	89.55	24.00
POSC140	220700	.200	144.00	720.00	39.00	195.00	27.08
POSC150	220700	.200	150.00	750.00	48.00	240.00	32.00
POSC199	220700		9.00	9.00	9.00	9.00	100.00
*****	POSC	3.667	2674.00	729.20	1893.00	516.22	70.79
PSY 120	200100	5.000	3690.00	738.00	2745.00	549.00	74.39
PSY 125	200100	.200	135.00	675.00	114.00	570.00	84.44
PSY 134	200100	1.200	900.00	750.00	858.00	715.00	95.33
PSY 138	200100	.800	585.00	731.25	498.00	622.50	85.12
PSY 140	200100	.600	450.00	750.00	294.00	490.00	65.33
PSY 150	200100	.600	450.00	750.00	354.00	590.00	78.66
PSY 170	200100	.600	450.00	750.00	405.00	675.00	90.00
PSY 215	200100	.433	240.00	554.27	210.00	484.98	87.50
PSY 220	200100	.200	144.00	720.00	153.00	765.00	106.25
*****	PSY	9.633	7044.00	731.23	5631.00	584.55	79.94
RELG120	151000	.400	255.00	637.50	204.00	510.00	80.00
RELG130	151000	.400	300.00	750.00	246.00	615.00	82.00
RELG140	151000	.200	150.00	750.00	45.00	225.00	30.00
RELG150	151000	.200	150.00	750.00	63.00	315.00	42.00
*****	RELG	1.200	855.00	712.50	558.00	465.00	65.26
RUSS120	110600	.666	300.00	450.45	175.00	262.76	58.33
RUSS121	110600	.333	150.00	450.45	85.00	255.25	56.66
RUSS220	110600	.333	150.00	450.45	85.00	255.25	56.66
RUSS250	110600	.200	60.00	300.00	30.00	150.00	50.00
*****	RUSS	1.532	660.00	430.80	375.00	244.77	56.81
SOC 120	220800	3.800	2805.00	738.15	2253.00	592.89	80.32
SOC 125	220800	.400	300.00	750.00	225.00	562.50	75.00
SOC 130	220800	1.000	744.00	744.00	474.00	474.00	63.70
SOC 140	220800	.200	135.00	675.00	105.00	525.00	77.77
*****	SOC	5.400	3984.00	737.77	3057.00	566.11	76.73
SPAN120	110500	8.325	3750.00	450.43	2890.00	347.13	77.06
SPAN120A	110500	.334	150.00	449.10	85.00	254.49	56.66
SPAN120B	110500	.167	75.00	449.10	27.50	164.67	36.66
SPAN121	110500	4.662	2100.00	450.45	1590.00	341.05	75.71
SPAN123	110500	.333	125.00	375.37	90.00	270.27	72.00



Appendix 12:  
Department  
Equivalencies



## Department Equivalencies

### Philosophy & Religious Studies Equivalencies

#### Philosophy:

A Master's degree in one of the areas of the Humanities and at least 18 units of upper division or graduate level coursework in Philosophy OR A Master's degree in Religious Studies or Theology and at least 12 units of upper division or graduate level coursework in Philosophy NOTE: Coursework in Classics, Greek, Latin, etc., may be regarded as acceptable if it is clear that the course content was essentially Philosophy (e.g., a Greek course whose primary objective was to read works of Plato in the original Greek, or a German course whose primary objective was to read works of Kant in the original German)

#### Religious Studies

A Master's degree in one of the areas of the Humanities and at least 18 units of upper division or graduate level coursework in Religious Studies or Theology

[http://www.gcccd.edu/human-resources/documents/faculty-equivalency-qualifications/philosophy.religious.studies.equivalencies11\\_2010.pdf](http://www.gcccd.edu/human-resources/documents/faculty-equivalency-qualifications/philosophy.religious.studies.equivalencies11_2010.pdf)



Appendix 13:  
Statistical Data  
Outcomes Profile



Student Characteristics: PHIL

Unique Headcount by Enrollment Status (Fall 2006 to Fall 2010)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent
New HS Grad	119	15%	147	19%	104	13%	163	16%	274	25%	807 18%
New GCCCD Student	142	18%	131	17%	149	18%	162	16%	210	19%	794 18%
Current HS Student	6	1%	5	1%	2	0%	3	0%	0	0	16 0%
Continuing/Returning Student	521	66%	474	63%	566	69%	663	67%	607	56%	2831 64%
<b>Column Total</b>	<b>788</b>	<b>100%</b>	<b>757</b>	<b>100%</b>	<b>821</b>	<b>100%</b>	<b>991</b>	<b>100%</b>	<b>1091</b>	<b>100%</b>	<b>4448 100%</b>

Unique Headcount by Course-Taking Pattern (Fall 2006 to Fall 2010)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent
Day	484	61%	492	65%	517	63%	621	63%	716	66%	2830 64%
Day and Evening	254	32%	235	31%	275	33%	340	34%	349	32%	1453 33%
Evening	50	6%	30	4%	29	4%	30	3%	26	2%	165 4%
<b>Column Total</b>	<b>788</b>	<b>100%</b>	<b>757</b>	<b>100%</b>	<b>821</b>	<b>100%</b>	<b>991</b>	<b>100%</b>	<b>1091</b>	<b>100%</b>	<b>4448 100%</b>

Unique Headcount by Educational Goal (Fall 2006 to Fall 2010)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent
Transfer	515	65%	521	69%	594	72%	730	74%	868	80%	3228 73%
Assoc w/o Transfer	40	5%	36	5%	38	5%	55	6%	61	6%	230 5%
Voc Ed Degree/Cert w/o Transfer	11	1%	6	1%	6	1%	10	1%	5	0%	38 1%
Acquire/Update Job Skills	37	5%	34	4%	36	4%	41	4%	22	2%	170 4%
Complete HS Credits	8	1%	10	1%	15	2%	4	0%	6	1%	43 1%
Improve Basic Skills	12	2%	3	0%	0	0	1	0%	3	0%	15 0%
Maintain Certificate/License	4	1%	1	0%	1	0%	1	0%	2	0%	9 0%
Educational Development	25	3%	16	2%	15	2%	6	1%	9	1%	71 2%
Move from Non-Cr to Cr	0	0	1	0%	0	0	0	0	0	0	1 0%
4-year College Student	21	3%	22	3%	32	4%	43	4%	28	3%	146 3%
Undecided	115	15%	106	14%	84	10%	96	10%	86	8%	487 11%
Uncollected/Not Reported	0	0	1	0%	0	0	4	0%	1	0%	6 0%
<b>Column Total</b>	<b>788</b>	<b>100%</b>	<b>757</b>	<b>100%</b>	<b>821</b>	<b>100%</b>	<b>991</b>	<b>100%</b>	<b>1091</b>	<b>100%</b>	<b>4448 100%</b>

Course Success Rate by Course Method (Fall 2006 to Fall 2010)

		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent
100% Online	Success	0	.0%	0	.0%	22	44.0%	50	58.1%	51	51.5%	123 52.3%
	No Success	0	.0%	0	.0%	3	6.0%	5	5.8%	14	14.1%	22 9.4%
	Withdrew	0	.0%	0	.0%	25	50.0%	31	36.0%	34	34.3%	90 38.3%
	<b>Column Total</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>50</b>	<b>100.0%</b>	<b>86</b>	<b>100.0%</b>	<b>99</b>	<b>100.0%</b>	<b>235 100.0%</b>
Less than 49% Online	Success	0	.0%	0	.0%	6	54.5%	0	.0%	0	.0%	6 54.5%
	No Success	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0 .0%
	Withdrew	0	.0%	0	.0%	5	45.5%	0	.0%	0	.0%	5 45.5%
<b>Column Total</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>11</b>	<b>100.0%</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>11 100.0%</b>	
Lecture/Lab	Success	494	59.5%	518	66.4%	497	62.2%	586	62.1%	611	59.7%	2706 61.8%
	No Success	96	11.6%	88	11.3%	115	14.4%	135	14.3%	197	19.2%	631 14.4%
	Withdrew	240	28.9%	174	22.3%	187	23.4%	222	23.5%	216	21.1%	1039 23.7%
<b>Column Total</b>	<b>830</b>	<b>100.0%</b>	<b>780</b>	<b>100.0%</b>	<b>799</b>	<b>100.0%</b>	<b>943</b>	<b>100.0%</b>	<b>1024</b>	<b>100.0%</b>	<b>4376 100.0%</b>	
Other	Success	0	.0%	0	.0%	0	.0%	0	.0%	3	100.0%	3 100.0%
	No Success	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0 .0%
	Withdrew	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0 .0%
<b>Column Total</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>3</b>	<b>100.0%</b>	<b>3 100.0%</b>	

Student Characteristics: PHIL

Unique Headcount by Enrollment Status (Spring 2007 to Spring 2011)

	2007 - Spring		2008 - Spring		2009 - Spring		2010 - Spring		2011 - Spring		5 Year Total And Percent	
New GCCCD Student	125	15%	121	15%	122	14%	171	17%	136	15%	675	15%
Current HS Student	14	2%	8	1%	7	1%	4	0%	6	1%	39	1%
Continuing/Returning Student	674	83%	702	84%	744	85%	841	83%	784	85%	3745	84%
<b>Column Total</b>	<b>813</b>	<b>100%</b>	<b>831</b>	<b>100%</b>	<b>873</b>	<b>100%</b>	<b>1016</b>	<b>100%</b>	<b>926</b>	<b>100%</b>	<b>4459</b>	<b>100%</b>

Unique Headcount by Course-Taking Pattern (Spring 2007 to Spring 2011)

	2007 - Spring		2008 - Spring		2009 - Spring		2010 - Spring		2011 - Spring		5 Year Total And Percent	
Day	470	58%	454	55%	517	59%	589	58%	505	55%	2535	57%
Day and Evening	280	34%	331	40%	324	37%	360	35%	338	37%	1633	37%
Evening	63	8%	46	6%	32	4%	67	7%	83	9%	291	7%
Not Collected	0	0	0	0	0	0	0	0	0	0	0	0
<b>Column Total</b>	<b>813</b>	<b>100%</b>	<b>831</b>	<b>100%</b>	<b>873</b>	<b>100%</b>	<b>1016</b>	<b>100%</b>	<b>926</b>	<b>100%</b>	<b>4459</b>	<b>100%</b>

Unique Headcount by Educational Goal (Spring 2007 to Spring 2011)

	2007 - Spring		2008 - Spring		2009 - Spring		2010 - Spring		2011 - Spring		5 Year Total And Percent	
Transfer	518	64%	565	68%	635	73%	743	73%	701	76%	3162	71%
Assoc w/o Transfer	43	5%	40	5%	49	6%	66	6%	61	7%	259	6%
Voc Ed Degree/Cert w/o Transfer	10	1%	10	1%	7	1%	16	2%	13	1%	56	1%
Acquire/Update Job Skills	34	4%	43	5%	32	4%	37	4%	21	2%	167	4%
Complete HS Credits	9	1%	16	2%	8	1%	7	1%	7	1%	47	1%
Improve Basic Skills	6	1%	2	0%	4	0%	3	0%	4	0%	19	0%
Maintain Certificate/License	11	1%	2	0%	1	0%	2	0%	0	0	16	0%
Educational Development	28	3%	16	2%	7	1%	11	1%	13	1%	75	2%
Move from Non-Cr to Cr	0	0	1	0%	0	0	0	0	0	0	1	0%
4-year College Student	28	3%	33	4%	40	5%	37	4%	28	3%	166	4%
Undecided	126	15%	103	12%	88	10%	92	9%	78	8%	487	11%
Uncollected/Not Reported	0	0	0	0	2	0%	2	0%	0	0	4	0%
<b>Column Total</b>	<b>813</b>	<b>100%</b>	<b>831</b>	<b>100%</b>	<b>873</b>	<b>100%</b>	<b>1016</b>	<b>100%</b>	<b>926</b>	<b>100%</b>	<b>4459</b>	<b>100%</b>

Course Success Rate by Course Method (Spring 2007 to Spring 2011)

	2007 - Spring		2008 - Spring		2009 - Spring		2010 - Spring		2011 - Spring		5 Year Total And Percent		
100% Online	Success	0	.0%	18	75.0%	39	60.0%	23	48.9%	24	47.1%	104	55.6%
	No Success	0	.0%	3	12.5%	8	12.3%	2	4.3%	4	7.8%	17	9.1%
	Withdrew	0	.0%	3	12.5%	18	27.7%	22	46.8%	23	45.1%	66	35.3%
	<b>Column Total</b>	<b>0</b>	<b>.0%</b>	<b>24</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>	<b>47</b>	<b>100.0%</b>	<b>51</b>	<b>100.0%</b>	<b>187</b>	<b>100.0%</b>
Lecture/Lab	Success	530	62.7%	539	64.5%	546	64.5%	554	55.3%	542	60.3%	2711	61.2%
	No Success	87	10.3%	71	8.5%	128	15.1%	168	16.8%	118	13.1%	572	12.9%
	Withdrew	228	27.0%	226	27.0%	172	20.3%	280	27.9%	239	26.6%	1145	25.9%
	<b>Column Total</b>	<b>845</b>	<b>100.0%</b>	<b>836</b>	<b>100.0%</b>	<b>846</b>	<b>100.0%</b>	<b>1002</b>	<b>100.0%</b>	<b>899</b>	<b>100.0%</b>	<b>4428</b>	<b>100.0%</b>
Other	Success	0	.0%	0	.0%	0	.0%	1	100.0%	1	100.0%	2	100.0%
	No Success	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Withdrew	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	<b>Column Total</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>



Student Characteristics: RELG

**Unique Headcount by Enrollment Status (Fall 2006 to Fall 2010)**

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent	
New HS Grad	32	15%	30	14%	30	13%	32	13%	16	10%	140	13%
New GCCCD Student	50	24%	44	21%	59	25%	49	20%	41	26%	243	23%
Current HS Student	3	1%	0	0	0	0	0	0	0	0	3	0%
Continuing/Returning Student	122	59%	136	65%	143	62%	167	67%	102	64%	670	63%
<b>Column Total</b>	<b>207</b>	<b>100%</b>	<b>210</b>	<b>100%</b>	<b>232</b>	<b>100%</b>	<b>248</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>1056</b>	<b>100%</b>

**Unique Headcount by Course-Taking Pattern (Fall 2006 to Fall 2010)**

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent	
Day	70	34%	79	38%	79	34%	97	39%	77	48%	402	38%
Day and Evening	115	56%	116	55%	125	54%	124	50%	69	43%	549	52%
Evening	22	11%	15	7%	28	12%	27	11%	13	8%	105	10%
<b>Column Total</b>	<b>207</b>	<b>100%</b>	<b>210</b>	<b>100%</b>	<b>232</b>	<b>100%</b>	<b>248</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>1056</b>	<b>100%</b>

**Unique Headcount by Educational Goal (Fall 2006 to Fall 2010)**

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent	
Transfer	140	68%	151	72%	162	70%	194	78%	121	76%	768	73%
Assoc w/o Transfer	11	5%	12	6%	10	4%	17	7%	8	5%	58	5%
Voc Ed Degree/Cert w/o Transfer	2	1%	3	1%	4	2%	0	0	4	3%	13	1%
Acquire/Update Job Skills	9	4%	4	2%	6	3%	6	2%	0	0	25	2%
Complete HS Credits	2	1%	6	3%	1	0%	0	0	1	1%	10	1%
Improve Basic Skills	1	0%	1	0%	0	0	1	0%	0	0	3	0%
Maintain Certificate/License	1	0%	0	0	2	1%	0	0	1	1%	4	0%
Educational Development	5	2%	3	1%	3	1%	3	1%	2	1%	16	2%
Move from Non-Cr to Cr	0	0	0	0	1	0%	0	0	0	0	1	0%
4-year College Student	12	6%	9	4%	11	5%	4	2%	8	5%	44	4%
Undecided	24	12%	21	10%	32	14%	23	9%	14	9%	114	11%
Uncollected/Not Reported	0	0	0	0	0	0	0	0	0	0	0	0
<b>Column Total</b>	<b>207</b>	<b>100%</b>	<b>210</b>	<b>100%</b>	<b>232</b>	<b>100%</b>	<b>248</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>1056</b>	<b>100%</b>

**Course Success Rate by Course Method (Fall 2006 to Fall 2010)**

		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5 Year Total And Percent	
100% Online	Success	1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	100.0%
	No Success	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Withdraw	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	<b>Column Total</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>0</b>	<b>.0%</b>	<b>1</b>	<b>100.0%</b>
Lecture/Lab	Success	110	52.9%	132	60.6%	151	62.4%	154	61.4%	110	68.3%	657	60.8%
	No Success	34	16.3%	24	11.0%	46	19.0%	61	24.3%	24	14.9%	189	17.5%
	Withdraw	64	30.8%	62	28.4%	45	18.6%	36	14.3%	27	16.8%	234	21.7%
	<b>Column Total</b>	<b>208</b>	<b>100.0%</b>	<b>218</b>	<b>100.0%</b>	<b>242</b>	<b>100.0%</b>	<b>251</b>	<b>100.0%</b>	<b>161</b>	<b>100.0%</b>	<b>1080</b>	<b>100.0%</b>

Student Characteristics: RELG

Unique Headcount by Enrollment Status (Spring 2007 to Spring 2011)

	2007 - Spring		2008 - Spring		2009 - Spring		2010 - Spring		2011 - Spring		5 Year Total And Percent	
New GCCCD Student	31	17%	58	25%	37	15%	60	19%	67	19%	253	19%
Current HS Student	0	0	0	0	0	0	3	1%	1	0%	4	0%
Continuing/Returning Student	151	83%	174	75%	218	85%	253	80%	288	81%	1084	81%
<b>Column Total</b>	<b>182</b>	<b>100%</b>	<b>232</b>	<b>100%</b>	<b>255</b>	<b>100%</b>	<b>316</b>	<b>100%</b>	<b>356</b>	<b>100%</b>	<b>1341</b>	<b>100%</b>

Unique Headcount by Course-Taking Pattern (Spring 2007 to Spring 2011)

	2007 - Spring		2008 - Spring		2009 - Spring		2010 - Spring		2011 - Spring		5 Year Total And Percent	
Day	97	53%	125	54%	127	50%	134	42%	148	42%	631	47%
Day and Evening	69	38%	91	39%	109	43%	152	48%	178	50%	599	45%
Evening	16	9%	16	7%	19	7%	30	9%	30	8%	111	8%
Not Collected	0	0	0	0	0	0	0	0	0	0	0	0
<b>Column Total</b>	<b>182</b>	<b>100%</b>	<b>232</b>	<b>100%</b>	<b>255</b>	<b>100%</b>	<b>316</b>	<b>100%</b>	<b>356</b>	<b>100%</b>	<b>1341</b>	<b>100%</b>

Unique Headcount by Educational Goal (Spring 2007 to Spring 2011)

	2007 - Spring		2008 - Spring		2009 - Spring		2010 - Spring		2011 - Spring		5 Year Total And Percent	
Transfer	114	63%	164	71%	176	69%	235	74%	275	77%	964	72%
Assoc w/o Transfer	13	7%	12	5%	9	4%	15	5%	16	4%	65	5%
Voc Ed Degree/Cert w/o Transfer	1	1%	1	0%	4	2%	1	0%	7	2%	14	1%
Acquire/Update Job Skills	9	5%	11	5%	5	2%	9	3%	11	3%	45	3%
Complete HS Credits	1	1%	3	1%	2	1%	1	0%	0	0	7	1%
Improve Basic Skills	1	1%	0	0	0	0	2	1%	0	0	3	0%
Maintain Certificate/License	1	1%	0	0	1	0%	0	0	0	0	2	0%
Educational Development	6	3%	2	1%	8	3%	3	1%	6	2%	25	2%
Move from Non-Cr to Cr	0	0	0	0	0	0	0	0	0	0	0	0
4-year College Student	7	4%	11	5%	16	6%	8	3%	6	2%	48	4%
Undecided	29	16%	28	12%	34	13%	42	13%	34	10%	167	12%
Uncollected/Not Reported	0	0	0	0	0	0	0	0	1	0%	1	0%
<b>Column Total</b>	<b>182</b>	<b>100%</b>	<b>232</b>	<b>100%</b>	<b>255</b>	<b>100%</b>	<b>316</b>	<b>100%</b>	<b>356</b>	<b>100%</b>	<b>1341</b>	<b>100%</b>

Course Success Rate by Course Method (Spring 2007 to Spring 2011)

	2007 - Spring		2008 - Spring		2009 - Spring		2010 - Spring		2011 - Spring		5 Year Total And Percent		
Lecture/Lab	Success	102	55.7%	129	57.1%	165	62.0%	218	67.3%	207	57.7%	821	60.5%
	No Success	31	16.9%	29	12.8%	51	19.2%	51	15.7%	67	18.7%	229	16.9%
	Withdraw	50	27.3%	68	30.1%	50	18.8%	55	17.0%	85	23.7%	308	22.7%
	<b>Column Total</b>	<b>183</b>	<b>100.0%</b>	<b>226</b>	<b>100.0%</b>	<b>266</b>	<b>100.0%</b>	<b>324</b>	<b>100.0%</b>	<b>359</b>	<b>100.0%</b>	<b>1358</b>	<b>100.0%</b>

from Calpass puted 11/23/2011

		2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010
PHIL110 - A General Introduc tion to Philosop hy	African- America n	44.90%	55.26%	48.94%	36.36%	54.84%	46.03%	40.96%
	Asian	52.73%	67.31%	79.07%	62.79%	59.46%	79.17%	73.26%
	Filipino	50.00%	56.10%	46.67%	65.22%	44.44%	63.79%	56.90%
	Hispanic	51.30%	63.64%	52.89%	62.07%	61.18%	56.00%	50.61%
	Native America n	71.43%	57.14%	60.00%	47.06%	100.00%	64.29%	66.67%
	Pacific Islander	42.86%	33.33%	42.86%	62.50%	37.50%	61.11%	52.38%
	Unknow n	55.88%	72.29%	64.29%	60.00%	62.03%	56.00%	62.50%
White	61.06%	63.78%	64.85%	62.73%	69.97%	65.20%	65.52%	
PHIL112 - The Classica l Mind	African- America n	100.00%	0.00%	0.00%	50.00%	0.00%	0.00%	20.00%
	Asian		50.00%	100.00%	0.00%	0.00%	66.67%	50.00%
	Filipino	66.67%	0.00%	0.00%	33.33%	50.00%	100.00%	0.00%
	Hispanic	71.43%	41.67%	0.00%	44.44%	50.00%	62.50%	33.33%
	Native America n	0.00%			100.00%	0.00%		
	Pacific Islander						66.67%	0.00%
	Unknow n	57.14%	69.23%	50.00%	60.00%	60.00%	37.50%	75.00%
White	62.86%	52.63%	65.22%	60.61%	61.90%	60.61%	33.33%	
PHIL114 - The Medieval Mind	African- America n					0.00%	0.00%	100.00%
	Asian	0.00%		50.00%			100.00%	100.00%
	Filipino	0.00%		25.00%	0.00%	100.00%	0.00%	
	Hispanic	100.00%	0.00%	25.00%	50.00%	75.00%	33.33%	100.00%
	Native America n			0.00%	0.00%	100.00%		100.00%
Pacific Islander		0.00%			0.00%	0.00%	100.00%	

	Unknown	100.00%	100.00%	66.67%	0.00%	50.00%	50.00%	100.00%
	White	62.07%	54.55%	58.33%	70.00%	52.17%	58.33%	71.43%
	African-American	0.00%	33.33%	60.00%	66.67%		50.00%	0.00%
	Asian		66.67%	100.00%	0.00%	50.00%	100.00%	
	Filipino	0.00%	100.00%	66.67%	50.00%	100.00%		0.00%
PHIL116 - The Modern Mind	Hispanic	57.14%	66.67%	83.33%	81.82%	100.00%	60.00%	20.00%
	Native American		50.00%	100.00%		0.00%		
	Pacific Islander	50.00%	100.00%		0.00%	0.00%		
	Unknown	33.33%	66.67%	80.00%	75.00%	80.00%	40.00%	0.00%
	White	56.25%	53.06%	60.98%	68.97%	87.10%	26.32%	38.10%
	African-American	66.67%	50.00%		50.00%	0.00%	40.00%	0.00%
	Asian	0.00%	80.00%		100.00%	100.00%	100.00%	100.00%
	Filipino			50.00%	50.00%	100.00%	66.67%	66.67%
PHIL118 - The Contemporary Mind	Hispanic	28.57%	16.67%	33.33%	40.00%	60.00%	25.00%	22.22%
	Native American		0.00%	50.00%			0.00%	100.00%
	Pacific Islander						100.00%	
	Unknown	33.33%	57.14%	50.00%	55.56%	33.33%	72.73%	100.00%
	White	44.44%	52.17%	41.67%	68.97%	70.00%	80.95%	73.91%
	African-American	71.43%	42.86%	46.67%	53.33%	80.95%	55.56%	63.33%
	Asian	83.33%	66.67%	50.00%	77.78%	90.00%	100.00%	100.00%
	Filipino	45.45%	85.71%	83.33%	37.50%	100.00%	60.00%	64.71%
PHIL125 - Critical Thinking	Hispanic	72.41%	64.29%	66.04%	53.85%	67.57%	76.74%	80.33%
	Native American	66.67%	100.00%	75.00%	0.00%	80.00%	80.00%	100.00%
	Pacific Islander	50.00%	50.00%	100.00%	50.00%	66.67%	66.67%	100.00%
	Unknown	71.43%	75.86%	62.07%	64.29%	82.76%	75.76%	80.56%

Success Rate

	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010
<b>PHIL110 - A General Introduction to Philosophy</b>	57.63%	57.27%	63.78%	61.44%	61.38%	64.17%	61.39%	59.24%
<b>PHIL112 - The Classical Mind</b>	50.00%	62.96%	50.72%	54.55%	54.55%	54.55%	53.23%	32.35%
<b>PHIL114 - The Medieval Mind</b>	61.36%	54.05%	53.85%	51.16%	52.38%	53.85%	48.72%	84.00%
<b>PHIL116 - The Modern Mind</b>	39.58%	52.17%	56.94%	68.12%	67.24%	82.69%	40.54%	32.26%
<b>PHIL118 - The Contemporary Mind</b>	58.82%	40.63%	50.00%	43.59%	64.71%	65.85%	69.39%	60.00%
<b>PHIL125 - Critical Thinking</b>	79.01%	76.86%	75.10%	66.33%	63.70%	76.60%	73.44%	81.32%
<b>PHIL130 - Logic</b>	52.40%	55.86%	50.95%	62.12%	62.18%	65.80%	68.96%	57.74%
<b>PHIL140 - Problems in Ethics</b>	64.15%	43.56%	43.14%	53.19%	63.79%	71.08%	81.61%	48.78%

**PHIL141 -  
MORAL  
PROBLEMS IN  
HEALTH CARE**

38.46%

**PHIL145 - Social  
and Political  
Philosophy**

50.00% 51.43%

**PHIL150 -  
Human Beings &  
Aesthetic Value**

84.62% 56.25% 70.00% 42.86% 41.67% 33.33% 70.00% 50.00%

**PHIL155 - The  
Philosophy of  
Science**

66.67% 88.24% 81.48% 75.00% 68.75%

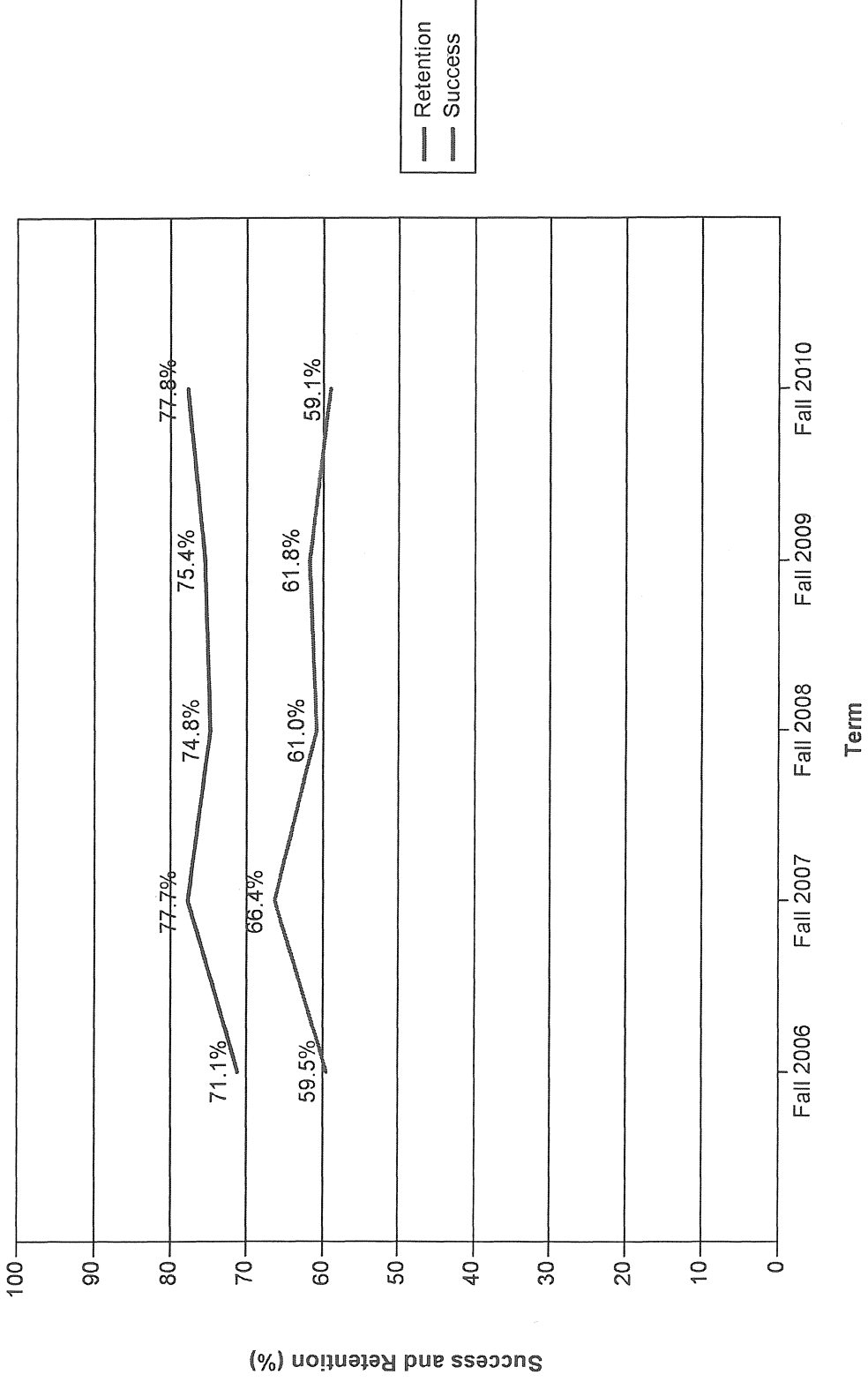
**PHIL199 -  
Special  
Studies/Projects  
in Philosophy**

0.00% 100.00%

100.00%

**Grossmont College Enrollment  
PHIL**

**Course Success and Retention**



# Grossmont College Enrollment PHIL

## Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	254	57.6%	296	65.8%	300	61.7%	350	62.4%	357	56.4%
Female	236	61.8%	220	67.3%	217	60.1%	276	60.7%	305	63%
Not Reported	4	57.1%	2	66.7%	8	61.5%	10	76.9%	3	33.3%
Total	494	59.5%	518	66.4%	525	61%	636	61.8%	665	59.1%

## No Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	58	13.2%	53	11.8%	72	14.8%	81	14.4%	135	21.3%
Female	38	9.9%	35	10.7%	45	12.5%	58	12.7%	73	15.1%
Not Reported		%		%	1	7.7%	1	7.7%	3	33.3%
Total	96	11.6%	88	11.3%	118	13.7%	140	13.6%	211	18.7%



## Grossmont College Enrollment PHIL

### Withdrawal by Gender

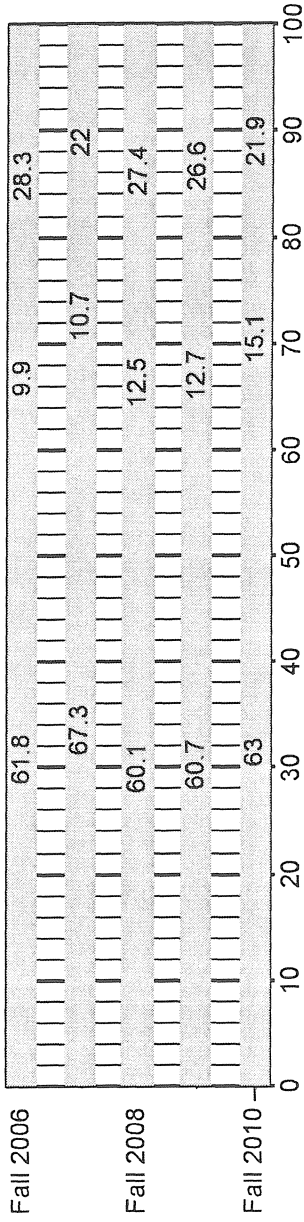
Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	129	29.3%	101	22.4%	114	23.5%	130	23.2%	141	22.3%
Female	108	28.3%	72	22%	99	27.4%	121	26.6%	106	21.9%
Not Reported	3	42.9%	1	33.3%	4	30.8%	2	15.4%	3	33.3%
<b>Total</b>	240	28.9%	174	22.3%	217	25.2%	253	24.6%	250	22.2%

### Retention by Gender

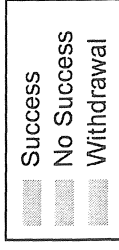
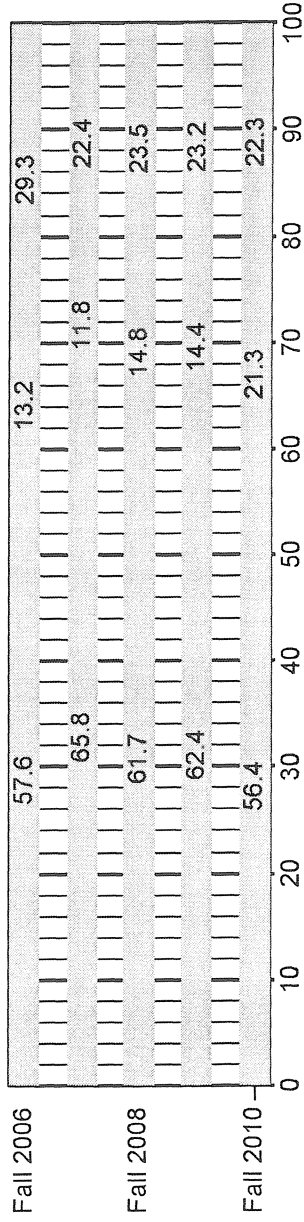
Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	312	70.7%	349	77.6%	372	76.5%	431	76.8%	492	77.7%
Female	274	71.7%	255	78%	262	72.6%	334	73.4%	378	78.1%
Not Reported	4	57.1%	2	66.7%	9	69.2%	11	84.6%	6	66.7%
<b>Total</b>	590	71.1%	606	77.7%	643	74.8%	776	75.4%	876	77.8%

# Grossmont College Enrollment PHIL

Success by Gender - Female



Success by Gender - Male



# Grossmont College Enrollment PHIL

## Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	218	60.6%	233	66.4%	219	62%	264	62%	296	56.3%
20-24	192	57.7%	196	64.9%	230	59.7%	255	62%	248	61.1%
25-29	38	55.1%	45	68.2%	32	57.1%	68	63%	62	62.6%
30-49	38	66.7%	31	70.5%	35	63.6%	43	57.3%	52	62.7%
50+	8	72.7%	13	76.5%	9	81.8%	6	66.7%	7	58.3%
<b>Total</b>	494	59.5%	518	66.4%	525	61%	636	61.8%	665	59.1%

## No Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	48	13.3%	49	14%	60	17%	67	15.7%	123	23.4%
20-24	37	11.1%	30	9.9%	47	12.2%	53	12.9%	65	16%
25-29	7	10.1%	4	6.1%	4	7.1%	11	10.2%	14	14.1%
30-49	4	7%	4	9.1%	6	10.9%	9	12%	8	9.6%
50+		%	1	5.9%	1	9.1%		%	1	8.3%
<b>Total</b>	96	11.6%	88	11.3%	118	13.7%	140	13.6%	211	18.7%

# Grossmont College Enrollment PHIL

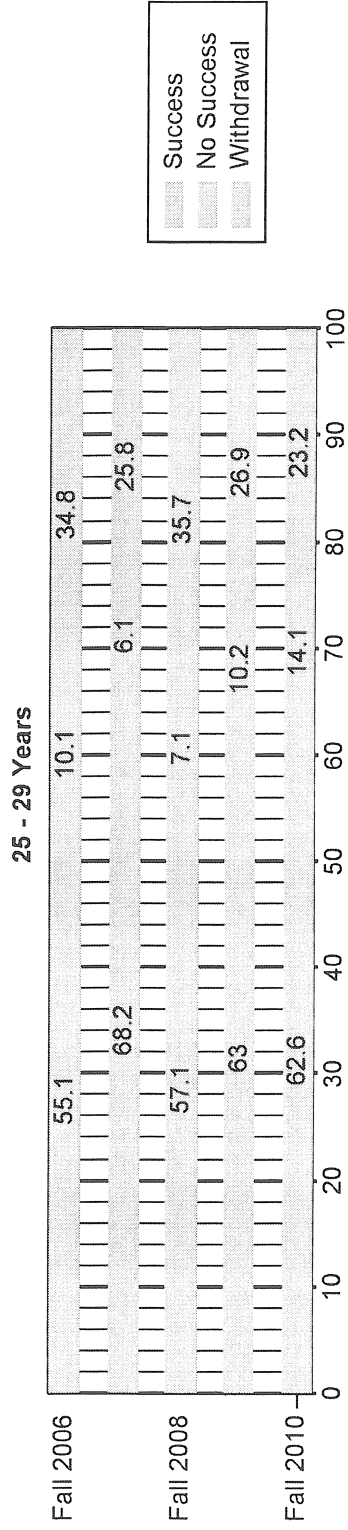
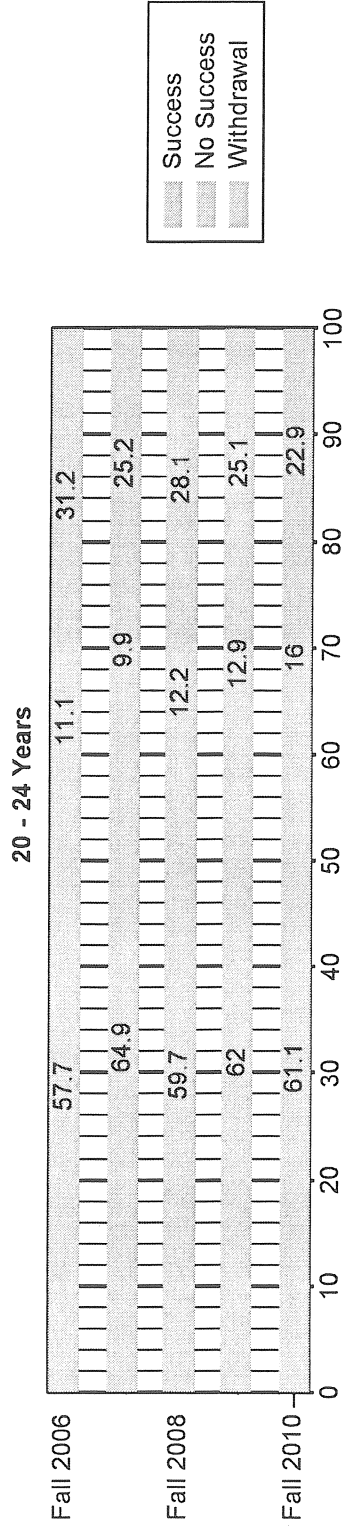
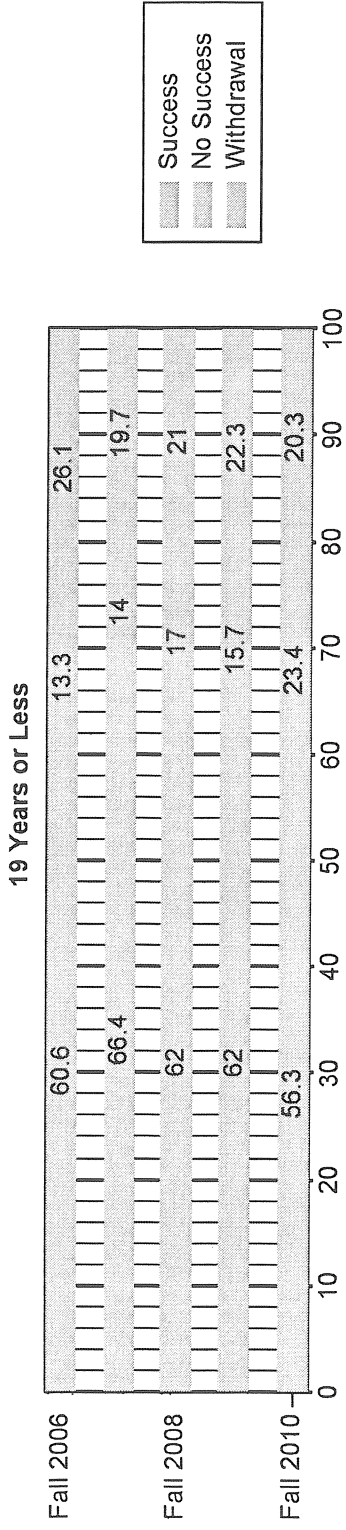
## Withdrawal by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	94	26.1%	69	19.7%	74	21%	95	22.3%	107	20.3%
20-24	104	31.2%	76	25.2%	108	28.1%	103	25.1%	93	22.9%
25-29	24	34.8%	17	25.8%	20	35.7%	29	26.9%	23	23.2%
30-49	15	26.3%	9	20.5%	14	25.5%	23	30.7%	23	27.7%
50+	3	27.3%	3	17.6%	1	9.1%	3	33.3%	4	33.3%
<b>Total</b>	240	28.9%	174	22.3%	217	25.2%	253	24.6%	250	22.2%

## Retention by Age

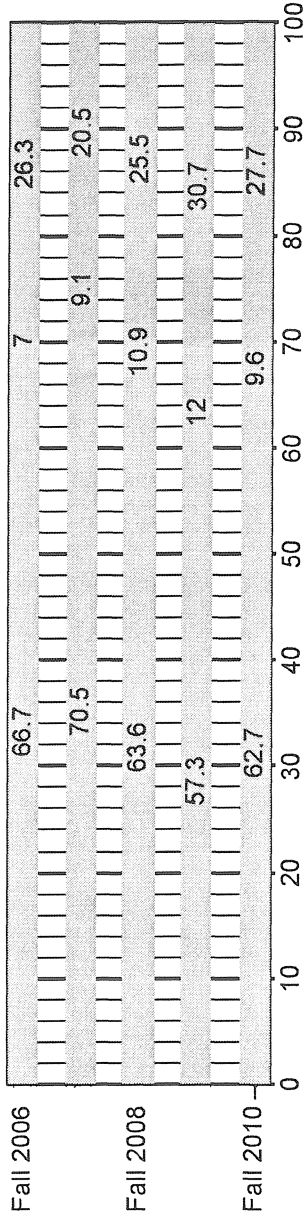
Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	266	73.9%	282	80.3%	279	79%	331	77.7%	419	79.7%
20-24	229	68.8%	226	74.8%	277	71.9%	308	74.9%	313	77.1%
25-29	45	65.2%	49	74.2%	36	64.3%	79	73.1%	76	76.8%
30-49	42	73.7%	35	79.5%	41	74.5%	52	69.3%	60	72.3%
50+	8	72.7%	14	82.4%	10	90.9%	6	66.7%	8	66.7%
<b>Total</b>	590	71.1%	606	77.7%	643	74.8%	776	75.4%	876	77.8%

# Grossmont College Enrollment PHIL

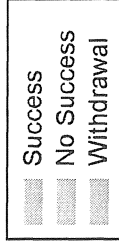
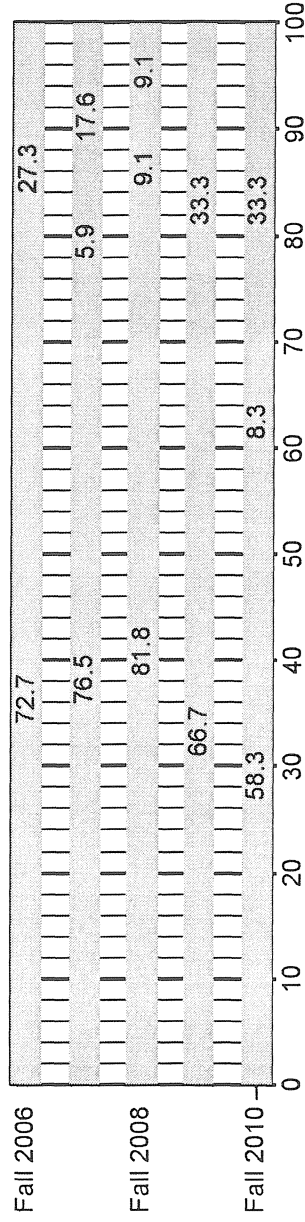


# Grossmont College Enrollment PHIL

30 - 49 Years



50+ Years



# Grossmont College Enrollment PHIL

## Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	4	28.6%	8	80%	5	38.5%	6	100%	5	45.5%
Asian	24	68.6%	22	56.4%	36	80%	47	79.7%	37	75.5%
Black non-Hispanic	11	32.4%	24	54.5%	19	40.4%	24	36.4%	41	47.7%
Filipino	27	52.9%	21	48.8%	20	55.6%	36	62.1%	35	62.5%
Hispanic	76	56.7%	91	65%	89	59.7%	103	49%	142	48%
Not Reported	52	57.1%	40	70.2%	67	58.8%	64	66%	31	66%
Pacific Islander	6	54.5%	4	57.1%	10	58.8%	9	47.4%	4	44.4%
Two or More	9	75%	9	69.2%	6	50%	22	57.9%	47	52.2%
White non-Hispanic	285	63.6%	299	70%	273	63.9%	325	68.3%	323	67%
Total	494	59.5%	518	66.4%	525	61%	636	61.8%	665	59.1%

# Grossmont College Enrollment PHIL

## No Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	5	35.7%							1	9.1%
Asian	3	8.6%	5	12.8%	3	6.7%	5	8.5%	5	10.2%
Black non-Hispanic	2	5.9%	6	13.6%	8	17%	14	21.2%	21	24.4%
Filipino	5	9.8%	10	23.3%	2	5.6%	9	15.5%	12	21.4%
Hispanic	19	14.2%	21	15%	21	14.1%	44	21%	77	26%
Not Reported	12	13.2%	5	8.8%	18	15.8%	11	11.3%	6	12.8%
Pacific Islander	1	9.1%			5	29.4%	2	10.5%	3	33.3%
Two or More	1	8.3%			1	8.3%	8	21.1%	22	24.4%
White non-Hispanic	48	10.7%	41	9.6%	60	14.1%	47	9.9%	64	13.3%
<b>Total</b>	<b>96</b>	<b>11.6%</b>	<b>88</b>	<b>11.3%</b>	<b>118</b>	<b>13.7%</b>	<b>140</b>	<b>13.6%</b>	<b>211</b>	<b>18.7%</b>



# Grossmont College Enrollment PHIL

## Withdrawal by Ethnicity

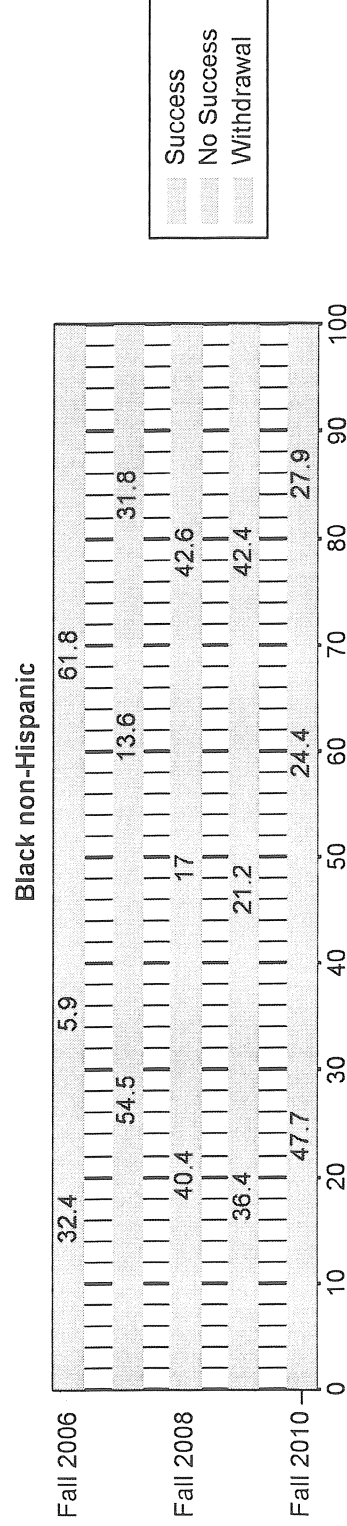
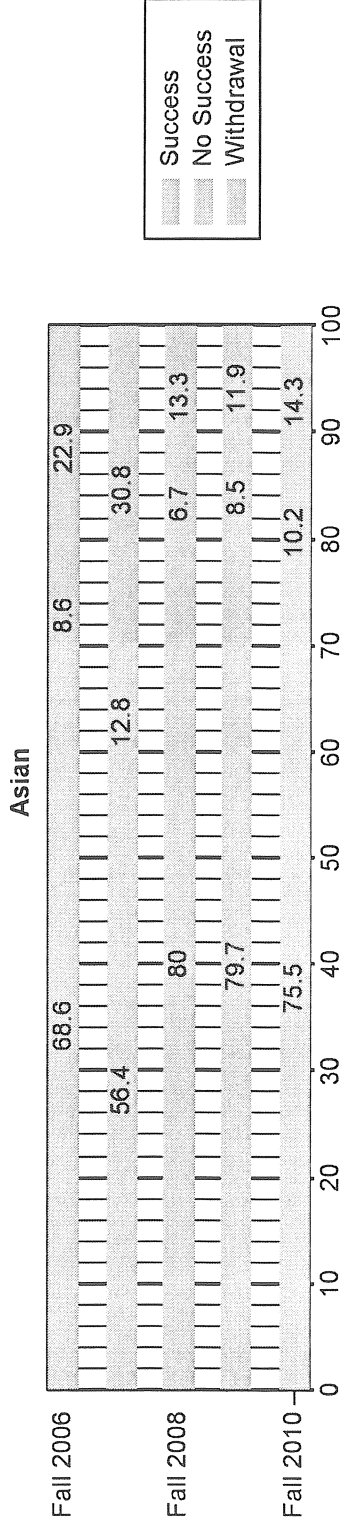
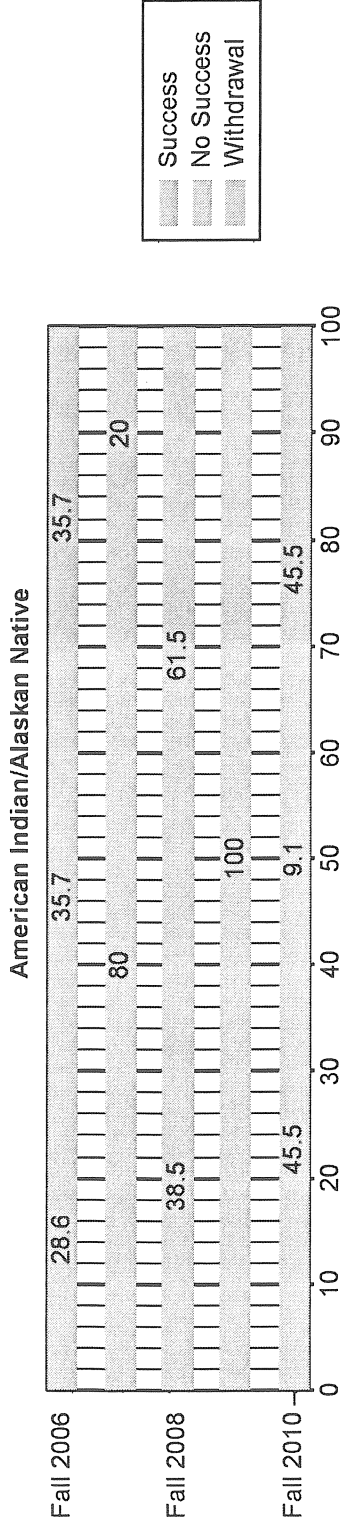
Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	5	35.7%	2	20%	8	61.5%			5	45.5%
Asian	8	22.9%	12	30.8%	6	13.3%	7	11.9%	7	14.3%
Black non-Hispanic	21	61.8%	14	31.8%	20	42.6%	28	42.4%	24	27.9%
Filipino	19	37.3%	12	27.9%	14	38.9%	13	22.4%	9	16.1%
Hispanic	39	29.1%	28	20%	39	26.2%	63	30%	77	26%
Not Reported	27	29.7%	12	21.1%	29	25.4%	22	22.7%	10	21.3%
Pacific Islander	4	36.4%	3	42.9%	2	11.8%	8	42.1%	2	22.2%
Two or More	2	16.7%	4	30.8%	5	41.7%	8	21.1%	21	23.3%
White non-Hispanic	115	25.7%	87	20.4%	94	22%	104	21.8%	95	19.7%
<b>Total</b>	240	28.9%	174	22.3%	217	25.2%	253	24.6%	250	22.2%

**Grossmont College Enrollment  
PHIL**

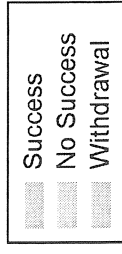
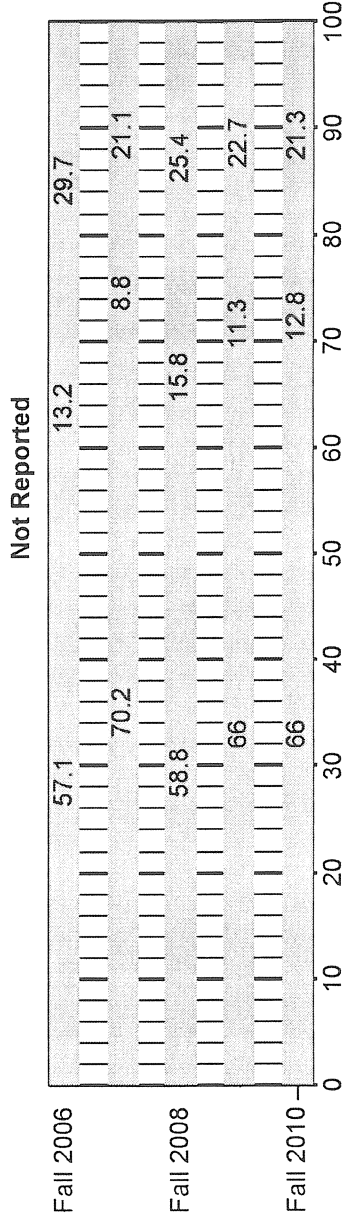
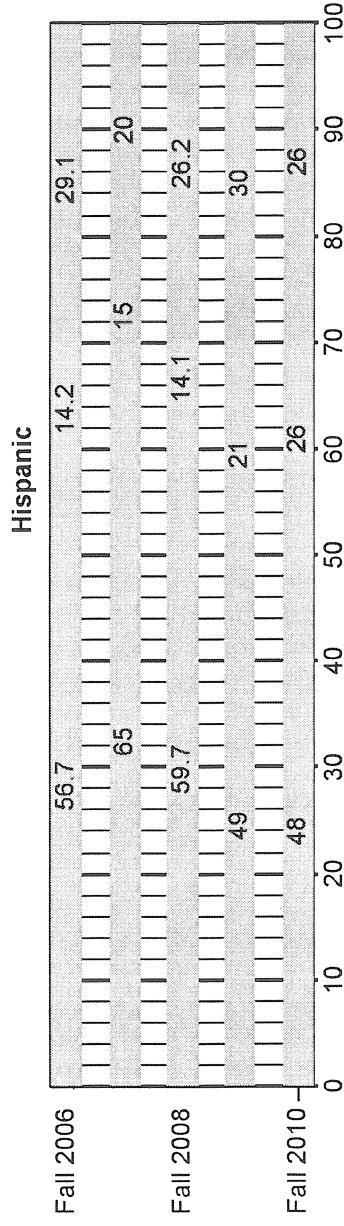
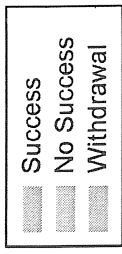
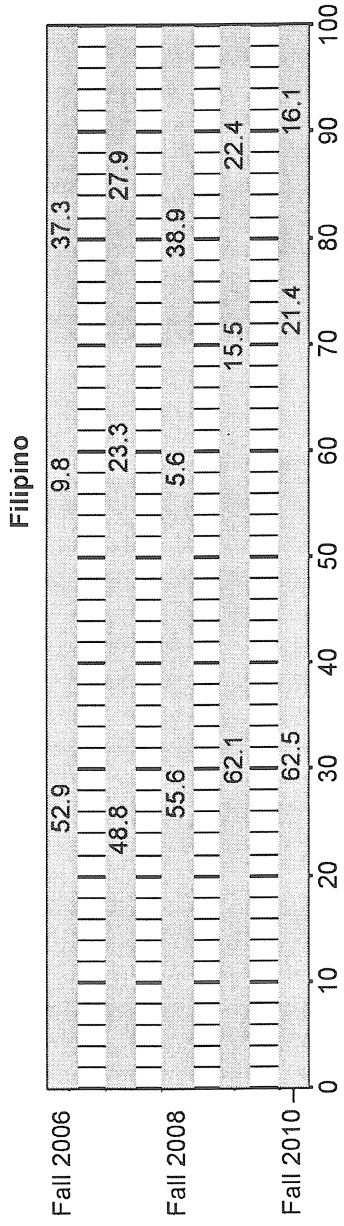
**Retention by Ethnicity**

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	9	64.3%	8	80%	5	38.5%	6	100%	6	54.5%
<b>Asian</b>	27	77.1%	27	69.2%	39	86.7%	52	88.1%	42	85.7%
<b>Black non-Hispanic</b>	13	38.2%	30	68.2%	27	57.4%	38	57.6%	62	72.1%
<b>Filipino</b>	32	62.7%	31	72.1%	22	61.1%	45	77.6%	47	83.9%
<b>Hispanic</b>	95	70.9%	112	80%	110	73.8%	147	70%	219	74%
<b>Not Reported</b>	64	70.3%	45	78.9%	85	74.6%	75	77.3%	37	78.7%
<b>Pacific Islander</b>	7	63.6%	4	57.1%	15	88.2%	11	57.9%	7	77.8%
<b>Two or More</b>	10	83.3%	9	69.2%	7	58.3%	30	78.9%	69	76.7%
<b>White non-Hispanic</b>	333	74.3%	340	79.6%	333	78%	372	78.2%	387	80.3%
<b>Total</b>	590	71.1%	606	77.7%	643	74.8%	776	75.4%	876	77.8%

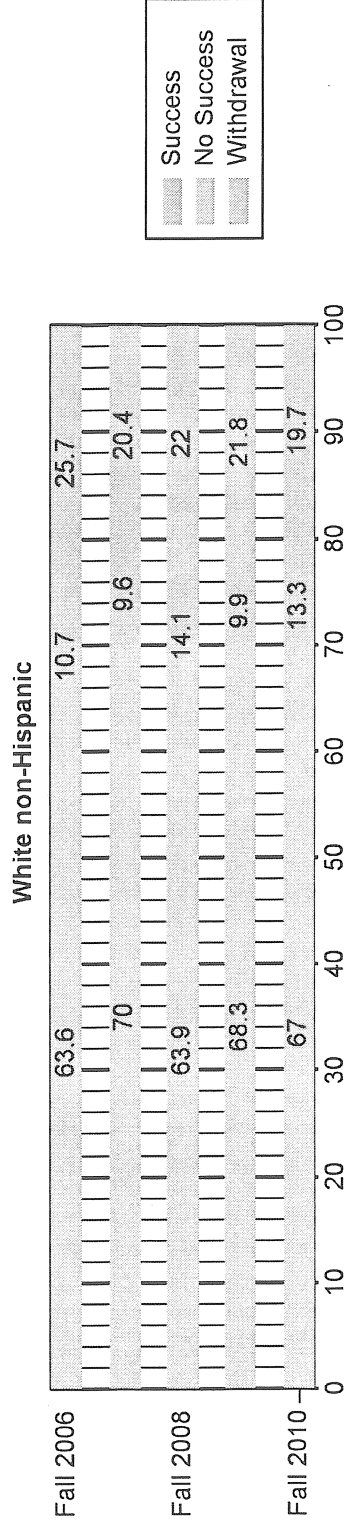
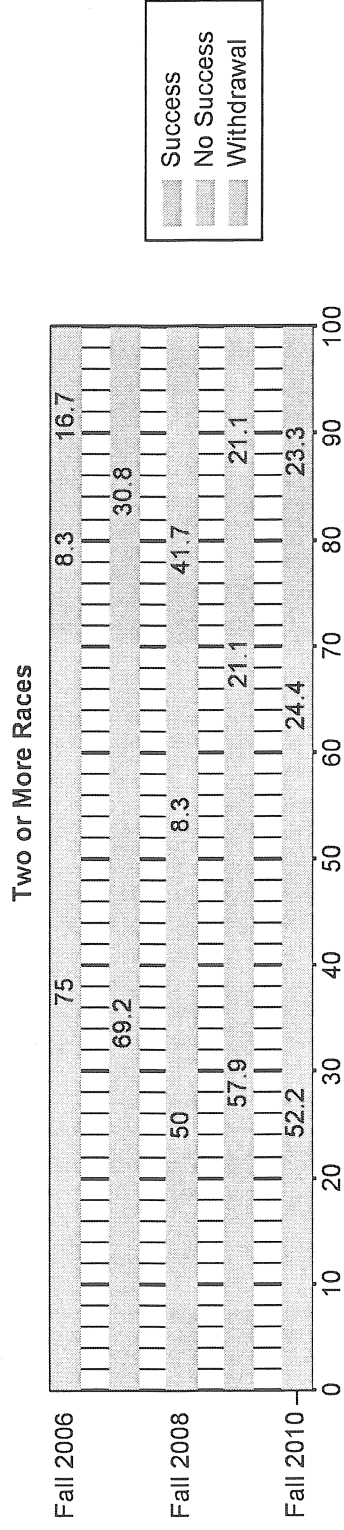
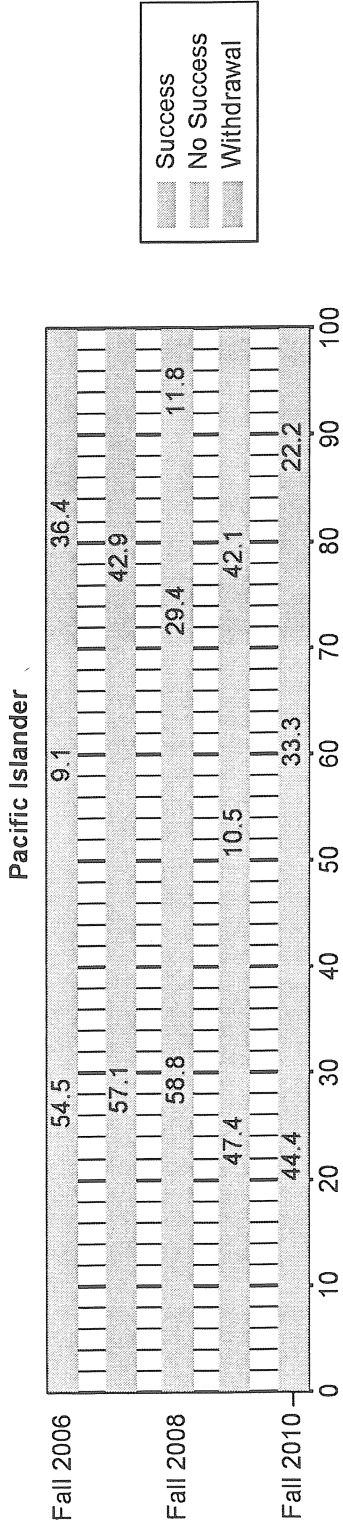
# Grossmont College Enrollment PHIL



# Grossmont College Enrollment PHIL

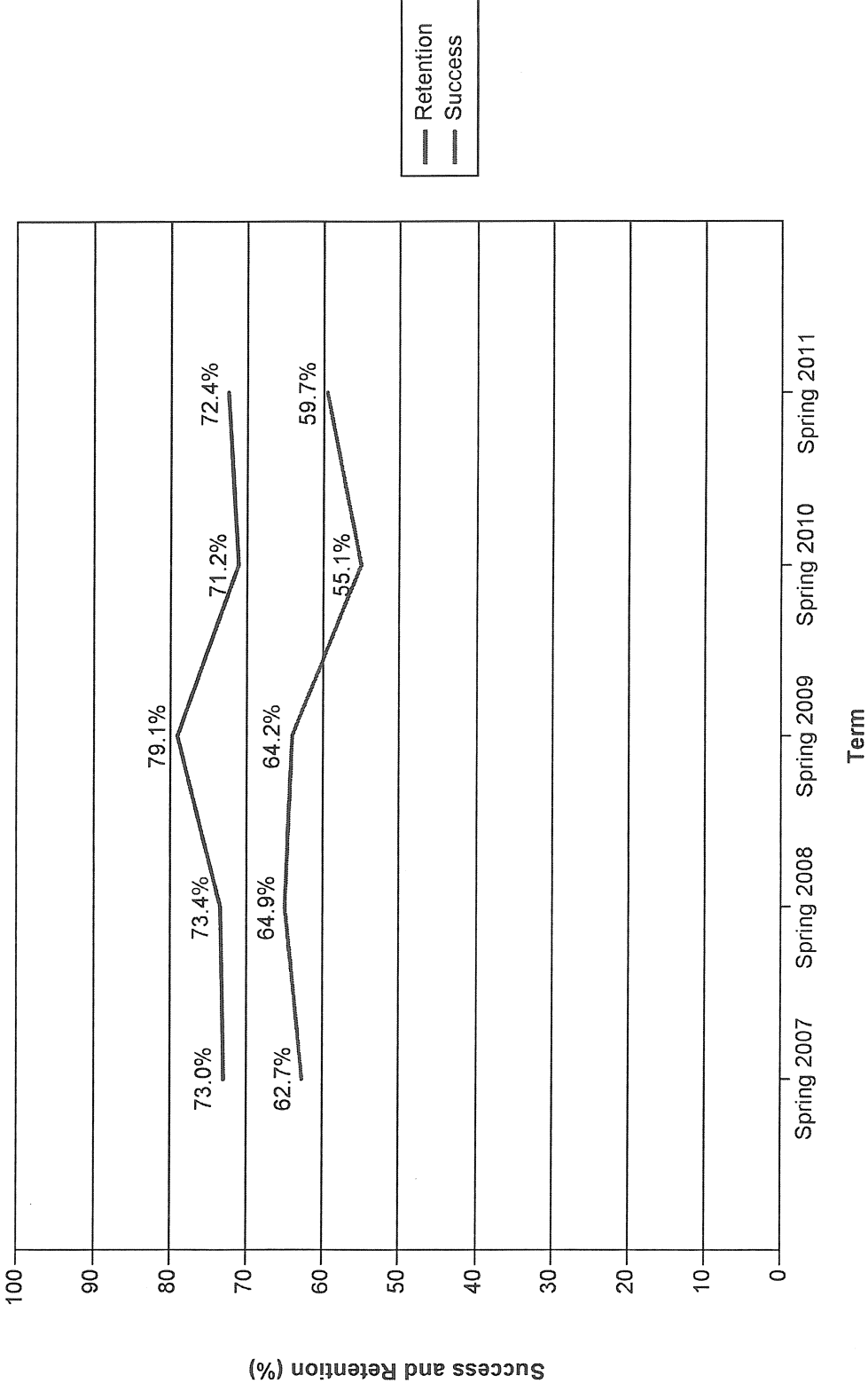


# Grossmont College Enrollment PHIL



**Grossmont College Enrollment  
PHIL**

**Course Success and Retention**



## Grossmont College Enrollment PHIL

### Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	293	60.9%	308	65.1%	314	64%	315	55.1%	326	60.8%
Female	234	65%	246	64.2%	263	64.5%	261	55.5%	233	58%
Not Reported	3	75%	5	100%	8	66.7%	3	37.5%	8	66.7%
Total	530	62.7%	559	64.9%	585	64.2%	579	55.1%	567	59.7%

### No Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	50	10.4%	38	8%	79	16.1%	105	18.4%	70	13.1%
Female	36	10%	35	9.1%	54	13.2%	61	13%	51	12.7%
Not Reported	1	25%		%	3	25%	3	37.5%		%
Total	87	10.3%	73	8.5%	136	14.9%	169	16.1%	121	12.7%

# Grossmont College Enrollment PHIL

## Withdrawal by Gender

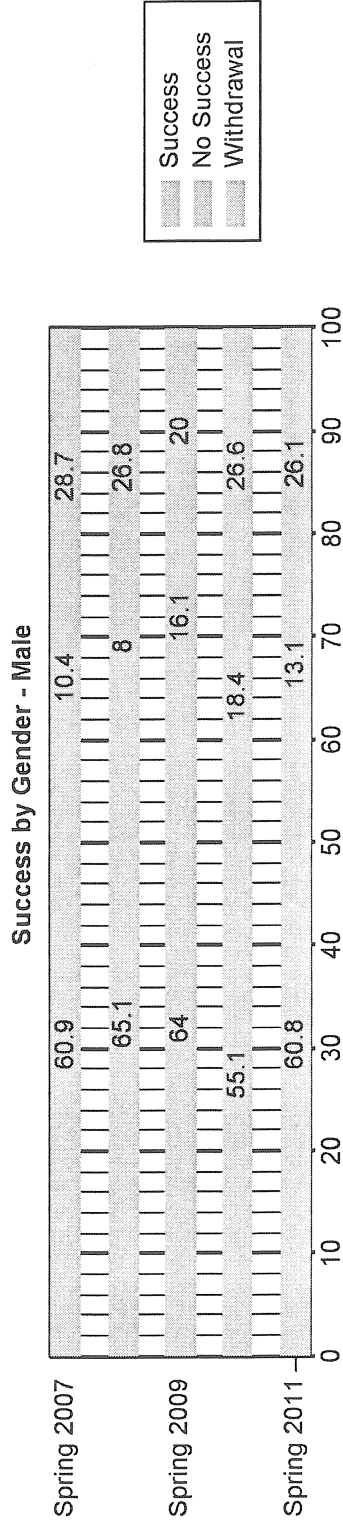
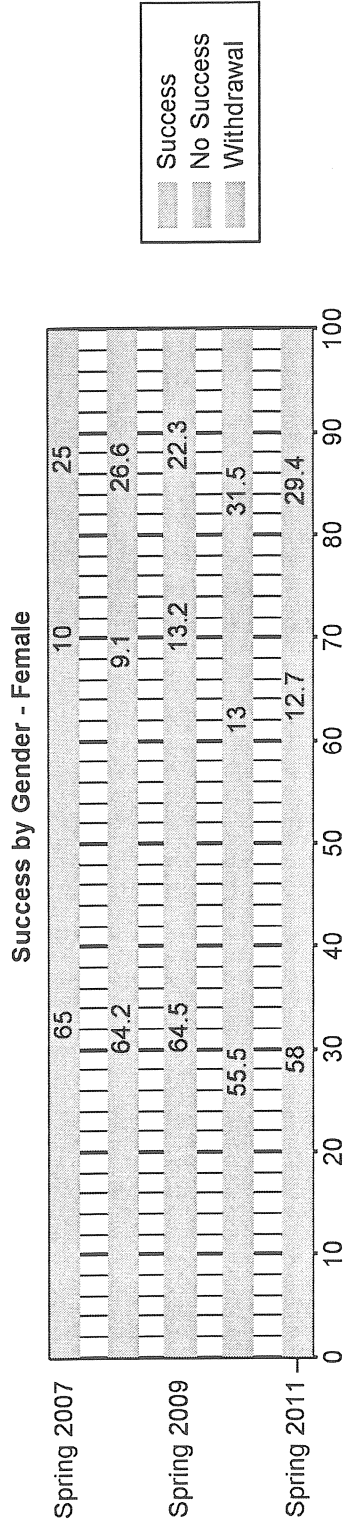
Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	138	28.7%	127	26.8%	98	20%	152	26.6%	140	26.1%
Female	90	25%	102	26.6%	91	22.3%	148	31.5%	118	29.4%
Not Reported		%		%	1	8.3%	2	25%	4	33.3%
<b>Total</b>	<b>228</b>	<b>27%</b>	<b>229</b>	<b>26.6%</b>	<b>190</b>	<b>20.9%</b>	<b>302</b>	<b>28.8%</b>	<b>262</b>	<b>27.6%</b>

## Retention by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	343	71.3%	346	73.2%	393	80%	420	73.4%	396	73.9%
Female	270	75%	281	73.4%	317	77.7%	322	68.5%	284	70.6%
Not Reported	4	100%	5	100%	11	91.7%	6	75%	8	66.7%
<b>Total</b>	<b>617</b>	<b>73%</b>	<b>632</b>	<b>73.4%</b>	<b>721</b>	<b>79.1%</b>	<b>748</b>	<b>71.2%</b>	<b>688</b>	<b>72.4%</b>



# Grossmont College Enrollment PHIL



# Grossmont College Enrollment PHIL

## Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	194	60.8%	221	63.1%	211	63.9%	196	53.4%	204	60%
20-24	218	62.3%	244	65.8%	255	61.6%	250	53.6%	258	60.6%
25-29	63	63.6%	55	67.1%	52	69.3%	80	66.7%	60	56.1%
30-49	45	70.3%	37	68.5%	56	70%	45	54.9%	40	58.8%
50+	10	76.9%	2	50%	11	91.7%	8	53.3%	5	55.6%
<b>Total</b>	<b>530</b>	<b>62.7%</b>	<b>559</b>	<b>64.9%</b>	<b>585</b>	<b>64.2%</b>	<b>579</b>	<b>55.1%</b>	<b>567</b>	<b>59.7%</b>

## No Success by Age

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	41	12.9%	35	10%	62	18.8%	76	20.7%	51	15%
20-24	36	10.3%	30	8.1%	54	13%	73	15.7%	45	10.6%
25-29	5	5.1%	3	3.7%	11	14.7%	11	9.2%	19	17.8%
30-49	4	6.3%	5	9.3%	9	11.3%	7	8.5%	6	8.8%
50+	1	7.7%		%		%	2	13.3%		%
<b>Total</b>	<b>87</b>	<b>10.3%</b>	<b>73</b>	<b>8.5%</b>	<b>136</b>	<b>14.9%</b>	<b>169</b>	<b>16.1%</b>	<b>121</b>	<b>12.7%</b>

**Grossmont College Enrollment  
PHIL**

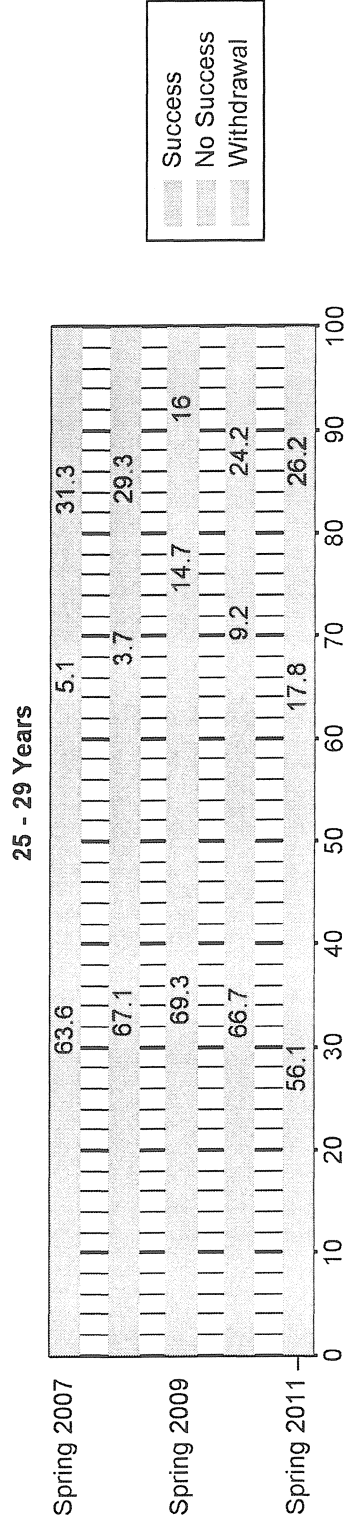
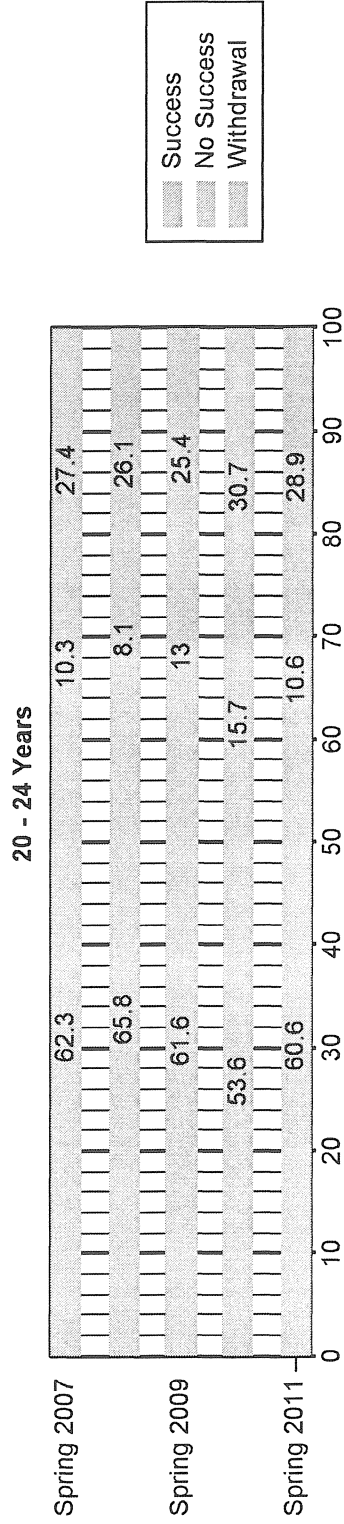
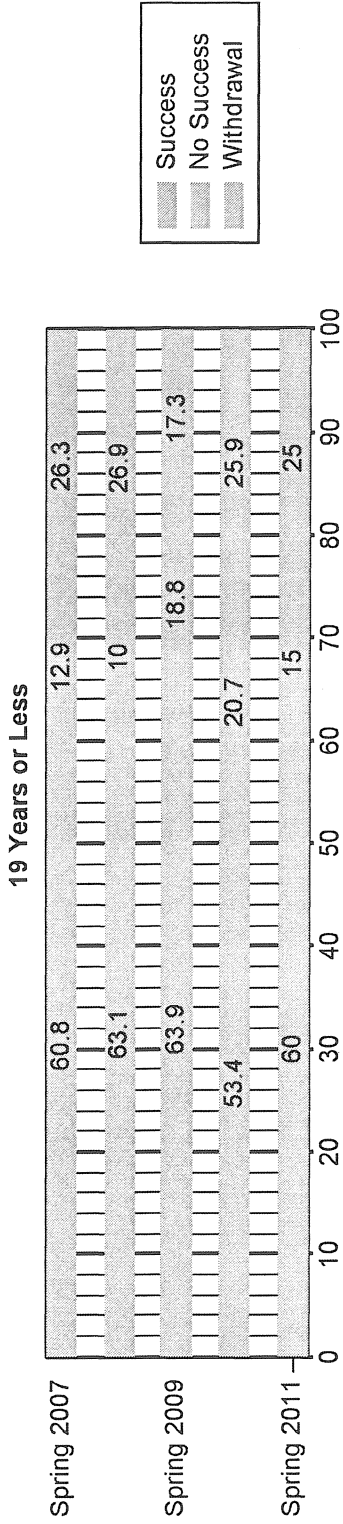
**Withdrawal by Age**

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	84	26.3%	94	26.9%	57	17.3%	95	25.9%	85	25%
20-24	96	27.4%	97	26.1%	105	25.4%	143	30.7%	123	28.9%
25-29	31	31.3%	24	29.3%	12	16%	29	24.2%	28	26.2%
30-49	15	23.4%	12	22.2%	15	18.8%	30	36.6%	22	32.4%
50+	2	15.4%	2	50%	1	8.3%	5	33.3%	4	44.4%
<b>Total</b>	<b>228</b>	<b>27%</b>	<b>229</b>	<b>26.6%</b>	<b>190</b>	<b>20.9%</b>	<b>302</b>	<b>28.8%</b>	<b>262</b>	<b>27.6%</b>

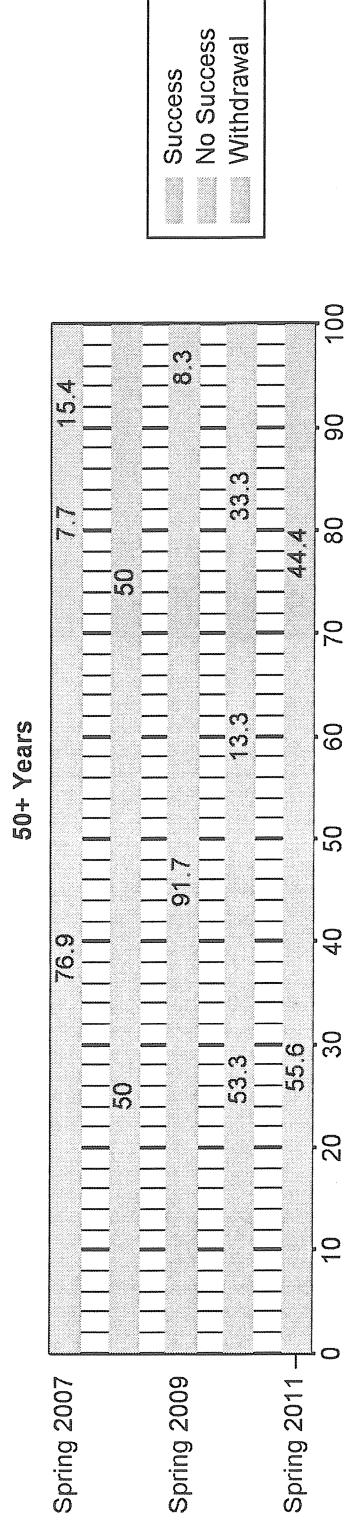
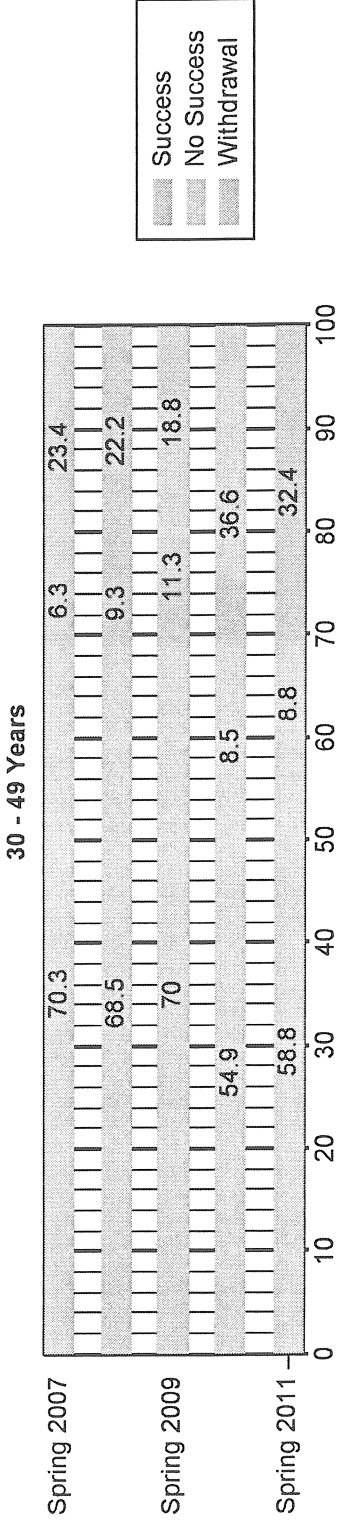
**Retention by Age**

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	235	73.7%	256	73.1%	273	82.7%	272	74.1%	255	75%
20-24	254	72.6%	274	73.9%	309	74.6%	323	69.3%	303	71.1%
25-29	68	68.7%	58	70.7%	63	84%	91	75.8%	79	73.8%
30-49	49	76.6%	42	77.8%	65	81.3%	52	63.4%	46	67.6%
50+	11	84.6%	2	50%	11	91.7%	10	66.7%	5	55.6%
<b>Total</b>	<b>617</b>	<b>73%</b>	<b>632</b>	<b>73.4%</b>	<b>721</b>	<b>79.1%</b>	<b>748</b>	<b>71.2%</b>	<b>688</b>	<b>72.4%</b>

# Grossmont College Enrollment PHIL



# Grossmont College Enrollment PHIL



**Grossmont College Enrollment  
PHIL**

**Success by Ethnicity**

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	1	33.3%	3	42.9%	8	72.7%	8	66.7%	4	57.1%
<b>Asian</b>	35	63.6%	38	73.1%	58	85.3%	73	82%	61	80.3%
<b>Black non-Hispanic</b>	19	50%	38	57.6%	36	46.2%	31	38.8%	23	50%
<b>Filipino</b>	22	61.1%	28	66.7%	36	67.9%	22	48.9%	28	62.2%
<b>Hispanic</b>	81	57.9%	88	59.5%	102	60%	92	44.2%	110	54.5%
<b>Not Reported</b>	43	57.3%	59	68.6%	71	60.2%	45	60%	27	54%
<b>Pacific Islander</b>	10	83.3%	3	33.3%	11	57.9%	8	57.1%	3	33.3%
<b>Two or More</b>	10	66.7%	2	16.7%	2	40%	25	43.9%	32	62.7%
<b>White non-Hispanic</b>	309	65.6%	300	68.3%	261	67.1%	275	58.5%	236	64%
<b>Total</b>	530	62.7%	559	64.9%	585	64.2%	579	55.1%	524	61.3%

# Grossmont College Enrollment PHIL

## No Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native		%			1	9.1%	1	8.3%	2	28.6%
Asian	4	7.3%	3	5.8%	6	8.8%	7	7.9%	4	5.3%
Black non-Hispanic	4	10.5%	2	3%	20	25.6%	20	25%	9	19.6%
Filipino	6	16.7%	8	19%	6	11.3%	13	28.9%	4	8.9%
Hispanic	21	15%	15	10.1%	27	15.9%	44	21.2%	30	14.9%
Not Reported	9	12%	9	10.5%	20	16.9%	10	13.3%	7	14%
Pacific Islander		%	2	22.2%	2	10.5%	3	21.4%	3	33.3%
Two or More	2	13.3%	2	16.7%	2	40%	14	24.6%	7	13.7%
White non-Hispanic	41	8.7%	32	7.3%	52	13.4%	57	12.1%	39	10.6%
<b>Total</b>	<b>87</b>	<b>10.3%</b>	<b>73</b>	<b>8.5%</b>	<b>136</b>	<b>14.9%</b>	<b>169</b>	<b>16.1%</b>	<b>105</b>	<b>12.3%</b>

**Grossmont College Enrollment  
PHIL**

**Withdrawal by Ethnicity**

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	2	66.7%	4	57.1%	2	18.2%	3	25%	1	14.3%
<b>Asian</b>	16	29.1%	11	21.2%	4	5.9%	9	10.1%	11	14.5%
<b>Black non-Hispanic</b>	15	39.5%	26	39.4%	22	28.2%	29	36.3%	14	30.4%
<b>Filipino</b>	8	22.2%	6	14.3%	11	20.8%	10	22.2%	13	28.9%
<b>Hispanic</b>	38	27.1%	45	30.4%	41	24.1%	72	34.6%	62	30.7%
<b>Not Reported</b>	23	30.7%	18	20.9%	27	22.9%	20	26.7%	16	32%
<b>Pacific Islander</b>	2	16.7%	4	44.4%	6	31.6%	3	21.4%	3	33.3%
<b>Two or More</b>	3	20%	8	66.7%	1	20%	18	31.6%	12	23.5%
<b>White non-Hispanic</b>	121	25.7%	107	24.4%	76	19.5%	138	29.4%	94	25.5%
<b>Total</b>	228	27%	229	26.6%	190	20.9%	302	28.8%	226	26.4%

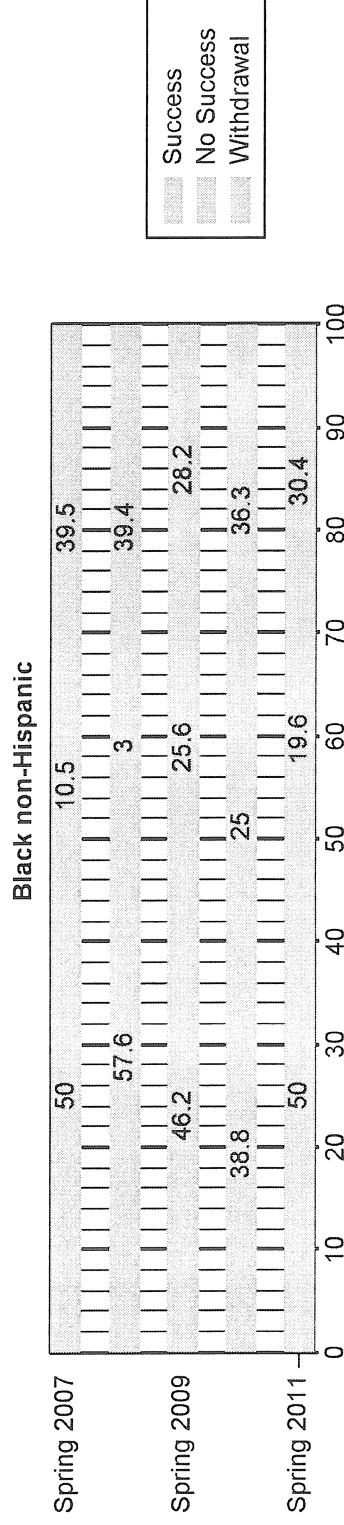
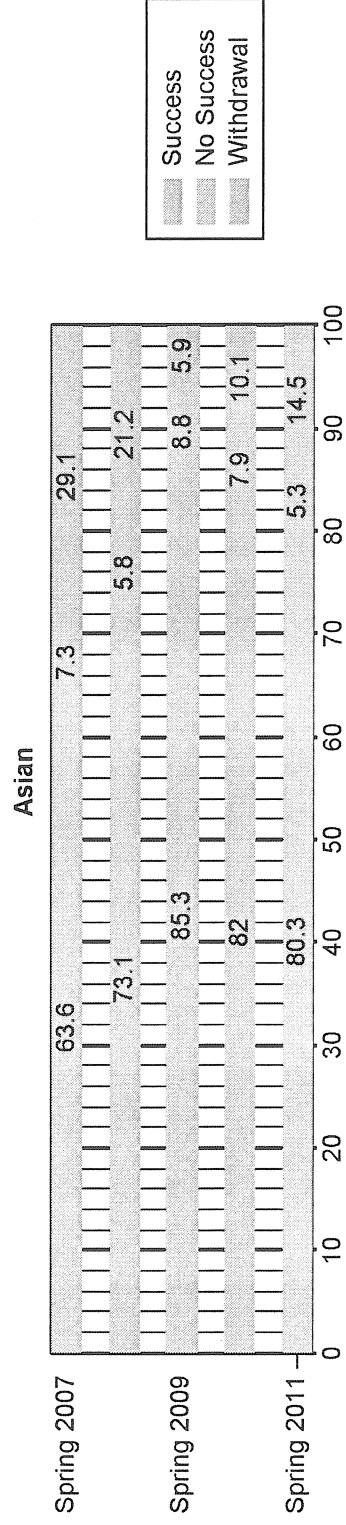
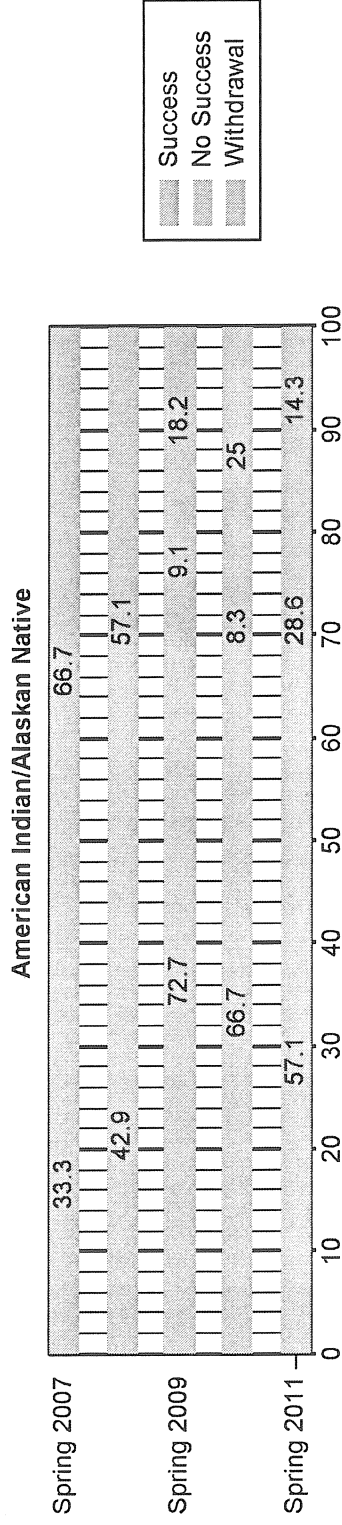


# Grossmont College Enrollment PHIL

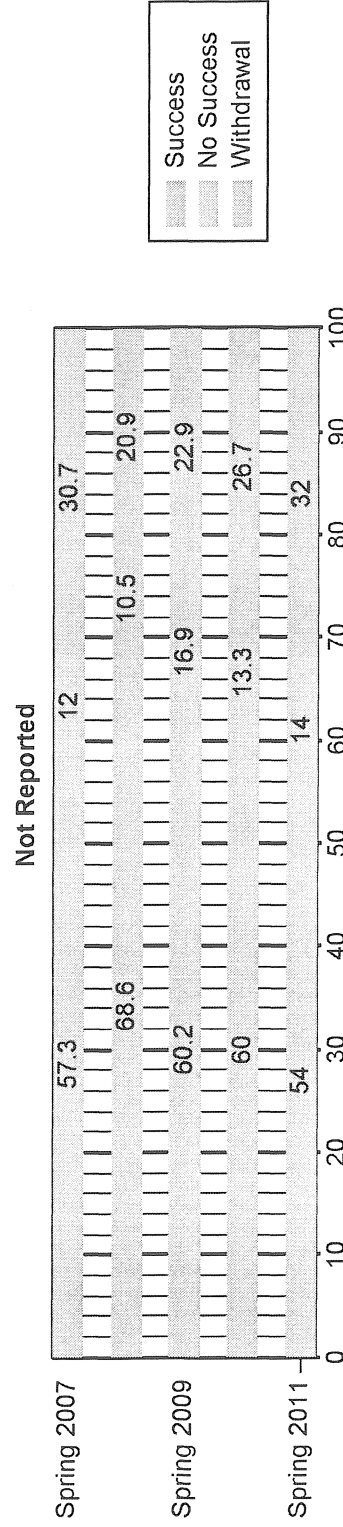
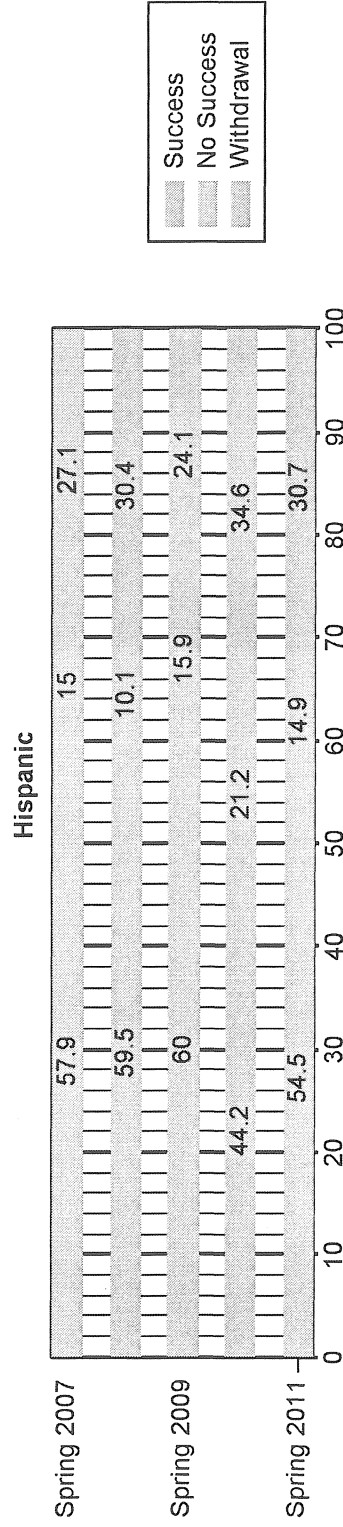
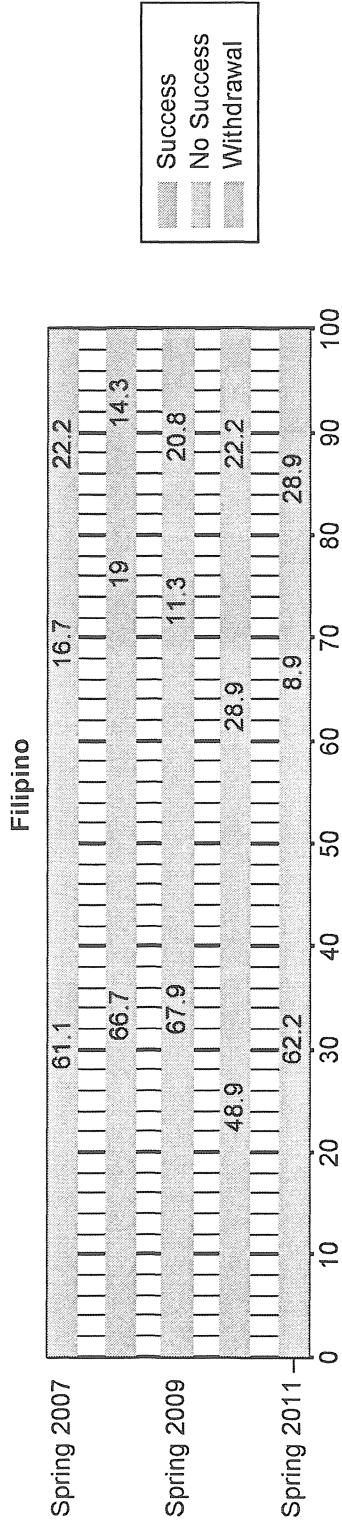
## Retention by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	33.3%	3	42.9%	9	81.8%	9	75%	6	85.7%
Asian	39	70.9%	41	78.8%	64	94.1%	80	89.9%	65	85.5%
Black non-Hispanic	23	60.5%	40	60.6%	56	71.8%	51	63.8%	32	69.6%
Filipino	28	77.8%	36	85.7%	42	79.2%	35	77.8%	32	71.1%
Hispanic	102	72.9%	103	69.6%	129	75.9%	136	65.4%	140	69.3%
Not Reported	52	69.3%	68	79.1%	91	77.1%	55	73.3%	34	68%
Pacific Islander	10	83.3%	5	55.6%	13	68.4%	11	78.6%	6	66.7%
Two or More	12	80%	4	33.3%	4	80%	39	68.4%	39	76.5%
White non-Hispanic	350	74.3%	332	75.6%	313	80.5%	332	70.6%	275	74.5%
<b>Total</b>	<b>617</b>	<b>73%</b>	<b>632</b>	<b>73.4%</b>	<b>721</b>	<b>79.1%</b>	<b>748</b>	<b>71.2%</b>	<b>629</b>	<b>73.6%</b>

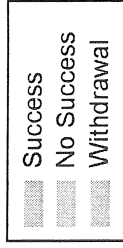
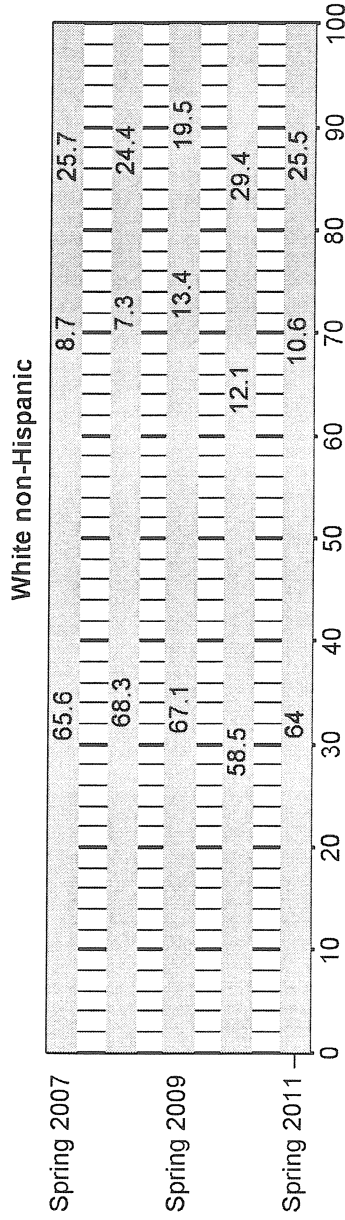
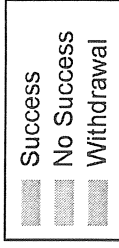
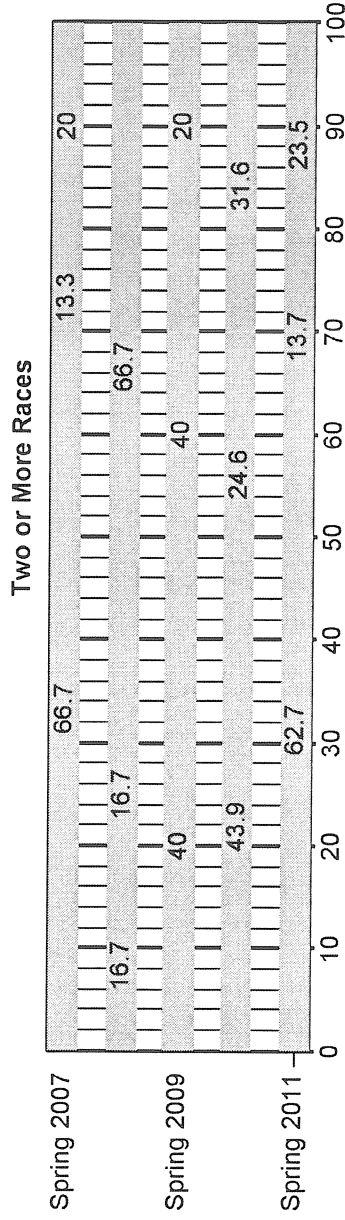
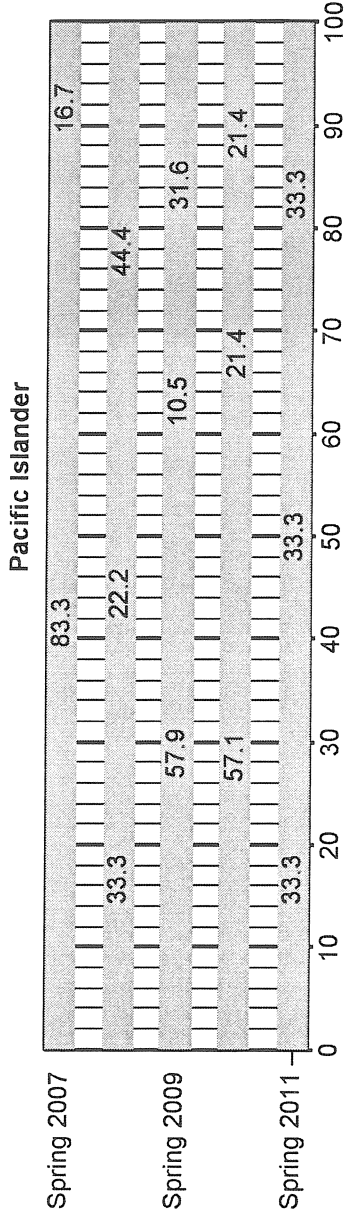
# Grossmont College Enrollment PHIL



# Grossmont College Enrollment PHIL

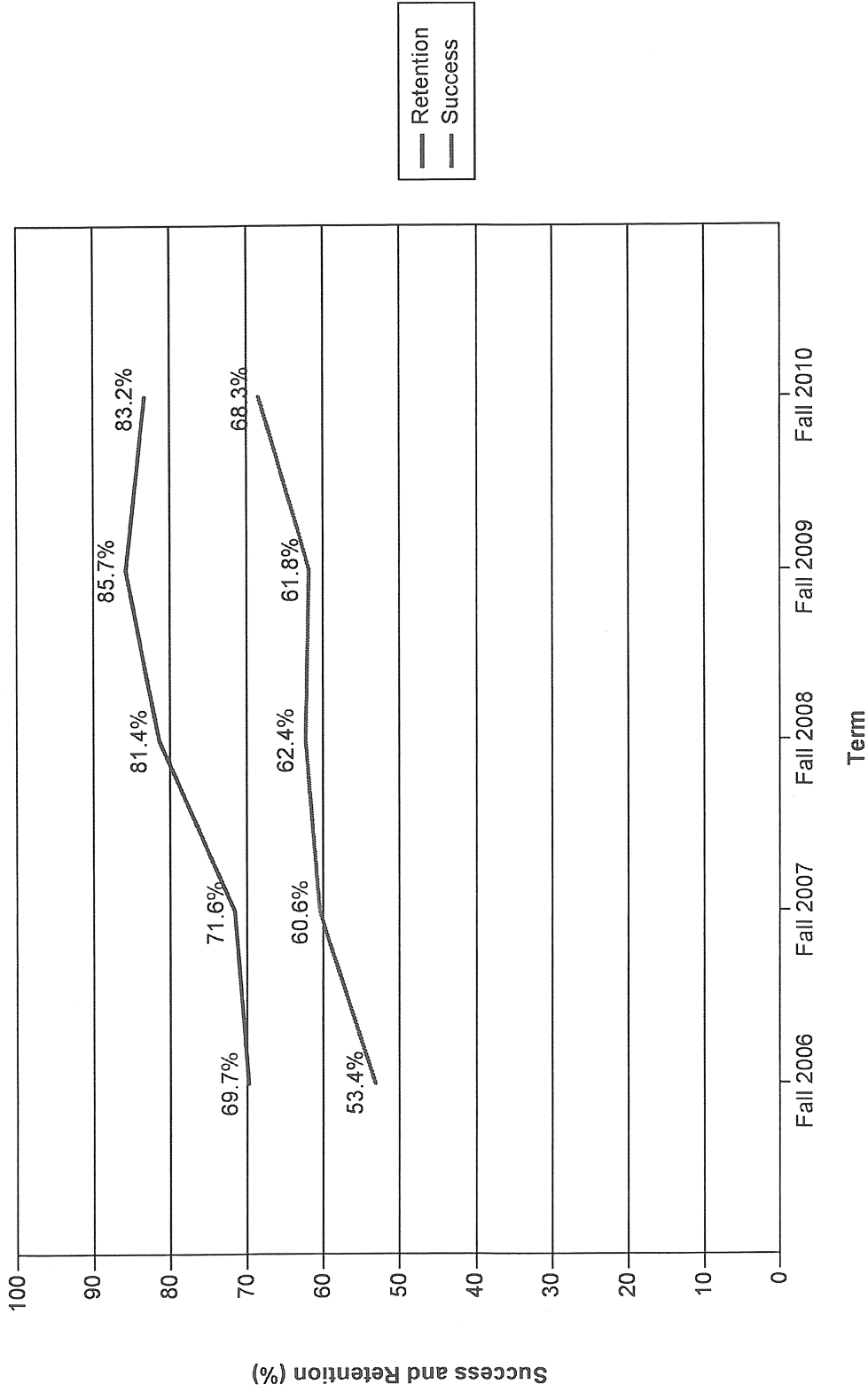


# Grossmont College Enrollment PHIL



**Grossmont College Enrollment  
RELG**

**Course Success and Retention**



# Grossmont College Enrollment RELG

## Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	54	61.4%	67	63.8%	87	64%	75	60%	55	69.6%
Female	57	47.5%	65	57.5%	62	59.6%	79	63.2%	54	66.7%
Not Reported		NaN		NaN	2	100%	1	100%	1	100%
<b>Total</b>	111	53.4%	132	60.6%	151	62.4%	155	61.8%	110	68.3%

## No Success by Gender

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	12	13.6%	11	10.5%	28	20.6%	36	28.8%	10	12.7%
Female	22	18.3%	13	11.5%	18	17.3%	24	19.2%	14	17.3%
Not Reported		NaN		NaN		%		%		%
<b>Total</b>	34	16.3%	24	11%	46	19%	60	23.9%	24	14.9%

**Grossmont College Enrollment  
RELG**

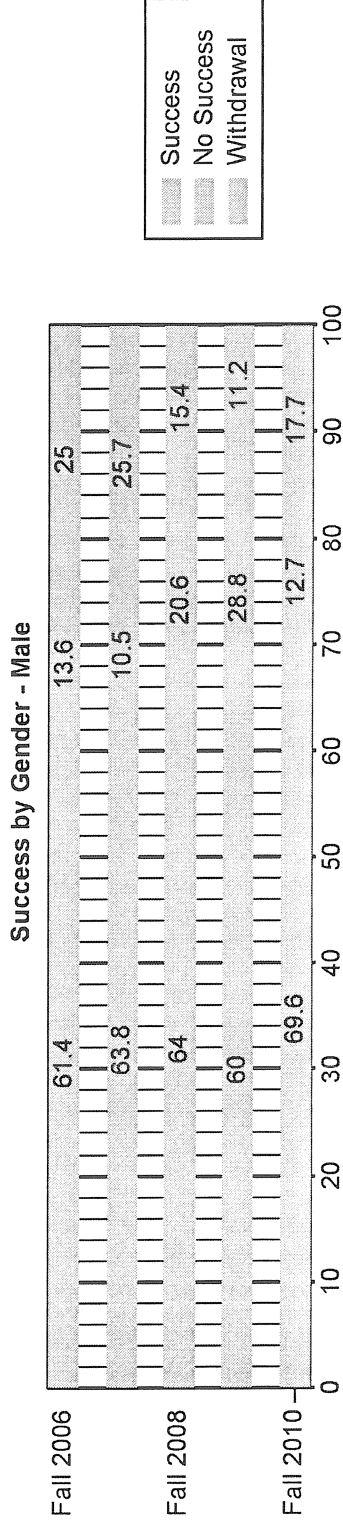
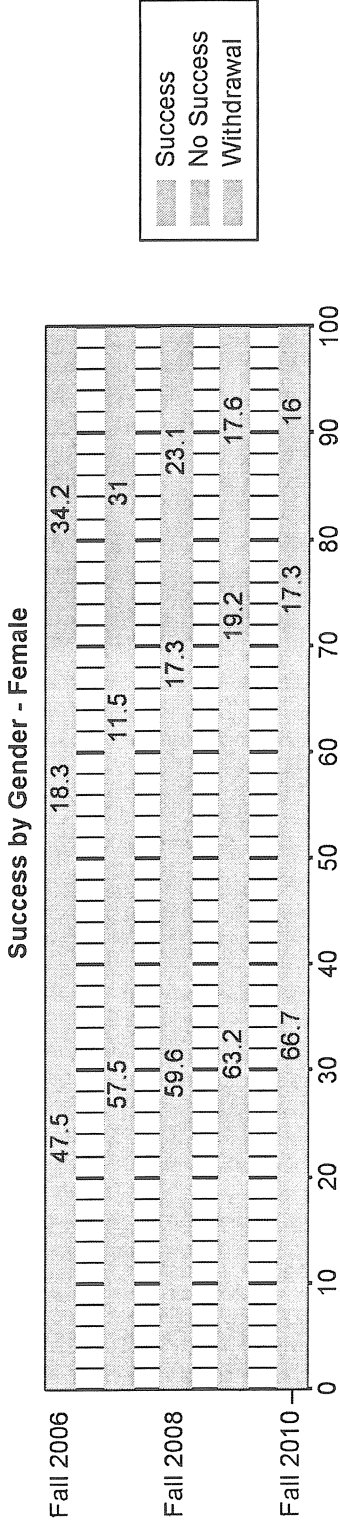
**Withdrawal by Gender**

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	22	25%	27	25.7%	21	15.4%	14	11.2%	14	17.7%
Female	41	34.2%	35	31%	24	23.1%	22	17.6%	13	16%
Not Reported		NaN		NaN		%		%		%
<b>Total</b>	<b>63</b>	<b>30.3%</b>	<b>62</b>	<b>28.4%</b>	<b>45</b>	<b>18.6%</b>	<b>36</b>	<b>14.3%</b>	<b>27</b>	<b>16.8%</b>

**Retention by Gender**

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
Male	66	75%	78	74.3%	115	84.6%	111	88.8%	65	82.3%
Female	79	65.8%	78	69%	80	76.9%	103	82.4%	68	84%
Not Reported		NaN		NaN	2	100%	1	100%	1	100%
<b>Total</b>	<b>145</b>	<b>69.7%</b>	<b>156</b>	<b>71.6%</b>	<b>197</b>	<b>81.4%</b>	<b>215</b>	<b>85.7%</b>	<b>134</b>	<b>83.2%</b>

# Grossmont College Enrollment RELG





# Grossmont College Enrollment RELG

## Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	38	48.7%	50	61%	54	59.3%	58	59.2%	33	70.2%
20-24	40	48.2%	56	60.9%	72	65.5%	59	57.3%	45	60%
25-29	18	58.1%	9	47.4%	7	43.8%	13	68.4%	19	79.2%
30-49	11	100%	17	68%	14	73.7%	24	85.7%	11	91.7%
50+	4	80%		NaN	4	66.7%	1	33.3%	2	66.7%
Total	111	53.4%	132	60.6%	151	62.4%	155	61.8%	110	68.3%

## No Success by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	10	12.8%	14	17.1%	23	25.3%	29	29.6%	6	12.8%
20-24	19	22.9%	8	8.7%	16	14.5%	25	24.3%	16	21.3%
25-29	5	16.1%	1	5.3%	3	18.8%	3	15.8%	2	8.3%
30-49		%	1	4%	3	15.8%	2	7.1%		%
50+		%		NaN	1	16.7%	1	33.3%		%
Total	34	16.3%	24	11%	46	19%	60	23.9%	24	14.9%

# Grossmont College Enrollment RELG

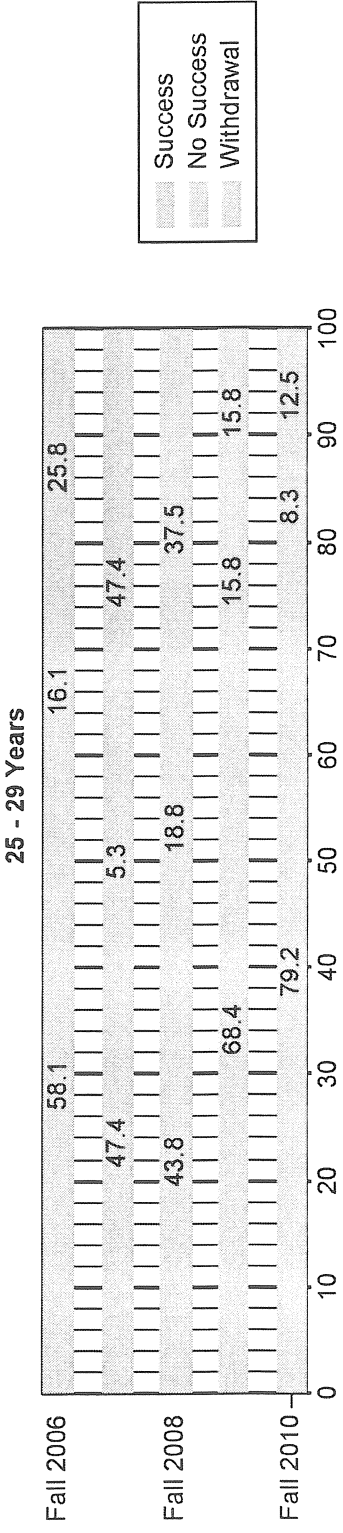
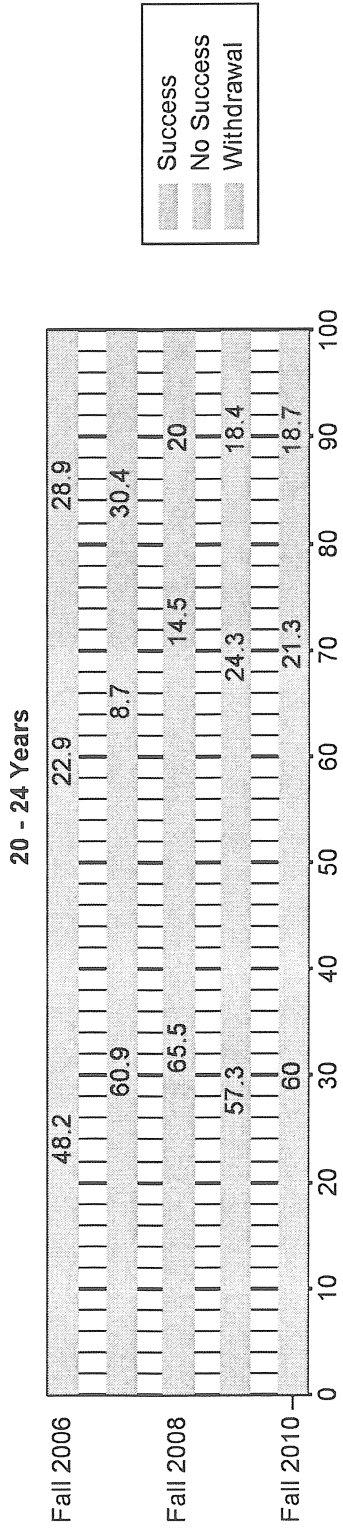
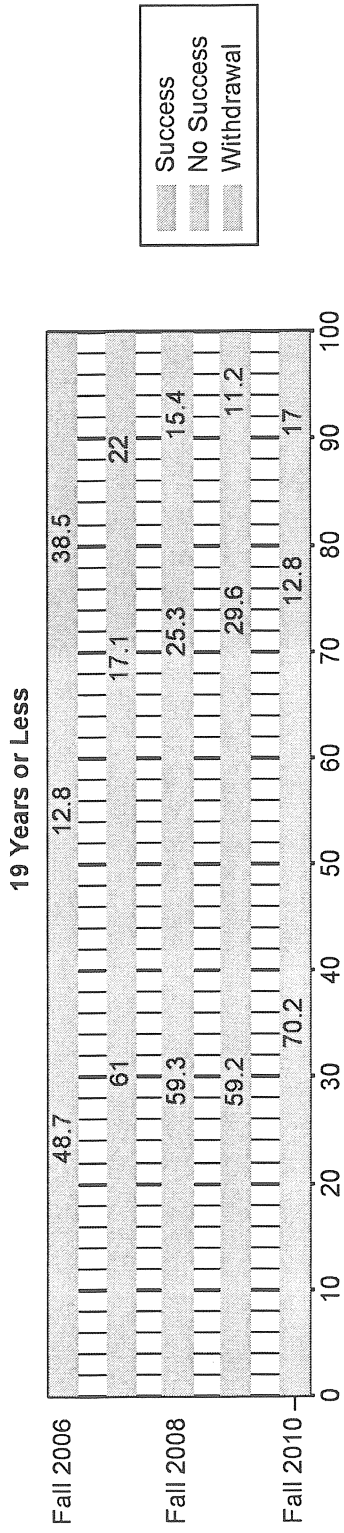
## Withdrawal by Age

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	30	38.5%	18	22%	14	15.4%	11	11.2%	8	17%
20-24	24	28.9%	28	30.4%	22	20%	19	18.4%	14	18.7%
25-29	8	25.8%	9	47.4%	6	37.5%	3	15.8%	3	12.5%
30-49		%	7	28%	2	10.5%	2	7.1%	1	8.3%
50+	1	20%		NaN	1	16.7%	1	33.3%	1	33.3%
Total	63	30.3%	62	28.4%	45	18.6%	36	14.3%	27	16.8%

## Retention by Age

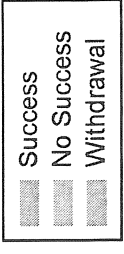
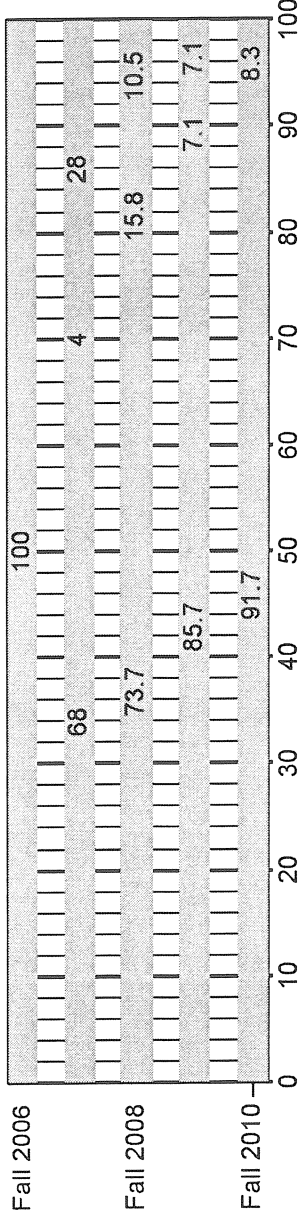
Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or less	48	61.5%	64	78%	77	84.6%	87	88.8%	39	83%
20-24	59	71.1%	64	69.6%	88	80%	84	81.6%	61	81.3%
25-29	23	74.2%	10	52.6%	10	62.5%	16	84.2%	21	87.5%
30-49	11	100%	18	72%	17	89.5%	26	92.9%	11	91.7%
50+	4	80%		NaN	5	83.3%	2	66.7%	2	66.7%
Total	145	69.7%	156	71.6%	197	81.4%	215	85.7%	134	83.2%

# Grossmont College Enrollment RELG

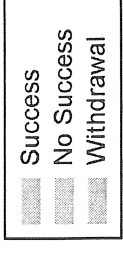
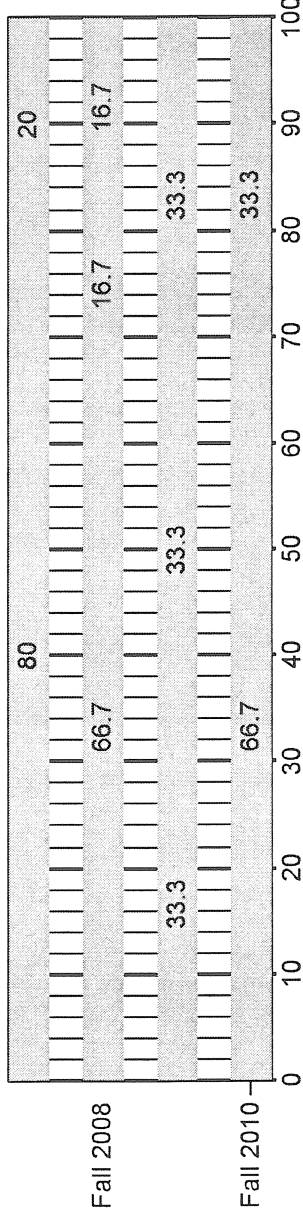


# Grossmont College Enrollment RELG

30 - 49 Years



50+ Years



# Grossmont College Enrollment RELG

## Success by Ethnicity

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	2	66.7%	1	50%	NaN	2	100%			
Asian	10	83.3%	22	71%	26	89.7%	18	90%	24	96%
Black non-Hispanic	8	47.1%	5	62.5%	3	21.4%	11	55%	14	66.7%
Filipino	2	28.6%	2	33.3%	6	100%	5	71.4%	2	100%
Hispanic	15	40.5%	21	55.3%	18	48.6%	21	48.8%	19	61.3%
Not Reported	10	52.6%	12	66.7%	20	66.7%	15	83.3%	4	44.4%
Pacific Islander	1	50%	4	50%	3	30%			1	50%
Two or More	5	83.3%	5	83.3%	2	66.7%	2	25%	4	57.1%
White non-Hispanic	58	55.2%	60	59.4%	73	64.6%	81	62.3%	42	66.7%
<b>Total</b>	<b>111</b>	<b>53.4%</b>	<b>132</b>	<b>60.6%</b>	<b>151</b>	<b>62.4%</b>	<b>155</b>	<b>61.8%</b>	<b>110</b>	<b>68.3%</b>

**Grossmont College Enrollment  
RELG**

**No Success by Ethnicity**

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native		%		%		NaN		%		%
Asian		%	1	3.2%			1	5%		%
Black non-Hispanic	4	23.5%	1	12.5%	3	21.4%	4	20%	4	19%
Filipino	4	57.1%	2	33.3%		%	1	14.3%		%
Hispanic	7	18.9%	3	7.9%	13	35.1%	10	23.3%	7	22.6%
Not Reported	3	15.8%		%	6	20%	3	16.7%	4	44.4%
Pacific Islander		%		%	7	70%	3	100%	1	50%
Two or More		%		%		%	4	50%	1	14.3%
White non-Hispanic	16	15.2%	17	16.8%	17	15%	34	26.2%	7	11.1%
<b>Total</b>	<b>34</b>	<b>16.3%</b>	<b>24</b>	<b>11%</b>	<b>46</b>	<b>19%</b>	<b>60</b>	<b>23.9%</b>	<b>24</b>	<b>14.9%</b>

**Grossmont College Enrollment  
RELG**

**Withdrawal by Ethnicity**

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	33.3%	1	50%	NaN	%	1	%	1	100%
Asian	2	16.7%	8	25.8%	3	10.3%	1	5%	1	4%
Black non-Hispanic	5	29.4%	2	25%	8	57.1%	5	25%	3	14.3%
Filipino	1	14.3%	2	33.3%		%	1	14.3%		%
Hispanic	15	40.5%	14	36.8%	6	16.2%	12	27.9%	5	16.1%
Not Reported	6	31.6%	6	33.3%	4	13.3%		%	1	11.1%
Pacific Islander	1	50%	4	50%		%		%		%
Two or More	1	16.7%	1	16.7%	1	33.3%	2	25%	2	28.6%
White non-Hispanic	31	29.5%	24	23.8%	23	20.4%	15	11.5%	14	22.2%
<b>Total</b>	63	30.3%	62	28.4%	45	18.6%	36	14.3%	27	16.8%

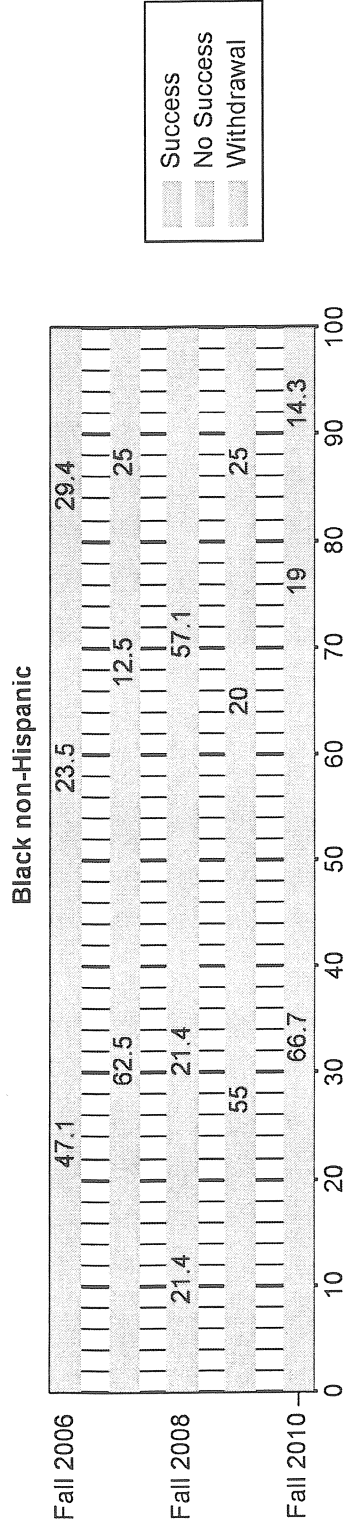
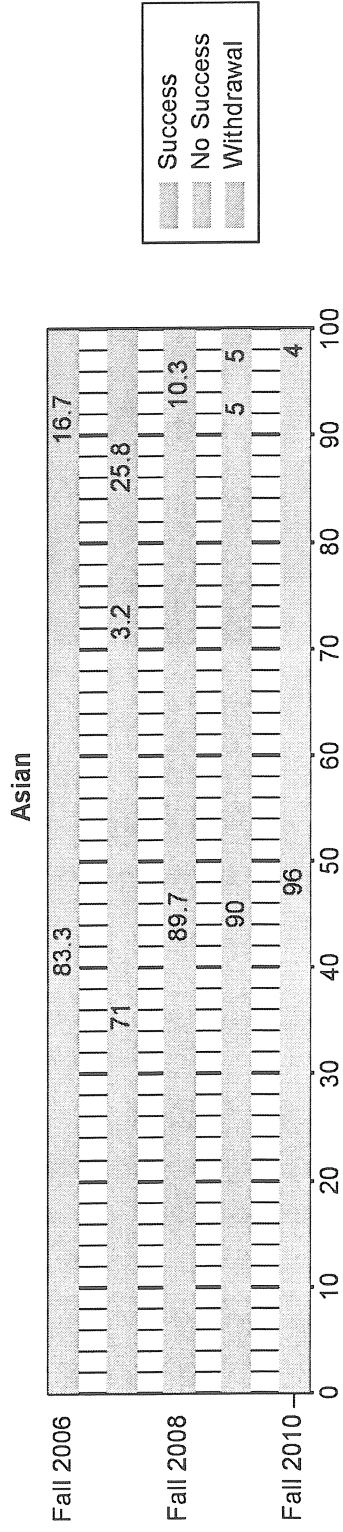
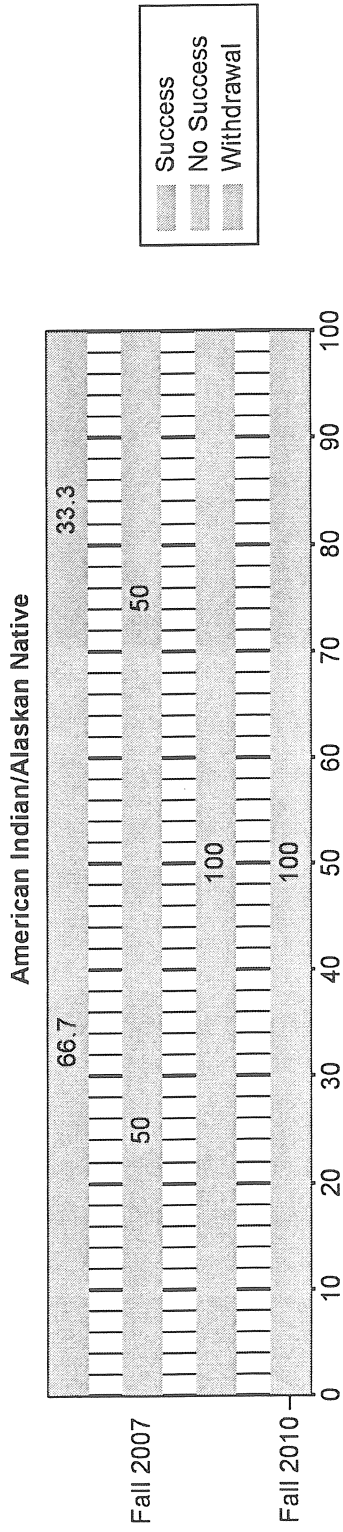
**Grossmont College Enrollment  
RELG**

**Retention by Ethnicity**

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	2	66.7%	1	50%		NaN	2	100%		%
Asian	10	83.3%	23	74.2%	26	89.7%	19	95%	24	96%
Black non-Hispanic	12	70.6%	6	75%	6	42.9%	15	75%	18	85.7%
Filipino	6	85.7%	4	66.7%	6	100%	6	85.7%	2	100%
Hispanic	22	59.5%	24	63.2%	31	83.8%	31	72.1%	26	83.9%
Not Reported	13	68.4%	12	66.7%	26	86.7%	18	100%	8	88.9%
Pacific Islander	1	50%	4	50%	10	100%	3	100%	2	100%
Two or More	5	83.3%	5	83.3%	2	66.7%	6	75%	5	71.4%
White non-Hispanic	74	70.5%	77	76.2%	90	79.6%	115	88.5%	49	77.8%
<b>Total</b>	145	69.7%	156	71.6%	197	81.4%	215	85.7%	134	83.2%

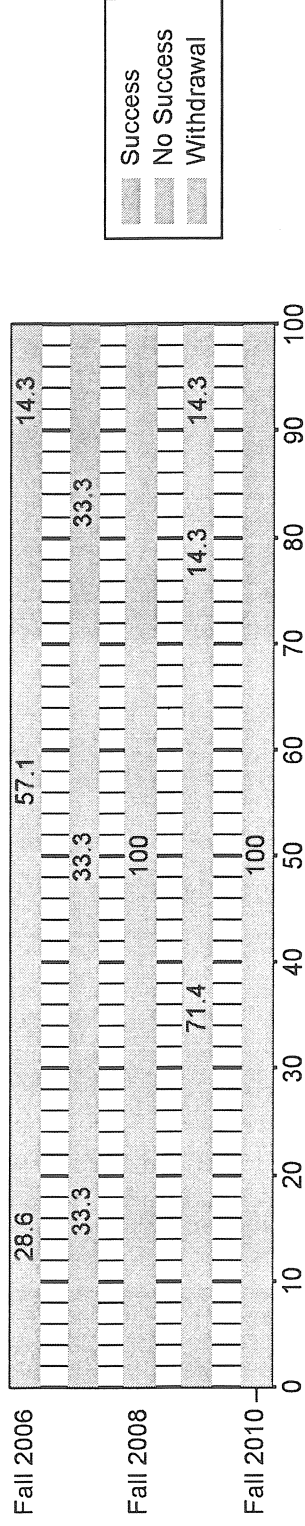


# Grossmont College Enrollment RELG

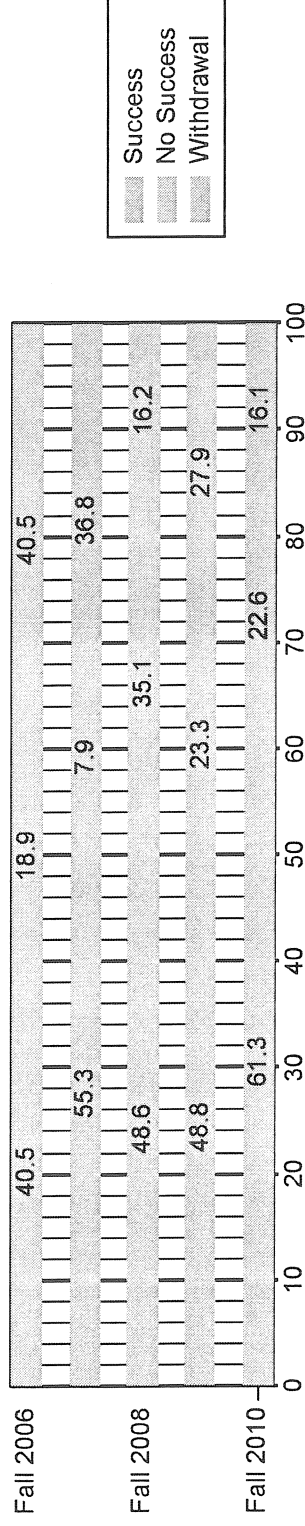


# Grossmont College Enrollment RELG

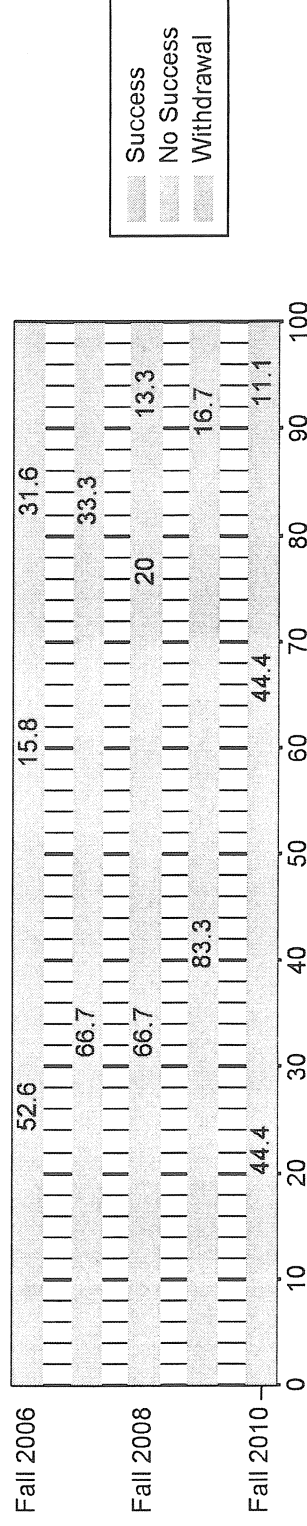
## Filipino



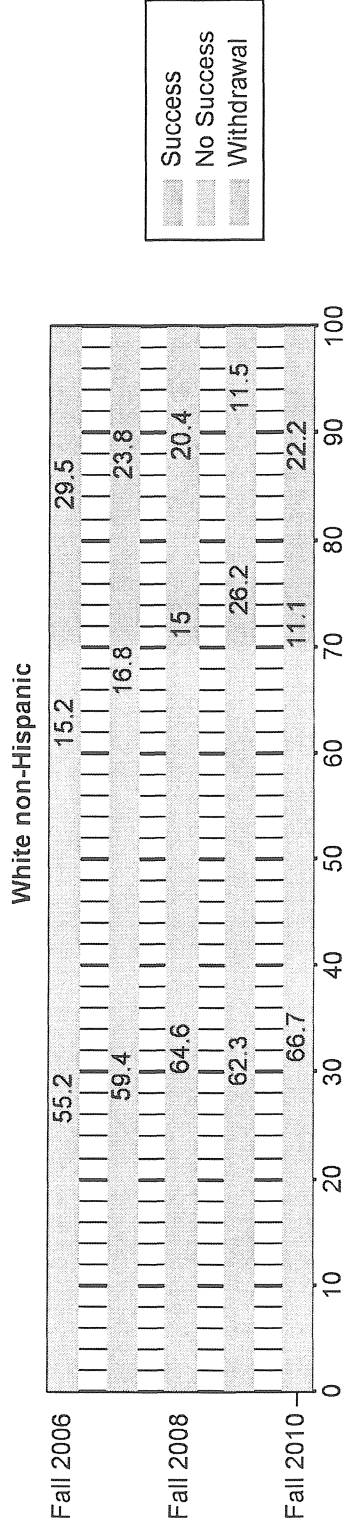
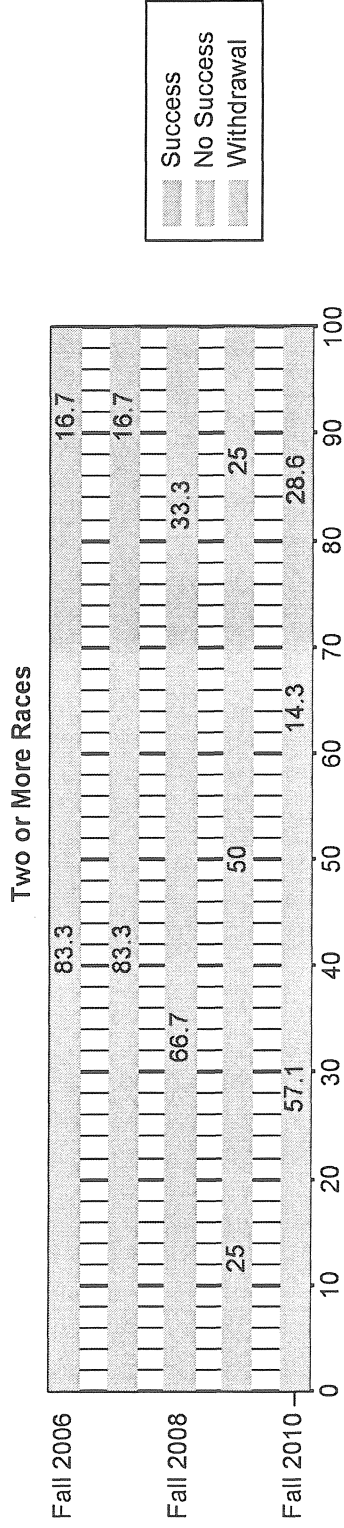
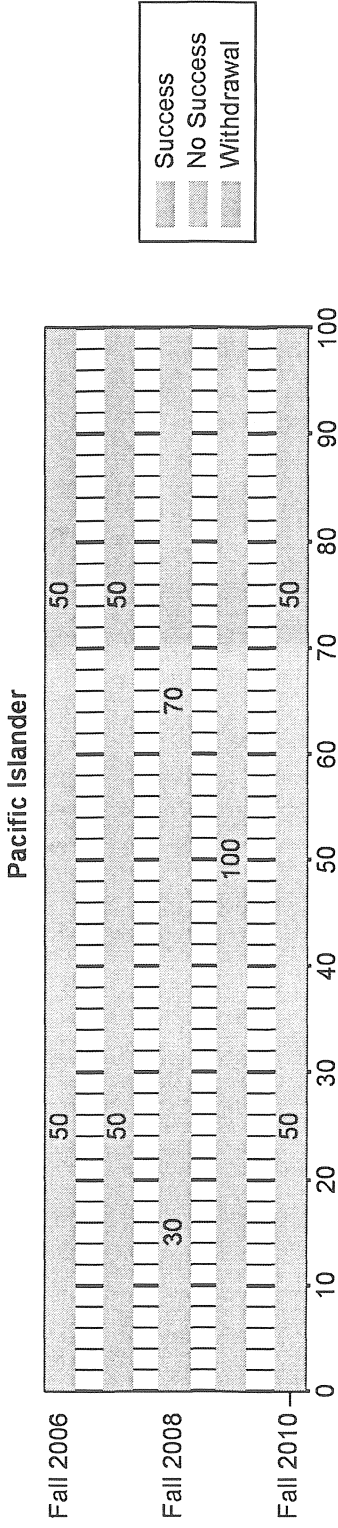
## Hispanic



## Not Reported

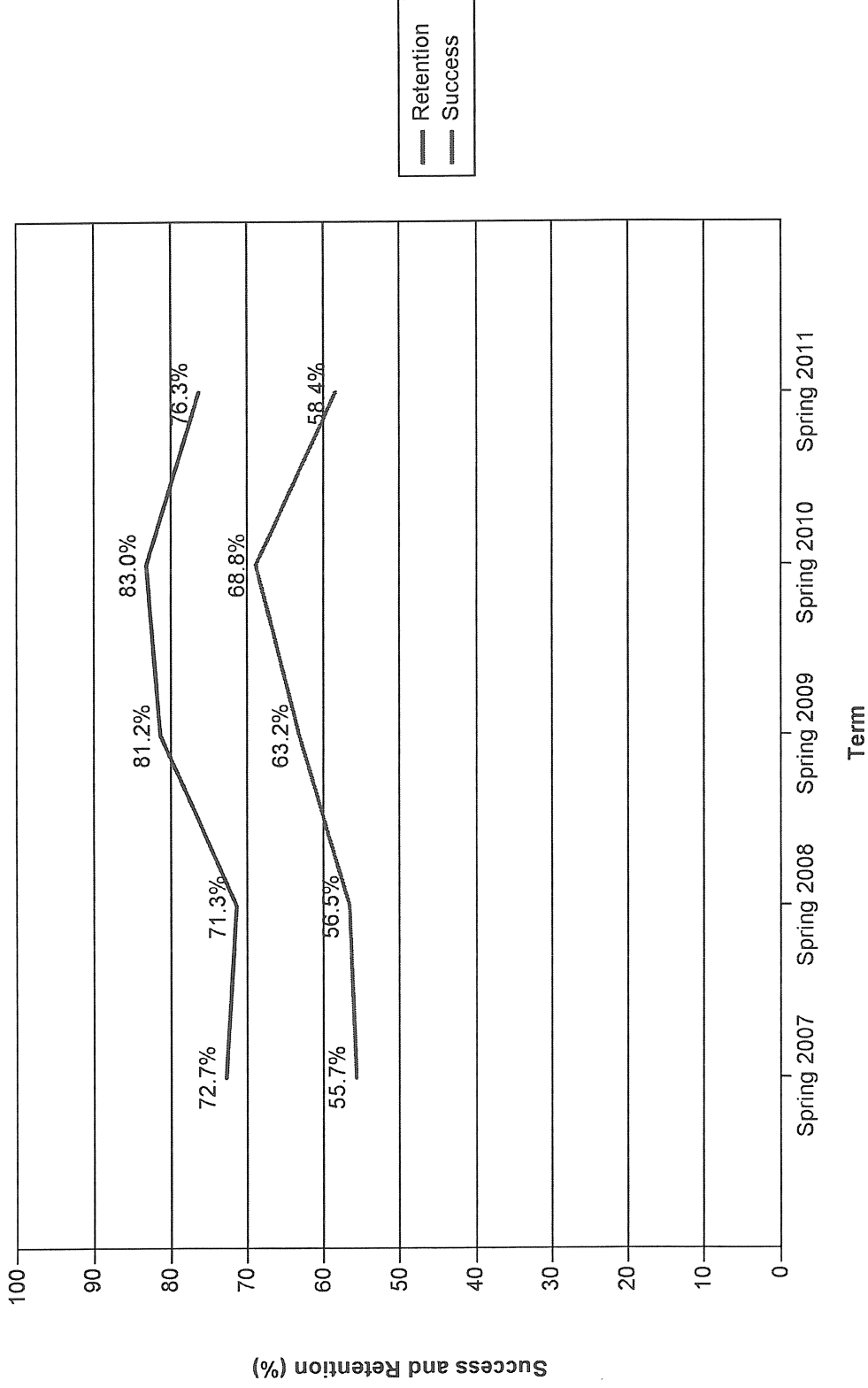


# Grossmont College Enrollment RELG



**Grossmont College Enrollment  
RELG**

**Course Success and Retention**



# Grossmont College Enrollment RELG

## Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	46	55.4%	77	59.7%	83	61.9%	113	67.3%	110	55.3%
Female	55	56.1%	57	53.8%	83	64.8%	108	70.6%	99	62.7%
Not Reported	1	50%		%	2	50%	2	66.7%		%
<b>Total</b>	102	55.7%	134	56.5%	168	63.2%	223	68.8%	209	58.4%

## No Success by Gender

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	17	20.5%	19	14.7%	29	21.6%	29	17.3%	44	22.1%
Female	14	14.3%	15	14.2%	17	13.3%	17	11.1%	20	12.7%
Not Reported		%	1	50%	2	50%		%		%
<b>Total</b>	31	16.9%	35	14.8%	48	18%	46	14.2%	64	17.9%

**Grossmont College Enrollment  
RELG**

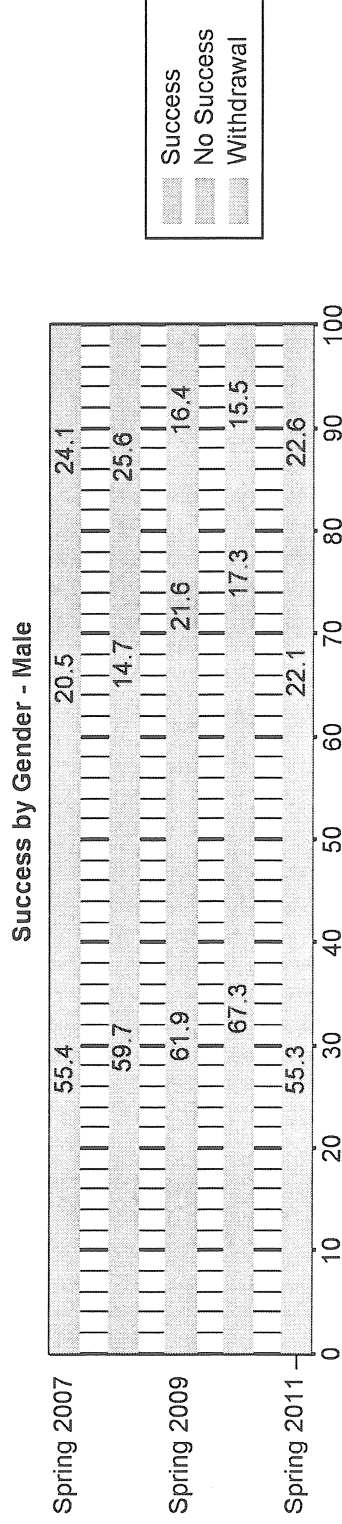
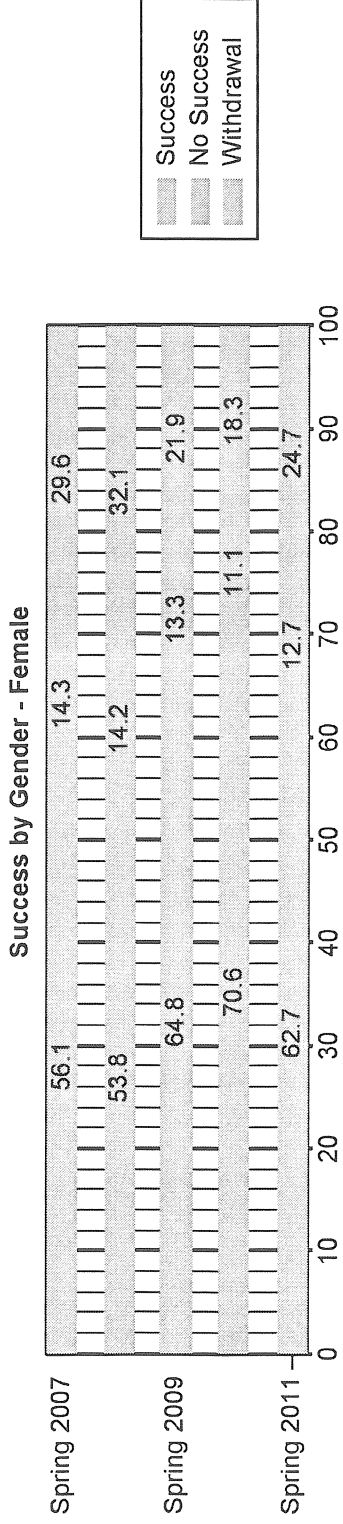
**Withdrawal by Gender**

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	20	24.1%	33	25.6%	22	16.4%	26	15.5%	45	22.6%
Female	29	29.6%	34	32.1%	28	21.9%	28	18.3%	39	24.7%
Not Reported	1	50%	1	50%		%	1	33.3%	1	100%
<b>Total</b>	50	27.3%	68	28.7%	50	18.8%	55	17%	85	23.7%

**Retention by Gender**

Gender	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
Male	63	75.9%	96	74.4%	112	83.6%	142	84.5%	154	77.4%
Female	69	70.4%	72	67.9%	100	78.1%	125	81.7%	119	75.3%
Not Reported	1	50%	1	50%	4	100%	2	66.7%		%
<b>Total</b>	133	72.7%	169	71.3%	216	81.2%	269	83%	273	76.3%

# Grossmont College Enrollment RELG



**Grossmont College Enrollment  
RELG**

**Success by Age**

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	39	57.4%	39	53.4%	61	62.9%	75	65.8%	69	57.5%
20-24	45	51.1%	72	57.6%	77	60.6%	92	67.2%	93	59.6%
25-29	8	61.5%	15	65.2%	15	62.5%	29	76.3%	26	57.8%
30-49	7	63.6%	6	50%	15	88.2%	22	75.9%	20	57.1%
50+	3	100%	2	50%		%	5	83.3%	1	50%
<b>Total</b>	102	55.7%	134	56.5%	168	63.2%	223	68.8%	209	58.4%

**No Success by Age**

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	15	22.1%	14	19.2%	18	18.6%	20	17.5%	26	21.7%
20-24	15	17%	19	15.2%	27	21.3%	20	14.6%	20	12.8%
25-29		%	1	4.3%	2	8.3%	3	7.9%	10	22.2%
30-49	1	9.1%	1	8.3%	1	5.9%	3	10.3%	7	20%
50+		%		%		%		%	1	50%
<b>Total</b>	31	16.9%	35	14.8%	48	18%	46	14.2%	64	17.9%



**Grossmont College Enrollment  
RELG**

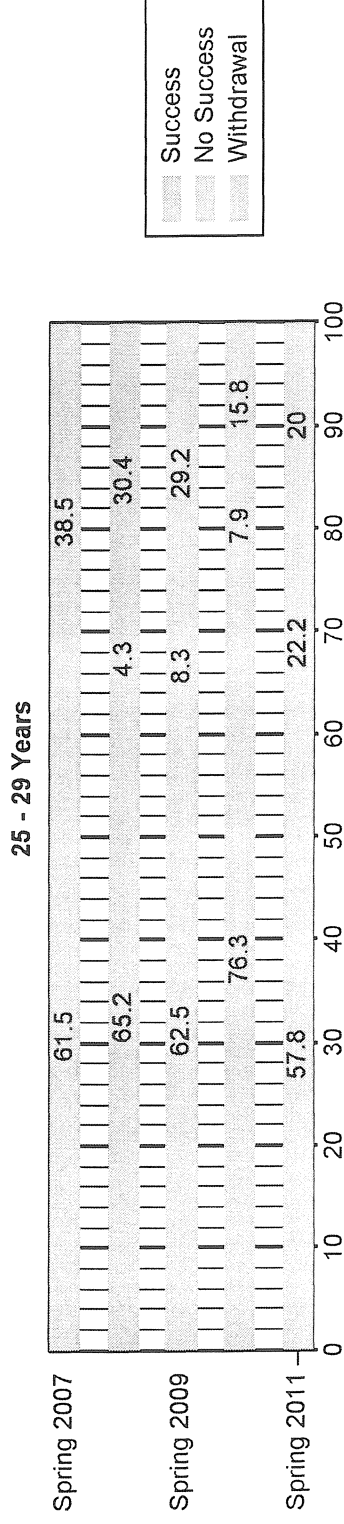
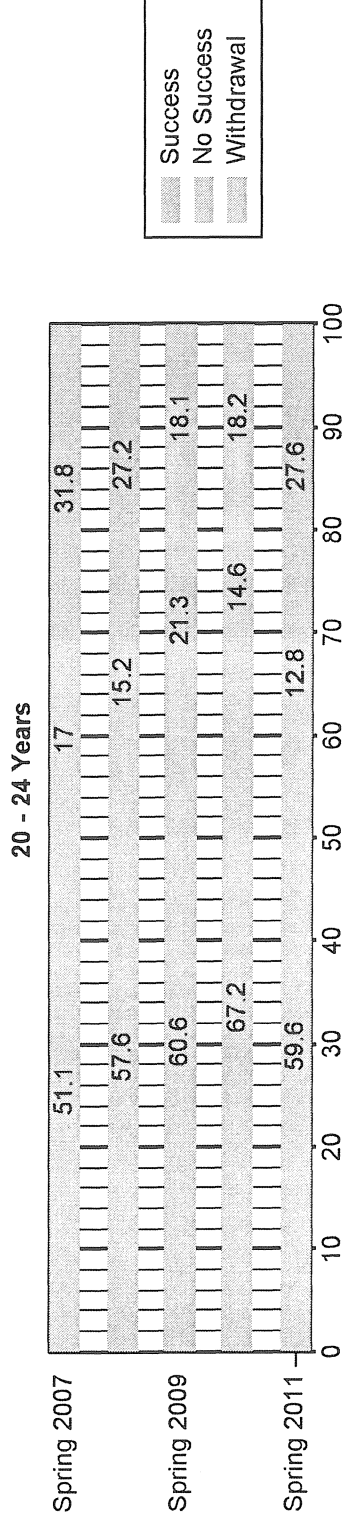
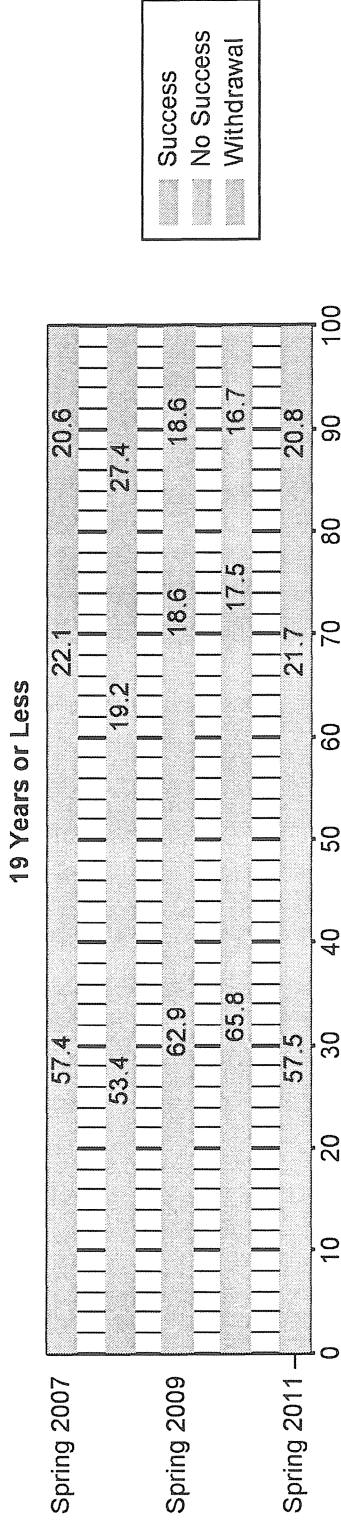
**Withdrawal by Age**

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	14	20.6%	20	27.4%	18	18.6%	19	16.7%	25	20.8%
20-24	28	31.8%	34	27.2%	23	18.1%	25	18.2%	43	27.6%
25-29	5	38.5%	7	30.4%	7	29.2%	6	15.8%	9	20%
30-49	3	27.3%	5	41.7%	1	5.9%	4	13.8%	8	22.9%
50+		%	2	50%	1	100%	1	16.7%		%
<b>Total</b>	50	27.3%	68	28.7%	50	18.8%	55	17%	85	23.7%

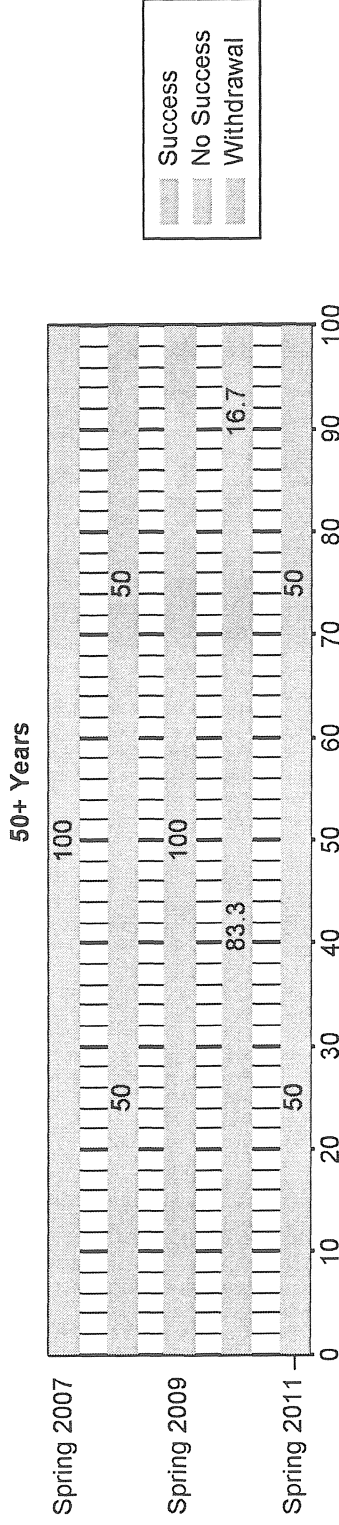
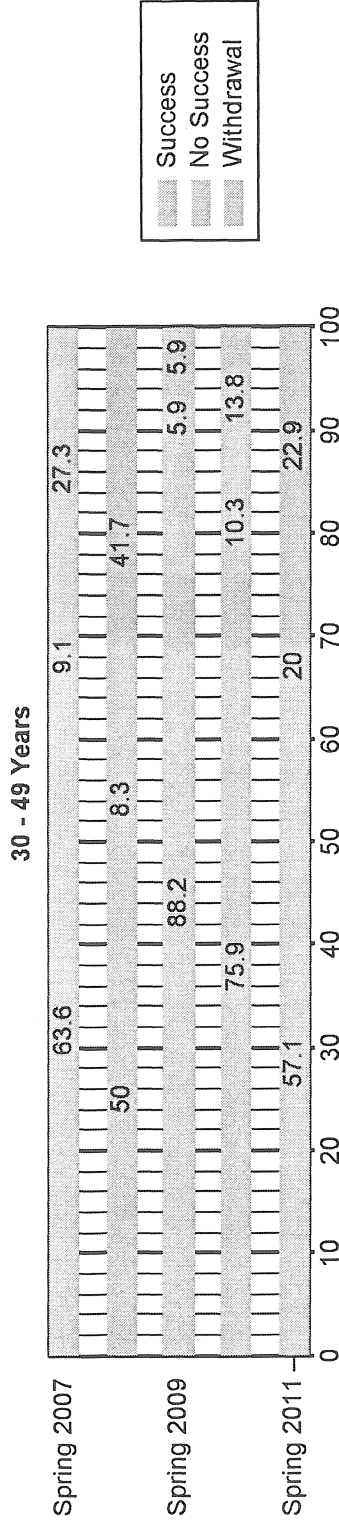
**Retention by Age**

Age	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
19 or less	54	79.4%	53	72.6%	79	81.4%	95	83.3%	95	79.2%
20-24	60	68.2%	91	72.8%	104	81.9%	112	81.8%	113	72.4%
25-29	8	61.5%	16	69.6%	17	70.8%	32	84.2%	36	80%
30-49	8	72.7%	7	58.3%	16	94.1%	25	86.2%	27	77.1%
50+	3	100%	2	50%		%	5	83.3%	2	100%
<b>Total</b>	133	72.7%	169	71.3%	216	81.2%	269	83%	273	76.3%

# Grossmont College Enrollment RELG



# Grossmont College Enrollment RELG



# Grossmont College Enrollment RELG

## Success by Ethnicity

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	50%		%	2	66.7%	2	100%	1	33.3%
Asian	8	80%	13	68.4%	19	67.9%	23	82.1%	33	73.3%
Black non-Hispanic	3	27.3%	8	33.3%	9	47.4%	10	43.5%	6	30%
Filipino	1	12.5%	11	61.1%	3	37.5%	7	77.8%	3	30%
Hispanic	25	56.8%	12	46.2%	26	65%	35	57.4%	39	59.1%
Not Reported	9	45%	24	72.7%	30	73.2%	26	72.2%	14	66.7%
Pacific Islander	1	25%	4	80%	2	66.7%	3	60%		%
Two or More	4	57.1%	4	66.7%	2	100%	10	76.9%	14	73.7%
White non-Hispanic	50	64.9%	58	55.8%	75	61.5%	107	72.8%	75	62%
<b>Total</b>	102	55.7%	134	56.5%	168	63.2%	223	68.8%	185	60.3%

**Grossmont College Enrollment  
RELG**

**No Success by Ethnicity**

Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native			2	100%					2	66.7%
Asian	2	20%	4	21.1%	6	21.4%	4	14.3%	7	15.6%
Black non-Hispanic	2	18.2%	5	20.8%	5	26.3%	6	26.1%	4	20%
Filipino	1	12.5%	2	11.1%	2	25%			1	10%
Hispanic	9	20.5%	6	23.1%	7	17.5%	13	21.3%	12	18.2%
Not Reported	5	25%	1	3%	6	14.6%	2	5.6%	4	19%
Pacific Islander	1	25%	1	20%	1	33.3%	1	20%	1	50%
Two or More	1	14.3%					3	23.1%	2	10.5%
White non-Hispanic	10	13%	14	13.5%	21	17.2%	17	11.6%	17	14%
<b>Total</b>	<b>31</b>	<b>16.9%</b>	<b>35</b>	<b>14.8%</b>	<b>48</b>	<b>18%</b>	<b>46</b>	<b>14.2%</b>	<b>50</b>	<b>16.3%</b>

**Grossmont College Enrollment  
RELG**

**Withdrawal by Ethnicity**

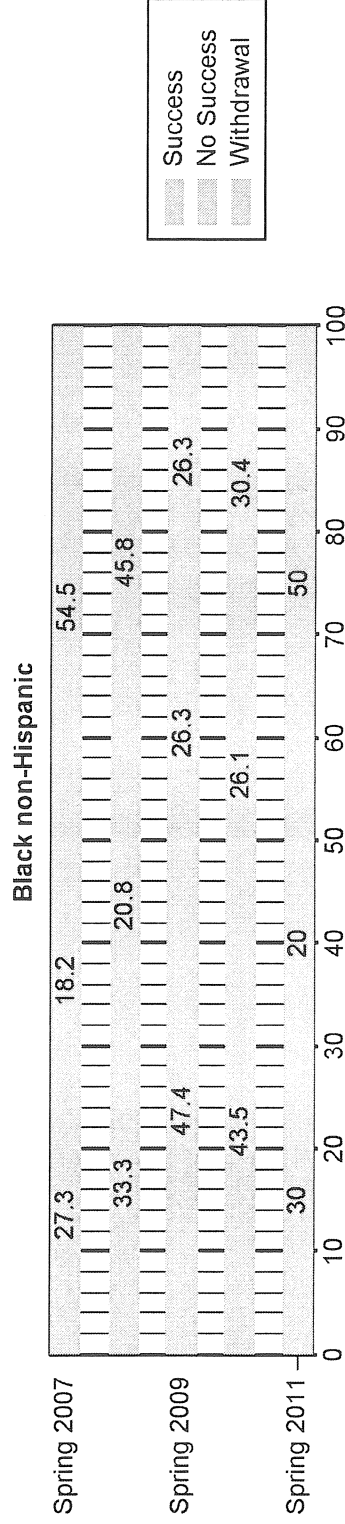
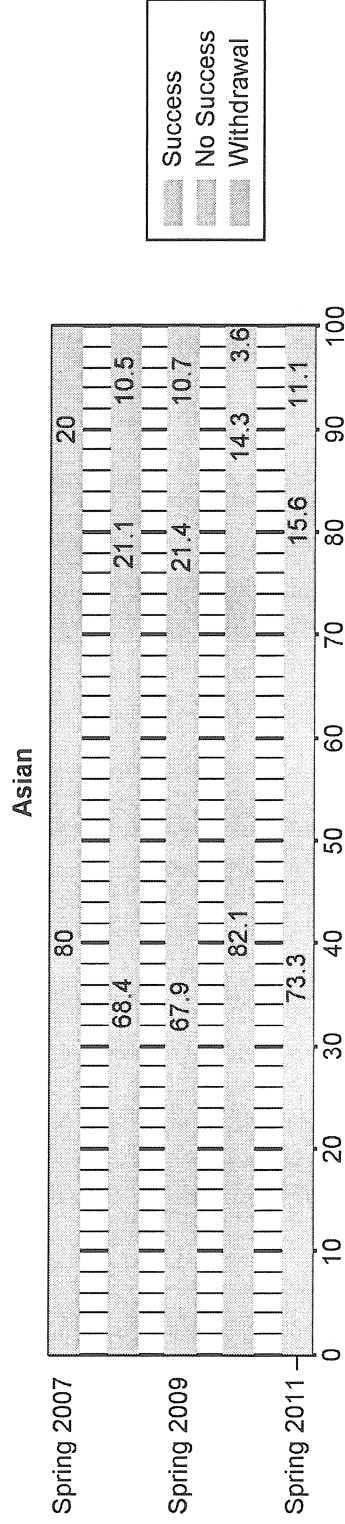
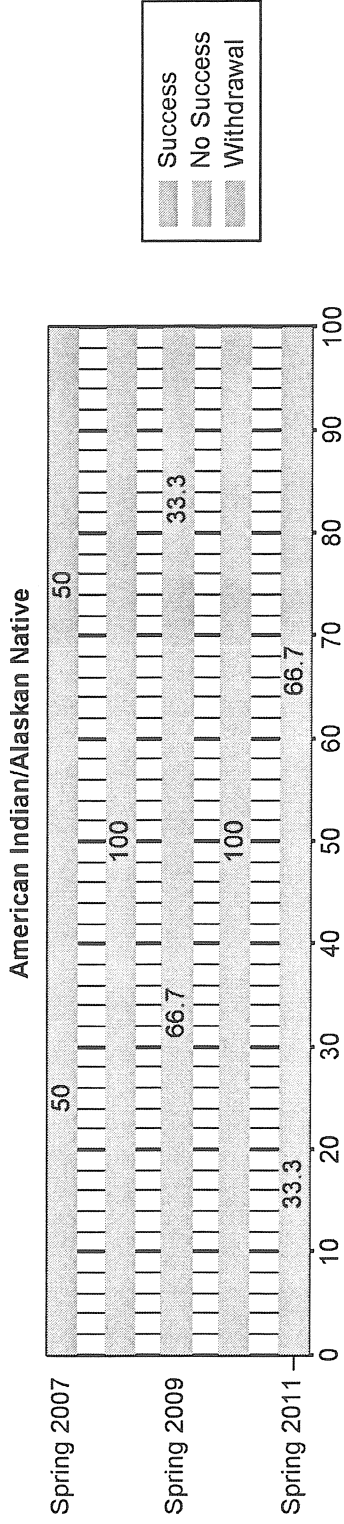
Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	1	50%			1	33.3%				
Asian		%	2	10.5%	3	10.7%	1	3.6%	5	11.1%
Black non-Hispanic	6	54.5%	11	45.8%	5	26.3%	7	30.4%	10	50%
Filipino	6	75%	5	27.8%	3	37.5%	2	22.2%	6	60%
Hispanic	10	22.7%	8	30.8%	7	17.5%	13	21.3%	15	22.7%
Not Reported	6	30%	8	24.2%	5	12.2%	8	22.2%	3	14.3%
Pacific Islander	2	50%				%	1	20%	1	50%
Two or More	2	28.6%	2	33.3%		%			3	15.8%
White non-Hispanic	17	22.1%	32	30.8%	26	21.3%	23	15.6%	29	24%
<b>Total</b>	50	27.3%	68	28.7%	50	18.8%	55	17%	72	23.5%

**Grossmont College Enrollment  
RELG**

**Retention by Ethnicity**

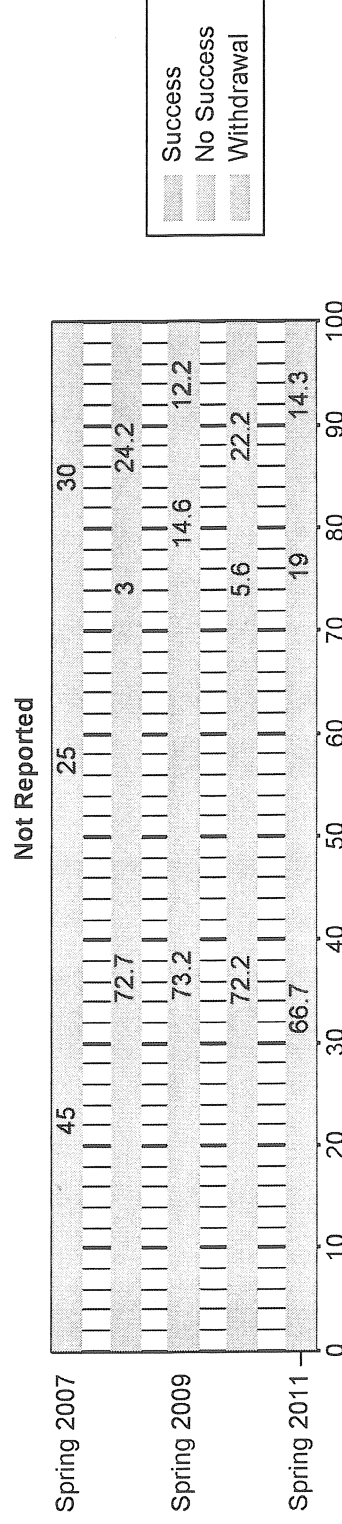
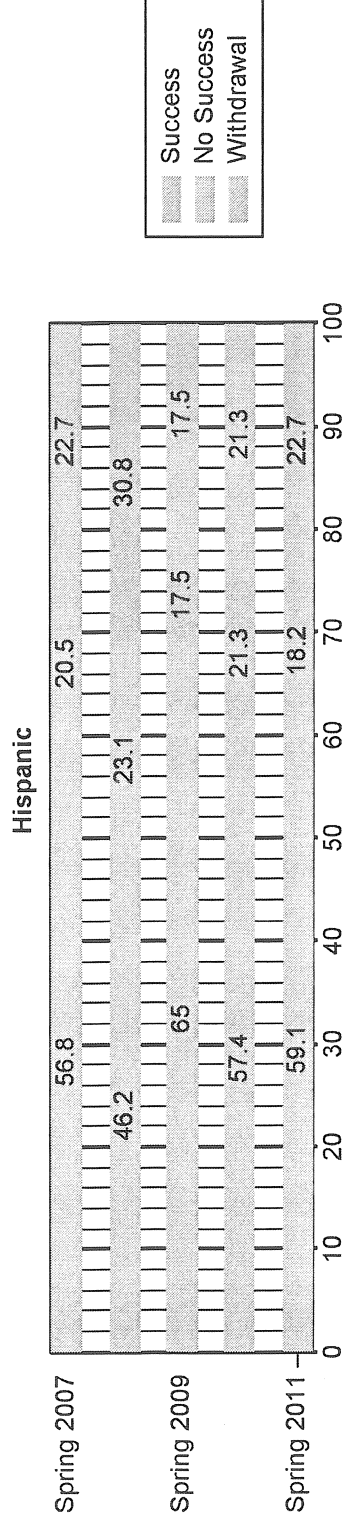
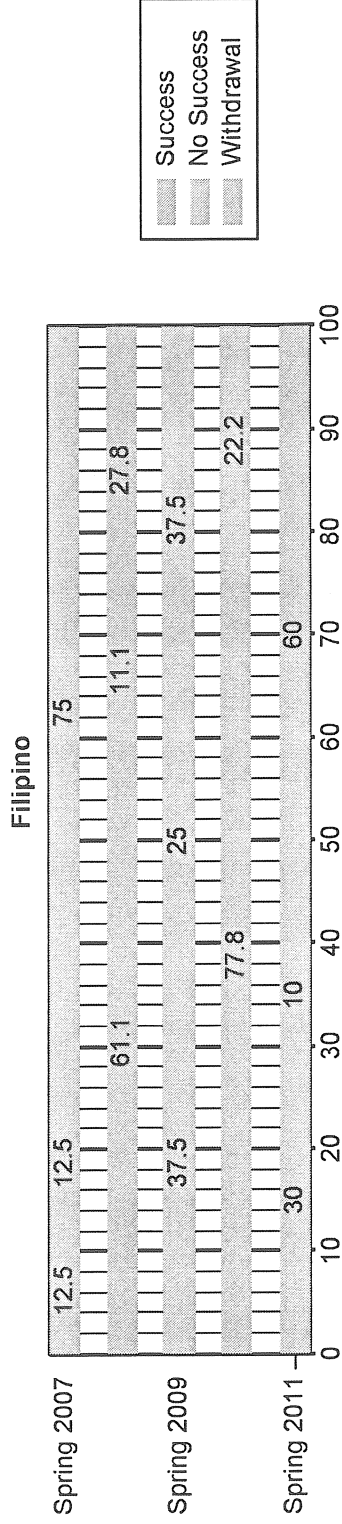
Ethnicity	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	n	%	n	%	n	%	n	%	n	%
<b>American Indian/Alaskan Native</b>	1	50%	2	100%	2	66.7%	2	100%	3	100%
<b>Asian</b>	10	100%	17	89.5%	25	89.3%	27	96.4%	40	88.9%
<b>Black non-Hispanic</b>	5	45.5%	13	54.2%	14	73.7%	16	69.6%	10	50%
<b>Filipino</b>	2	25%	13	72.2%	5	62.5%	7	77.8%	4	40%
<b>Hispanic</b>	34	77.3%	18	69.2%	33	82.5%	48	78.7%	51	77.3%
<b>Not Reported</b>	14	70%	25	75.8%	36	87.8%	28	77.8%	18	85.7%
<b>Pacific Islander</b>	2	50%	5	100%	3	100%	4	80%	1	50%
<b>Two or More</b>	5	71.4%	4	66.7%	2	100%	13	100%	16	84.2%
<b>White non-Hispanic</b>	60	77.9%	72	69.2%	96	78.7%	124	84.4%	92	76%
<b>Total</b>	133	72.7%	169	71.3%	216	81.2%	269	83%	235	76.5%

# Grossmont College Enrollment RELG

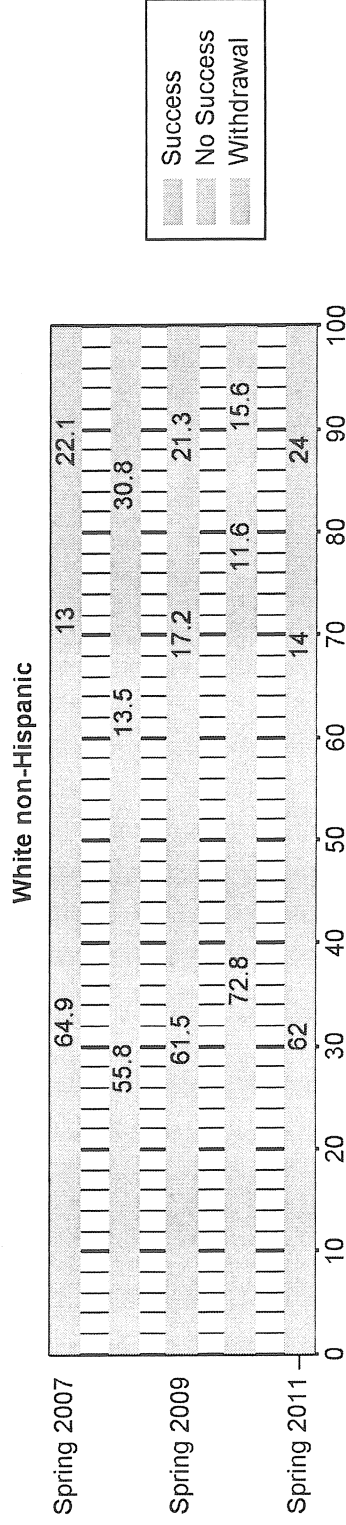
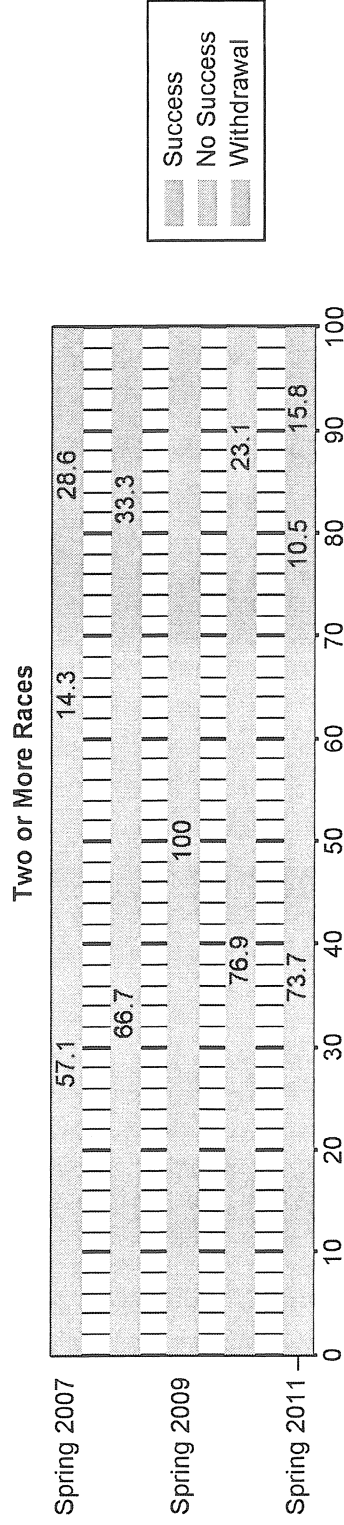
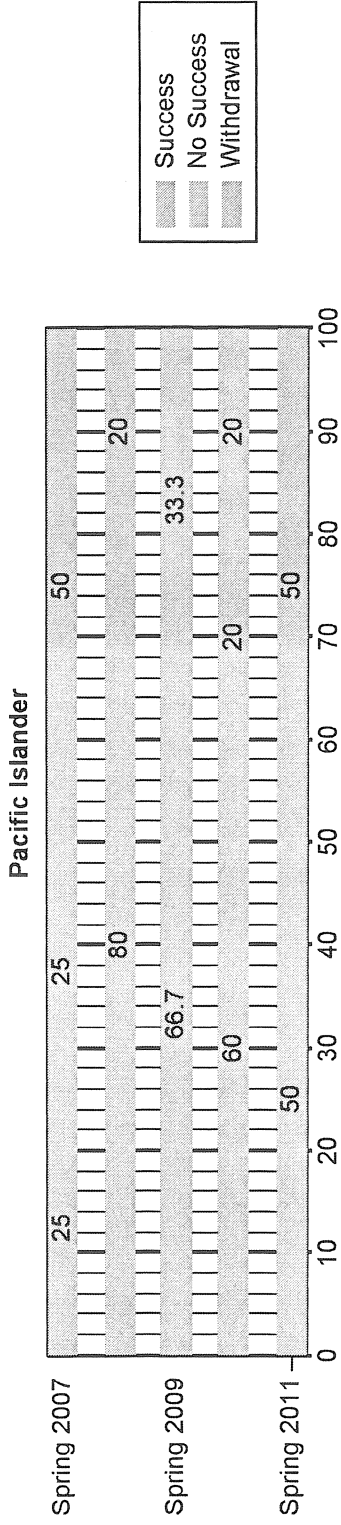




# Grossmont College Enrollment RELG



# Grossmont College Enrollment RELG



Appendix 14:  
Fiscal Year FTES  
Analysis by Program  
Report



**GCCCD**  
**11/12 Grossmont College Program Review**  
**Program Data Elements**

03/04      04/05      05/06      06/07      07/08      08/09      09/10      10/11

**Philosophy (150900)**

Course #

PHIL 110      PHIL 140  
 PHIL 112      PHIL 141  
 PHIL 114      PHIL 145  
 PHIL 116      PHIL 150  
 PHIL 118      PHIL 155  
 PHIL 125      PHIL 199  
 PHIL 130

FTES

Summer	630.00	474.00	366.00	246.00	327.00	411.00	582.00	0.00
Fall	3,093.00	2,802.00	2,436.00	2,466.00	2,322.00	2,484.00	3,030.00	3,195.00
Spring	2,733.00	2,655.00	2,361.00	2,475.00	2,556.00	2,679.00	3,102.00	2,760.00
Total WSCH	<u>6,456.00</u>	<u>5,931.00</u>	<u>5,163.00</u>	<u>5,187.00</u>	<u>5,205.00</u>	<u>5,574.00</u>	<u>6,714.00</u>	<u>5,955.00</u>
Total FTES	<u>215.20</u>	<u>197.70</u>	<u>172.10</u>	<u>172.90</u>	<u>173.50</u>	<u>185.80</u>	<u>223.80</u>	<u>198.50</u>

Top	150900	PHIL - Unrestricted	<u>345,981.00</u>	<u>375,483.00</u>	<u>411,816.00</u>	<u>455,540.00</u>	<u>488,920.00</u>	<u>484,422.00</u>	<u>437,892.00</u>	<u>430,314.00</u>
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Costs per FTES			<u>1,607.72</u>	<u>1,899.26</u>	<u>2,392.89</u>	<u>2,634.70</u>	<u>2,817.98</u>	<u>2,607.22</u>	<u>1,956.62</u>	<u>2,167.83</u>
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	150900	PHIL - Restricted	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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**GCCCD**  
**11/12 Grossmont College Program Review**  
**Program Data Elements**

	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
<b><u>Religious Studies (151000)</u></b>								
Course #								
RELG 120								
RELG 130								
RELG 140								
RELG 150								
FTES								
Summer	138.00	192.00	216.00	162.00	213.00	165.00	195.00	0.00
Fall	579.00	618.00	495.00	613.50	636.00	708.00	726.00	480.00
Spring	576.00	591.00	495.00	543.00	708.00	780.00	957.00	906.00
Total WSCH	<u>1,293.00</u>	<u>1,401.00</u>	<u>1,206.00</u>	<u>1,318.50</u>	<u>1,557.00</u>	<u>1,653.00</u>	<u>1,878.00</u>	<u>1,386.00</u>
Total FTES	<u>43.10</u>	<u>46.70</u>	<u>40.20</u>	<u>43.95</u>	<u>51.90</u>	<u>55.10</u>	<u>62.60</u>	<u>46.20</u>
Top 151000 REGL- Unrestricted	<u>70,672.00</u>	<u>71,459.00</u>	<u>48,865.00</u>	<u>58,835.00</u>	<u>63,608.00</u>	<u>71,812.00</u>	<u>61,854.00</u>	<u>47,382.00</u>
Costs per FTES	<u>1,639.72</u>	<u>1,530.17</u>	<u>1,215.55</u>	<u>1,338.68</u>	<u>1,225.59</u>	<u>1,303.30</u>	<u>988.08</u>	<u>1,025.58</u>
151000 REGL - Restricted	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

# Appendix 15:

## Fiscal Data: Outcomes Profile





**APPENDIX 15 for RELIGIOUS STUDIES**

**Fiscal Data: Outcomes Profile**

1. Semester/Year	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
2. Enrollment	208	183	218	236	242	266	251	324	161	359
3. Earned WSCH/FTEF	585	444	505	465	505.71	487.5	726	683.57	800	754.29
4. Total FTES	43.95		51.9		55.1		62.6		46.2	
5. Cost/FTES	1338.68		1225.59		1303.30		988.08		1025.58	
6. Total Cost/Fiscal Year	58834.99		63608.12		71811.83		61853.81		47381.80	
7. Total Revenue	200624.28		236862.78		251522.13		285758.36		210895.15	
8. Other Revenue	0		0		0		0		0	

**COST** – Cost will vary from one department/program to another for many reasons, e.g., department size. Further variation can be caused by (1) the specific step and class standing of the individual faculty members in a department/program, (2) the lack of costs associated with a chair or coordinator (i.e., another department is carrying this charge), and (3) the costs charged to the department/program for fulfilling a college or district function (e.g., miscellaneous reassigned time).

**EARNED WSCH/FTEF** – These numbers are found in “Reports” or can be taken from the Earned WSCH/FTE in Appendix 11-Grossmont WSCH Analysis Report. They reflect a department/program’s revenue per faculty costs. (“Earned” WSCH is actual student enrollment as compared to “Max” WSCH which is determined purely by classroom size.)

**COST/FTES** – These figures are taken from Appendix 14, Fiscal Year FTES Analysis by Program/TOPS report. They will most often inversely reflect the WSCH PER FTEF ratio (i.e., a department/program with a low COST PER FTES will have a high WSCH PER FTEF). If this is not the case, then the figures indicate that an above average percentage of the direct COST of the department/program is attributed to non-faculty costs.

**TOTAL REVENUE** – General fund money that the department/program earns from the state for each Full - Time Equivalent Student (FTES). For example, in spring 2010, the state paid \$4564.83 for Credit FTES and \$2744.96 for non-credit FTES. Other revenue is non-general fund money such as fees, grants, donations, non-resident student tuition.

**APPENDIX 15 for PHILOSOPHY**

**Fiscal Data: Outcomes Profile**

1. Semester/Year	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
2. Enrollment	1058	1088	1077	1144	1144	1273	1375	1485	1458	1390
3. Earned WSCH/FTEF	459.6	411.52	403.2	429.78	443.57	478.39	658.7	705	713.49	641.59
4. Total FTES	172.9		173.5	185.8	185.8		223.8		198.5	
5. Cost/FTES	2634.7		2817.98	2607.22	2607.22		1956.62		2167.83	
6. Total Cost/Fiscal Year	455539.63		488919.53	484421.48	484421.48		437891.56		430314.26	
7. Total Revenue	789259.11		791998.01	848145.42	848145.42		1021608.95		906118.76	
8. Other Revenue	0		0	0	0		0		0	

**COST** – Cost will vary from one department/program to another for many reasons, e.g., department size. Further variation can be caused by (1) the specific step and class standing of the individual faculty members in a department/program, (2) the lack of costs associated with a chair or coordinator (i.e., another department is carrying this charge), and (3) the costs charged to the department/program for fulfilling a college or district function (e.g., miscellaneous reassigned time).

**EARNED WSCH/FTEF** – These numbers are found in “Reports” or can be taken from the Earned WSCH/FTE in Appendix 11-Grossmont WSCH Analysis Report. They reflect a department/program’s revenue per faculty costs. (“Earned” WSCH is actual student enrollment as compared to “Max” WSCH which is determined purely by classroom size.)

**COST/FTES** – These figures are taken from Appendix 14, Fiscal Year FTES Analysis by Program/TOPS report. They will most often inversely reflect the WSCH PER FTEF ratio (i.e., a department/program with a low COST PER FTES will have a high WSCH PER FTEF). If this is not the case, then the figures indicate that an above average percentage of the direct COST of the department/program is attributed to non-faculty costs.

**TOTAL REVENUE** – General fund money that the department/program earns from the state for each Full -Time Equivalent Student (FTES). For example, in spring 2010, the state paid \$4564.83 for Credit FTES and \$2744.96 for non-credit FTES. Other revenue is non-general fund money such as fees, grants, donations, non-resident student tuition.

Philosophy & Religious Studies Department  
Program Review

Questions and Responses



# Philosophy & Religious Studies

11/7/12

1.1	<p>Were there notable trends with other ethnic populations?</p> <p>In Section 5.1, these trends are listed. I believe this is the result of some of Close's sabbatical research.</p>
1.3	<p>How does not having program review recommendation number three affect your program?</p> <p>This is a significant program review recommendation and was also strongly supported by Tina Pitt who was the VP at the time. The request is for a space that will double as a resource library and a logic lab. Chair Close took this request to the Instructional Review Committee on March 31, 2012. The Proposal was not funded at that time. Close's office currently houses the major department resources. The chair acquired an extra cabinet which is located in the same building as her office. This basically does no more than store a few resource materials, but it does give all of our faculty access. Faculty all have keys assigned to them for this cabinet. During the initial review of this request Close ran into a circular argument; that is, in order to get a space, our department must identify the available space. Space was subsequently identified for departments through the Instructional Review committee, but the department was not awarded space. Acquisition of a cabinet for our materials as mentioned above is a stop-gap for locating our materials. Further, a cabinet does not allow for organization. The cabinet does not help with the lab portion of our recommendation.</p>
1.3	<p>When were outlines updated last?</p> <p>They have all been updated as of last year and are queued for approval in Curriculum. Before that, updates varied, and several were beyond the five year requirement.</p>
2.1	<p>Regarding your outlines: you have several outlines that are not up to date (i.e., over five years old). What is your plan for updating these outlines?</p> <p>Refer to the <i>Course Outlines Approved By the Governing Board</i> document (as of May 2012)</p> <p>Yang sits on Curriculum, and we are not to these outlines yet. We do not know when they will be scheduled for review. But since the May 2012 document, these have all been submitted.</p> <p>Zoe spoke to Marsha Raybourn. She indicated that our department should be called soon for those final course outlines that have been waiting to be reviewed—Phil 112, Phil 114, Phil 141, Phil 150, Phil 155, Relg 140, Relg 150.</p>
2.2	<p>How do you involve part-timers in the process of SLO's orientation and</p>

	<p>assessment?</p> <p>We are a smaller department; there are only three full-time faculty members. The majority of persons at our department meetings are part-time faculty members. The department's part-time faculty participate equally with full-time faculty in the development of SLO's, formulating rubrics and SLO questions, in course assessment and in discussion of assessment results at department meetings. Additionally, no new adjunct members have joined us since we wrote the assessments for SLOs. Each semester, we assign the assessment questions we wrote collectively for a course to those who are teaching that course. The chair handles the distribution of these questions. It has been our practice that the chair handles SLO assessments. Our procedures have worked very well so far. A former SLO Coordinator gave a presentation to our faculty at a department meeting.</p>
2.3	<p>Please elaborate on what a Dynamic Online Schedule is (We think this could be a possible flex week activity but we need some details)</p> <p>Yang uses this, and it is a fancy name for setting a tentative schedule for the course to attempt, and then altering it from week to week as the course develops. At the beginning of class, we start with a plan, and each week, the Dynamic schedule adapts to it. This works very well in courses that are new. Also, students get a sense of how the course is progressing, and a sense of accomplishment as each week is completed.</p>
2.3	<p>How do the numbers bear out the success of the Dynamic Online Scheduling tool? (See paragraph #1)</p> <p>Yang only used this in Philosophy 111, Philosophy and Popular Culture. The success rate was about 68-70%. That number can be double-checked before our 11/5 meeting with Program Review.</p>
2.3	<p>Please provide specific examples of technology that the faculty uses to link the class to appropriate videos and project material.</p> <p>Close uses Power Point to provide students with fundamental terminology and concepts but also to engage students through the use of key visuals connected with philosophic schools of thought, contemporary issues and controversial events. She routinely accesses film segments and appropriate You Tube videos. Many lectures from philosophers at major universities can be accessed on You Tube. An example of one of Close's class project assignment includes accessing works of art from major museums and other art collections for the purpose of exploring the relationship between art and morality. Students spent time mastering the concepts and then applied their knowledge through immediate access to controversial pieces.</p> <p>Yang uses the new functionalities of Blackboard. For instance, here is a puppet</p>

	<p>show explaining Kant's moral philosophy included in the Kant folder for students of Intro: <a href="http://www.youtube.com/watch?v=tyknmK0nh6w">http://www.youtube.com/watch?v=tyknmK0nh6w</a></p> <p>Also, Yang has used the SafeAssign function to create assignments for students and keep them honest. There is also a function for external links, which Yang has used for a long time now to apprise the students of the many e-resources available to them, including those of our own library. Flickr is also available.</p>
2.4	<p>In looking at the grade distribution report we see a lot of variability in the distribution of A's from one instructor to the next. See Philosophy 110 and 130 for examples. Please reexamine these numbers with Shirley Pereira and provide updated commentary on these distributions.</p> <p>A campus-wide, as well as general academic phenomenon, is that part-time instructors generally tend toward somewhat more lenient grading than full-time tenured professors stemming from a concern for job security. I think that as SLO assessment routinely continues the department will smooth out grading differentials. For the department meeting during staff development, Close has invited Sara Glasgow to address faculty on student discipline procedures and threat assessment. The more faculty believe that our institution is supporting them, the more they focus on academic matters.</p> <p>We are also aware, after meeting with Shirley Pereira, that we have two instructors, one of which has abnormally high success rates, and the other abnormally low pass rates. The Chair is aware of this, and has indicated in her answer to 2.5 that improvement strategies are in process.</p>
2.5	<p>What are you doing within the department to reach a consensus with respect to grading consistency?</p> <p>The discussion about grade consistency accompanies our work in SLO assessment. Improvement strategies are in process.</p>
2.6	<p>Please provide more detail about what 'common sense notions' are</p> <p>Common sense notions are those that are accepted as reasonable and, often, beyond question. They are the bits of advice no one questions.</p> <p>Here is an excerpt of a speech given by the author David Foster Wallace:      "There are these two young fish swimming along, and they happen to meet an older fish swimming the other way, who nods at them and says, "Morning, boys, how's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes, "What the hell is water?""  <a href="http://online.wsj.com/article/SB122178211966454607.html">http://online.wsj.com/article/SB122178211966454607.html</a></p> <p>The waters we swim in involve the following beliefs or common sense notions:</p>

	<p>soul mates are real, youth are more important than elderly, marriage is an important life goal, financial success is important to happiness, and we are all individuals.</p>
<p>2.7</p>	<p>What do you think about linking Philosophy 141 with a Health Professions class?</p> <p>This is a very good idea, especially in light of the crisis of access, and the new revolutionary medicines and treatments available, such as the treatment of traumatic brain injuries. If anyone is willing to link a course with us, we would like to link with them. Yang has taught a link for many semesters now, and some of Grossmont's most motivated students enroll in these links. These students are, in many ways, more motivated than Honors students. The research has borne out time and again that success rates are higher and learning outcomes superior in linked courses.</p> <p>We have had much contact with the Health Professions in the past. Debbie Yaddow has confirmed for me that the number one problem faced by students studying in this area as well as the most significant challenge in the profession is "ethics." Yaddow stated this publically at the March 2012 Grossmont College Planning Meeting. We would like Nursing and other health areas to include Phil 141 in their degree requirements. With the immediate concerns about class cuts and loss of part-time faculty, we have not recently pursued possible avenues for our Phil 141. We will go back to work on this. I think a linked class would be a perfect way to renew this pursuit. Close will talk to John Ahrens about a Project Success course linkage.</p>
<p>2.8</p>	<p>Why are collaboration efforts with K-12 not applicable?</p> <p>Yang read this question as whether articulation was applicable. I see the Committee in asking this question is focusing on collaboration with the high schools. We do not have collaboration efforts with the k-12 system. When we are less busy, we could look into this. Does the Committee have any recommendations for how this is done? Perhaps another department has modeled this outreach behavior?</p> <p>One interesting thing might be to visit high school junior and senior level courses. We could discuss the benefits of studying Philosophy and Religious Studies. Typically, this age group is quite open to the ideas of our disciplines.</p> <p>Close adds, that the disciplines in our department are not traditional K-12 subject areas. Articulating courses is not appropriate. Department faculty have given guest lectures on introductory topics of philosophy at Valhalla High School and at Grossmont High School. We engaged with high school students during our Open House event in April 2012, providing them with brochures, <i>What Can I do with a Degree in Philosophy</i>. Close's project to reach out to the community and foster dialogue includes communication with high schools and middle schools. The Cajon Valley high school district, which is the feeder</p>



	<p>system for our community college, reports that its resources for accommodating and assimilating these new populations at the secondary level are inadequate. Strikingly, 2010 enrollment figures of incoming kindergarten students in Cajon Valley schools show that half are Arabic-speaking immigrants. The challenges that we currently face will evolve into exacerbated, even permanent, problems if we don't have a vehicle for staying abreast of change.</p>
3.1	
3.3	<p>Would you like us to recommend course level SLO's mirror program SLO's? If so, how would this help?</p> <p>We are involved in an ongoing process to assess our courses and review our SLO's. I do not think we need a recommendation from Program Review.</p>
4.6	
4.7	
4.8	<p>Why are you requesting lab space for the logic course? Please explain the connection to student access.</p> <p>In the 1990's our department had a wonderful logic lab. The lab was always full of students working on logic problems. John Saetti, now retired, along with other department members initiated computer programs for logic. These programs were specially designed for our Phil 125 and Phil 130 students. The college decided to take over a large section of one of the buildings in the 500 area for a reading/writing center. Our logic lab space was taken. This space is now used for Foreign Language office space since the reading and writing centers have been moved. We lost a tremendous asset to our students' success. Students find Logic difficult. The more access they have to instructor time and a focused space to concentrate on these difficult concepts, the better their chances for course completion and success. Originally, the request for a logic lab space and a space for housing department materials were separate proposals. The department conflated the two proposals in the hopes of acquiring a small space. The department has a large collection of instructional materials. Program Review supports the department's plan to have a dedicated space for these materials so that all instructors, full and part-time, will have access to these materials for use in their course preparation and classroom presentations. Promoting student success in general and promoting success for historically under-served and under-represented student populations is enhanced by a well-organized library of materials shared by all department members.</p>
5.1	<p>PR Question: Can you tell us more about the specific projects related to <i>Henrietta Lacks</i>?</p>

	<p>There is one college-level transfer Project Success link between Philosophy 110 and English 120 taught by Yang and Ledri-Aguilar. Each semester, there is a lengthy, prolonged assignment called an “Argumentative Research Essay” about 8-10 pages in length. We taught <i>Crime and Punishment</i> for several semesters, then the Locks text for two semesters. We are now teaching <i>Game of Thrones</i> and <i>That Hideous Strength</i>. Students are instructed to identify a stance in the text and argue for it or against. It is a sort of summation of their skills gained in both courses, and is due the day of the final exam.</p> <p>PR question: We agree with Close’s analysis with regards to the changing population in East County. You mentioned that the department is working on a plan to address these issues. Please elaborate further on the plan, who is involved, and how it is working.</p> <p>The need to integrate new cultural traditions and practices with the traditional culture and the critical need to address conflicts of religious belief and ethical systems—conflicts that our students not only see in our local community, but conflicts that they know are played out on the national and international stage every day are crucial for the success of our students. At the department meeting during Professional Development week Close made a presentation to faculty members on her experiences in North Africa while on a Fulbright Scholarship. She showed slides of all aspects of contemporary culture, historical sites, the status of women, food, religious belief and ritual. Close studied Arabic while in the Maghreb. Many artifacts—clothing, music, crafts, pottery, jewelry, from Arabic speaking cultures were displayed by Close. She has made these available to department faculty. Our Relg 120, <u>World Religions</u> course and our Relg 140, <u>Religion and Culture</u> course are the first courses we have chosen to implement changes. The plan will evolve from the results in these courses.</p>
5.2	
5.3	<p>PR comment: Paragraph 3 would better fit in section 7.1. Please note the bulleted list needs some editing.</p> <p>PR question: Could you please give examples on how these organizations plan to collaborate with your department?</p> <p>The department of Philosophy/Religion is the academic area in which students learn ethical theory, develop skills to think critically and acquire the opportunity to examine their values and moral beliefs. We are engaged in making the department a more robust catalyst for student, institutional and community understanding of the importance of shared moral values and improved quality of life based on collaborative decision-making. Our efforts are to develop a department-based initiative to promote discussion, critical thinking and serious dialogue about complex moral issues that affect the larger community of East County. The following express the major components of the project: 1) Providing opportunities for students to apply their classroom learning of ethical theory in real life situations for the purpose of developing productive citizens who will have the skills to face challenges</p>

	<p>and provide community leadership. Opportunities include a Community Service Learning Component to department courses and teaming with SDSU on an Ethics Bowl; 2) Engaging employers, community groups, service organizations and others within our community in dialogue and activities to identify their needs and concerns that have a moral dimension and organizing ways of collaborating on moral issues and challenges. Activities include Close's facilitation at the East County Chamber of Commerce "Ethics in Business" event and making presentations to community groups; 3) Seeking funding for augmenting and sustaining the initiative. Efforts include several grant proposals and doing groundwork with SDSU's philosophy department to form the San Diego Philosophical Society; 4) Focusing on what my research identified as the most critical problem for our community at this time—integrating campus and community values to address the rapidly growing Arabic-speaking population of East County. These activities advance the District mission, "Educational Excellence for a Productive Citizenry", by creating a student/community hub at Grossmont College for ethical dialogue and decision making. The project addresses Grossmont College Strategic Planning Priority Goal 3, "Provide an Exceptional Learning Environment to Promote Student Success" and Goal 10, "Develop Innovative Partnerships that meet Long-term Community Needs." The department will determine the effectiveness of the program for student achievement and service to the local community utilizing the "Six-Year Plan" as well as through a long-range assessment plan that will include a survey to participating community organizations.</p> <p>PR Question: What were some of the success results for non-traditional students, as mentioned in 4.8?</p> <p>Our retention in Religious Studies is good at 83.2% in Fall 2010, for example. Females were retained at a 84% rate that semester.</p> <p>The success rates for American Indian/Alaskan Native were good in Spring 09 and Spring 10. These were 72.7% and 66.7%. But these numbers are not significant at only 8 each semester. Students of mixed heritage seem to be doing well at higher numbers in Spring 11, 32 for 62.7%</p>
5.4	<p>Please look at the "Reports" data perhaps with Shirley Pereira in order to discuss trends and what changes instructors may have made to address these trends.</p> <p>We will be reviewing the data to determine our next steps.</p>
5.7	
6.6	<p>Can you give some specific examples of how you use technology to empower students to work online?</p> <p>Close gives research assignments to students that require working online.</p> <p>Also, please see answer to 2.3.</p>

6.7	
8.1	<p>PR Question: Please tell how these sabbaticals improved curriculum, instruction and currency.</p> <p>The goal of Close’s sabbatical project was to develop a department-based program that will make our institution the community center for ethical discussion and problem solving. Four major planks of this goal comprise the project: 1) <u>Providing opportunities for students</u> to apply their classroom learning of ethical theory in real life situations for the purpose of developing productive citizens who will have the skills to face challenges and provide community leadership—this included the development of Ph8il 194, Community Learning Service Experience, 2) <u>Engaging the community</u> in dialogue about matters that concern all of us by providing the opportunity for employers, community groups, service organizations and others to identify their needs and concerns that have a moral dimension and organizing ways of collaborating on moral issues and challenges, 3) <u>Seeking funding to sustain initial efforts</u> and 4) <u>Focusing on the number one problem</u> the research yielded—the integration of campus and community values to address the rapidly growing Arabic-speaking population of East County.</p> <p>PR Question: We believe your department is doing more with regards to professional development. Please elaborate on these activities.</p> <p>Yang attended the American Philosophical Association meeting in San Diego in April 2011. This question is difficult to answer because we are not sure if the Committee is requesting information about what we do for the campus week-long event at the beginning of each semester. If not, there are answers contained in 8.1 – 8.3.</p>
8.3	<p>How do these examples shape the direction of the college and/or your discipline?</p> <p>Please see answer to 8.1.</p>
9.1	<p>PR Question: Your chart shows your percent of max at 120 for Religious Studies. Please explain how you can justify over-enrolling at these levels.</p> <p>We ask that you address this because over-enrolling one semester leads to section cuts later and this affects part-timers campus wide.</p> <p>Philosophy and Religious Studies is a major part of the engine that keeps the college running. We are a low-cost/high output department. For decades we have been told to pack our classes to the classroom max to be productive. This has been an economical way for the college to not add sections. We help fund the high-cost programs on campus. It is only the last two semesters that the college administration has asked faculty to stay at course max. We have waitlists for all Religious Studies courses that would fill many more sections. 120 percent of max for a few courses is only a few students.</p>

9.2	<p>Your LED ratio of FT to PT is 65.2 %.( Last semester in document) This is a far better picture than the one described in the document. Please re-analyze the data. Again, you may wish to do this with Shirley P. (Also note, AB 1725 is a college-wide issue, not a department issue-we have many departments way over 75% that counterbalance those that are under)</p> <p>We had 25—30 part-time faculty not that long ago. We are now approaching full-time load in Philosophy and our Religious Studies program has been cut to a few courses. We must plan for the future when the economy will allow us to serve the students in our community.</p> <p>Yang is aware she miscalculated the ratio. Thank you for clarifying this.</p>
9.3	
11/3.1	

11.1 You outlined your strengths. What weaknesses do you see in your department?

The department underwent a major transition when the Divisions were restructured. Along with all Foreign Languages and ASL, Humanities was placed in Steve Baker’s Division. We had just hired two new faculty—these two, in addition to a third faculty member, were sent to Baker’s Division. This increases the workload for the three members who remain. The full-time faculty member who taught many of our Religious Studies courses is now retired. We need a new faculty member to teach Religious Studies.

11.3 Your full-time LED for Religious Studies is at 1.0. If you hire another full-time instructor and courses are subsequently cut, how will you maintain full-time employment for that instructor?

If you add another full-time instructor, your full-time LED for Philosophy would go to 87%. With cuts looming, what is your rationale for this request?

Over a period of many years the department has submitted staffing requests for a replacement position for David Arthur in Philosophy and for a Religious Studies position. We realize that budgetary issues have massively cut our class offerings. We want to keep these positions viable for the time when the budget improves and the class schedule returns to regular levels.

Program Review Committee  
Summary Evaluation





Philosophy  
PROGRAM REVIEW COMMITTEE  
SUMMARY EVALUATION

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

1. Including and valuing part-time faculty participation in the formation and assessment of department SLO's, as well as the development of course rubrics (2.2).
2. Visiting local middle and high schools and participating in the 50<sup>th</sup> Anniversary Open House Event in an effort to educate middle and high school students on the value of this department's program (2.8).
3. Expanding student perspectives and experiences outside of the formal classroom by affording students the opportunity to hear renowned guest speakers such as UCSD's Jonathan Cohen, and by requiring students to visit religious sites and museums to gain tactile experiences related to course content. (4.6).
4. Identifying the increasing Arabic demographics of East County, sharing these findings with the campus, and including artifacts from these cultures such as: clothing, music, crafts, pottery and jewelry in course content. (5.1)
5. Developing a department-based initiative to promote discussion, critical thinking, and serious dialogue about complex moral, ethical and religious issues that affect the community of East County. (5.1, 5.3, 8.3)

**The Committee recommends the following:**

1. Conduct a department-wide effort to discuss grade norming, i.e. A work versus B work versus C work, etc.
  2. Strategize ways to encourage under-achieving students to utilize tutoring for their courses.
  3. Consult with your dean about options to return esoteric courses that have not been offered in some time to the schedule.
  4. Meet with department representatives from local transfer institutions to strengthen connections and foster communication.
  5. Work with the facilities master planning committee to determine if a dedicated study area can be made available for philosophy and religious studies students.
  6. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.
  7. Use student-learning outcome data for continued course and program improvement.
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**Philosophy**

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
2005/2006	471.25	63.62	415.43	56.72	2392.89	MAINTAIN
2006/2007	459.60	62.02	411.52	55.49	2634.70	
2007/2008	403.20	54.99	429.78	58.06	2817.98	
2008/2009	443.57	59.70	478.39	65.33	2607.22	
2009/2010	658.70	89.86	705.00	97.09	1956.62	
2010/2011	713.49	104.21	641.59	91.91	2167.83	

**Religious Studies**

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
2005/2006	485.00	67.36	384.00	51.20	1215.55	MAINTAIN
2006/2007	585.00	81.25	444.00	59.20	1338.68	
2007/2008	505.00	76.51	465.00	65.26	1225.59	
2008/2009	505.71	71.08	487.5	67.53	1303.30	
2009/2010	726	104.31	683.57	91.14	988.08	
2010/2011	800	121.21	754.29	100.67	1025.58	

College President

Program or Department Chair

Academic Program Review Chair

