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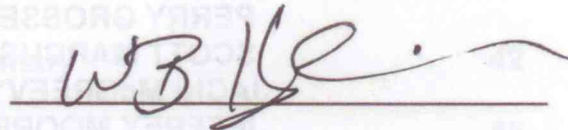
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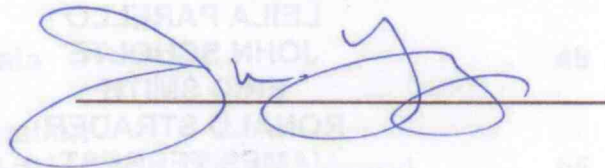
ZOE CLOSE

WILLIAM HOAGLIN

JUNE YANG

FALL 2018

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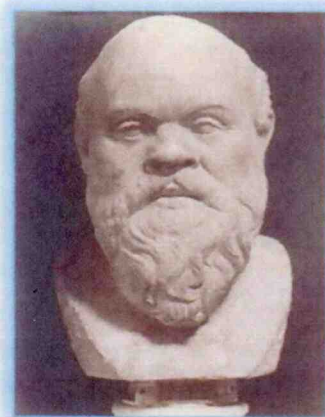
DEPARTMENT
of
PHILOSOPHY
and
RELIGIOUS STUDIES

FULL-TIME FACULTY

ZOE CLOSE
WILLIAM HOAGLIN
JUNE YANG

PART-TIME FACULTY

JOSEF BINTER
JOSEPH EDMONDS
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DEPARTMENT PROGRAM REVIEW

SECTION 1 – OVERVIEW

The Department of Philosophy and Religious Studies is a major plank in the academic program at Grossmont College. Students can achieve an AA in Philosophy as well as a Transfer Degree. We offer 18 courses each year. These offerings range from traditional courses such as Phil 112, *The Classical Mind,* to Phil 111, *Philosophy and Popular Culture.* Students are given the opportunity to study the full range of the time-honored courses that comprise University programs in both Philosophy and Religious Studies. As well, we offer courses such as Phil 141, *Bioethics* and Phil 145, *Social and Political Philosophy,* that respond to contemporary issues in a global society. We pride ourselves on upholding Philosophy and Religious Studies as traditional academic disciplines while responding to the changes in our culture and our student population.

We further pride ourselves in organizing special events and guest presentations. Each semester we have one or more events on campus. These special presentations are designed to enhance the classroom experience of our students. Students are given the opportunity to see the value of what they learn in their classes as well as to encounter new ideas. We open our special events to the entire campus. Both faculty and students from other disciplines are invited to expand their academic experience and their thinking about the world.

We have three full-time faculty members and, currently, twelve part-time faculty. Both fill-time faculty and part-time faculty are dedicated to 1) preparing students for making the transition to four-year institutions 2) fostering our majors and assisting them with transfer. Further we are committed to 3) providing a solid foundation for all students who enroll in our courses. We teach students skills to critically evaluate their beliefs and the world around them. We engender the desire to apply the new concepts they have learned to chart a path to "the good life."

1.1 DEPARTMENT HISTORY

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 for the last 34 years. All three programs provide consistent general education for Grossmont College, offering a wide range of courses. Students can obtain an Associate 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 Gwenyth 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.

Alan Campbell retired in 1989 and was replaced by Zoe Close in 1990. In 1993 Spencer La Moure retired. Gwenyth Mapes was hired in 1999 to replace Spencer Lamoure. David Arthur was also hired in 1999 to replace Paul Wheatcroft, who retired in 1996. David Arthur separated from the District in Spring 2001. The department has made innumerable applications for replacement of that position; however, no replacement has been granted to date. Bill Hoaglin was hired in Fall of 2001 as a replacement for John Saetti, who retired in 1998. The most recent hire for Philosophy is June Yang, replacing Hoke Simpson who retired in 2002. Humanities professor, Brad Wood, retired in December 2004 and Humanities professor, Harry McCune, retired in June of 2005. The department hired replacements for these two Humanities retirements. Peter Schmidt and Gareth Davies-Morris both began in Fall of 2006.

Significant restructuring of our Division, English & Social/Behavioral Sciences, took place in Fall 2009. Humanities was removed from our Department and placed in another Division. Full-time faculty members Davies-Morris, Mapes, and Schmidt, as well as adjunct faculty who taught Humanities courses, were reassigned to another Division. The chair of our department continued to participate in the tenure processes of Davies-Morris and Schmidt, as they had only been hired in 2006. This restructuring took a toll on our department, not only in terms of full-time faculty, but in terms of pride in the department. Each of the Humanities courses was developed by our faculty with care and mindfulness of students. Few departments, even at the four-year institutions, have such a wonderful Humanities program as we developed. Our Department is now Philosophy and Religious Studies. In addition to the loss of these faculty members, but in terms of the significant reduction in enrollment at Grossmont College has taken its toll. We are unable to offer the number of sections 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 increase the number of students we serve.

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 an AA degree for Religious Studies. This program has enjoyed a recent rise in popularity. Our department could be improved with addition of a full-time position in Philosophy and one full-time position in Religious Studies.

1.2   PROGRAM REVIEW RECOMMENDATIONS FROM 2006--2011

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.

Faculty, including both our full-time and part-time, have devoted portions of our department meetings to examine grading in courses where we offer multiple sections. These include primarily Phil 110, *Introduction to Philosophy*, Phil 125, *Critical Thinking* and Relg 120 *World Religions.* We have a wide variety of modes of delivery of course material and different methodologies for testing. Norming is made more understandable when we agree on a short objective exam given to all sections of the course.

2. Strategize ways to encourage under-achieving students to utilize tutoring for their courses.

We have found that students who are performing poorly are often the most reluctant to seek help. Explaining to them that our tutors are students, like them, goes a long way to encourage students who need tutoring. Making the connection that tutors are students who have done well in the very courses they are taking emboldens students to participate in our tutoring services.

3. Consult with your dean about options to return esoteric courses that have not been offered in some time to the schedule.

Disappointingly, rather than enrollment increasing and having a renewed opportunity to offer our full array of courses, the Grossmont College trend is downward. With further cuts and compressions imposed by Administration to maximize enrollment, we have employed a strategy of course alternation. For our History of Philosophy series, we offer Phil 112, *The Ancient Mind* and Phil 116, *The Modern Mind* in the first semester and in the second semester we offer Phil 114 *The Medieval Mind* and Phil 118, *The Contemporary Mind.* Phil 155, *The Philosophy of Science* and Phil 150, *The Philosophy of Art* are courses for which we have begun to use this same alternation methodology.

4. Meet with department representatives from local transfer institutions to strengthen connections and foster communication.

We have a robust relationship with UCSD, USD and SDSU. Many of our majors transfer to SDSU. Our students attend meetings of the SDSU Philosophy Club and SDSU students have attended our events. Since the last program review, we invited Peter Atterton of SDSU to give the presentation, *Are All Animals Equal?* At our invitation Lori Watson of USD gave a talk on *All Gender*. UCSD's Clinton Tolley addressed our students on *Why Philosophy: Transferring to UCSD.* Shelley Dedman, the SDSU Philosophy Department liaison gave a presentation on transferring to SDSU.

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.

We put this proposal twice through the application process for Planning and Budget. We have not yet been granted a designated space. All department resources reside in the Chair's office.

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.

In both Philosophy and Religious Studies we deliver much course material that remains constant in its structure. For example, Phil 112, The Classical Mind is solidified by the philosophers who represent the period (e.g. Socrates, Plato, Aristotle). The department keeps abreast of new texts and the latest editions of texts to update our course outlines.

7. Use student-learning outcome data for continued course and program improvement.

Based on our assessment information, we have incorporated more use of technology for courses that previously had been light on technology use.

In department meetings we more regularly discuss our courses that have multiple sections. Making comparisons between student performance in online sections and F2F sections is frequently on the agenda.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 CURRICULUM CHANGES

The department has made quite a few significant and positive changes to our curriculum. We completed the A.A.-T Degree for Philosophy. We successfully modified Phil 130, Logic, and received approval for C-ID standard.

In Spring of 2016 we added a new course. Religious Studies 170, **Introduction to the New Testament** is now our newest course. The addition of this course was the result of surveying our Religious Studies students. Students were asked to submit what they would find most interesting and most helpful as a new course. 61% of students identified the focused study of Christianity as the most desirable and most useful course of study. Relg 170 examines the New Testament in the context of history and culture of the period. All books of the New Testament are analyzed while incorporating the latest scholarly information on Biblical materials. Relg 170 has had healthy enrollment since it was first offered.

In Fall of 2015, Philosophy 141, **Moral Problems in Health Care**, was overhauled to change the title and to expand, upgrade and contemporize the content of the course. Phil 141 is now **Bioethics**. Students are introduced to the wide range of issues that define the study and the significant moral issues that arise in medicine, health care and biotechnology. Students examine the intersections of philosophical issues with law, politics, religion and economics. Student enrollment has dramatically increased since the curricular changes were made.

In Fall of 2016, Phil 150, **Human Beings and Aesthetic Value** was modified to change the title of the course to one that is more student friendly. The title change yielded no significant increase in student enrollment. The course was originally titled **Aesthetics**. The department deliberated about returning to the original title or changing the title to **The Philosophy of Art**. A survey was done to look at major universities across the country to see how they titled the courses. The result was split—approximately half for Aesthetics, half for The Philosophy of Art. Looking at our local universities where a majority of our transfer students enroll, San Diego State University uses The Philosophy of Art, University of California at San Diego uses Aesthetics and the University of San Diego uses The Philosophy of Art. Our new title is Philosophy 150 **The Philosophy of Art**. We continue to market this course with the Grossmont College PR officer and with our counselors in an effort to increase enrollment.

Philosophy 194, **Community Service Learning**, was developed and approved. Administration has not approved offering this course in the schedule due to section cuts.

Adding online sections of two courses, Phil 125, **Critical Thinking** and Relg 120, **Introduction to World Religions** has yielded a tremendous increase in enrollment for these courses. In 2017 and 2018 the administration asked to raise the class maximums to 60, then to 65. This change was made to accommodate the long wait lists for the two courses.

Phil 130, **Introduction to Logic** and Relg 170 **Introduction to the New Testament** have gone through the curriculum process to establish online versions. The department plan is to offer both classes online, Relg 170 in Fall 2019 and Phil 130 in Fall 2019.

2.2 COURSE OUTLINES

In general, the department follows a routine schedule of a six-year complete review and update. Some of our courses, for example, the four courses in our History of Philosophy series, have content that remains stable. Upon review, an update of textbooks for new texts and current editions is what is required.

Submitting a new course is driven by 1). Looking at trends in the disciplines and what is being offered nationwide at colleges and universities. Our Phil 155, **The Philosophy of Science**, is a good example; 2) Responding to student interest. Our newest course, Relg 170, Introduction to the New Testament, is the result of a survey of Religious Studies students regarding what they would most like to study. Making modifications to courses is the result of 1) our department seeking to make the course more student-friendly. Changing the title of Phil 150 from **Human Beings and Aesthetic Value** to **The Philosophy of Art** is a good example; 2) Refining course content to be in line with four-year institutions. Phil 141, **Bioethics**, is a good example.

We continually review new texts for our disciplines, always looking for the best texts for our students. In Spring 2018 nine course outlines were prepared for Curriculum to add new texts and/or update texts to more current editions. The courses are Phil 110, **Introduction to Philosophy**, Phil 111, **Philosophy and Popular Culture**, Phil 116, **The Modern Mind**, Phil 118, **The Contemporary Mind**, Phil 125, **Critical Thinking**, Phil 140, **Problems in Ethics**, Phil 145, **Social and Political Philosophy**, Relg 120, **World Religions** and Relg 130, **Scriptures of World Religions**.

Phil 194, **Community Service Learning Experience**, is part of our curriculum. We have not been permitted by Administration to offer this course due to budget cuts.

2.3 CURRENCY AND ENGAGEMENT STRATEGIES

Phil 111, **Philosophy and Popular Culture,** is a great example of our adding a new course to respond to and accommodate our changing culture. The course deals with changing social structures and relationships, how technology affects humanity, human beings and work to name a few. Phil 110, **Introduction to Philosophy**, allows for a topical approach to philosophical issues, so topics like gender, ethnicity, socio-economic differences are all possibilities. Phil 140, Ethics, deals with big relevant issues such as justice and social equality. Relg 140, Religion and Culture, provides an opportunity to explore current world situations that are motivated by religious belief.

Department faculty have their unique styles of classroom teaching. Most of our faculty use the creation of small groups or pairing students to work on a question and report out to the class. We have found that students make progress when they are given the opportunity to connect with their peers. Permitting students to use their cell phones for a brief period in class to work on a specific assignment is a strategy that engages students. Recreating rituals and religious practices for students is illustrated by the following: In Rel 140, Religion and Culture, John Scholte actively engages students to participate in cultural and religious rituals in class, for example, a Taoist water ritual to demonstrate *Wu Wei*. Zoe Close uses a lot of actual visual objects to illustrate difficult concepts. For example, students cut "cookies" from rolled-out playdough to demonstrate Kant's complex concept of the structure of the human mind. June Yang uses Plato's Allegory of the Cave to stimulate student thinking about their own contemporary education. Bill Hoaglin practices contemporary philosopher, John Rawls', Veil of Ignorance to explore inequality and equality.
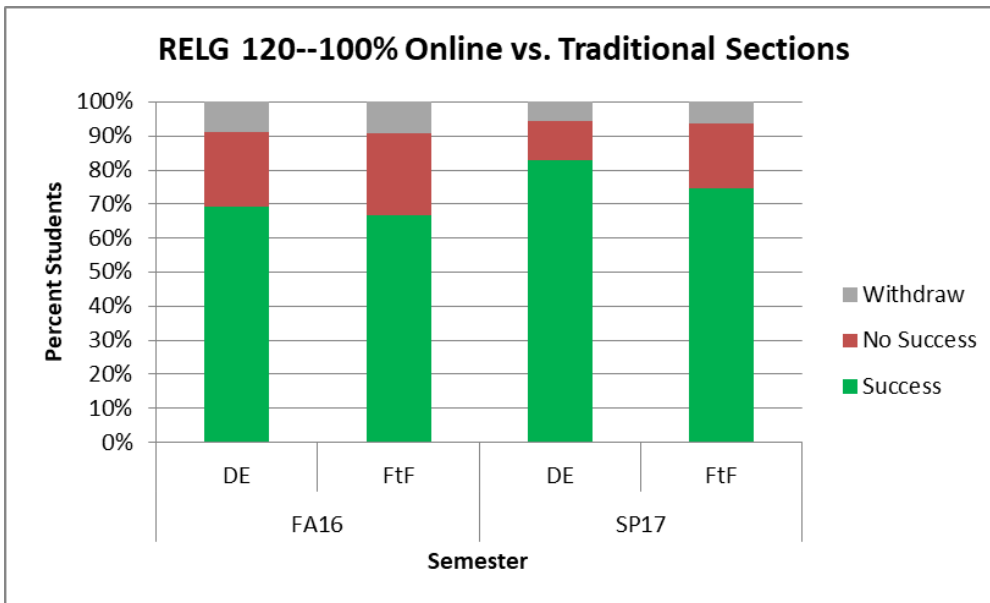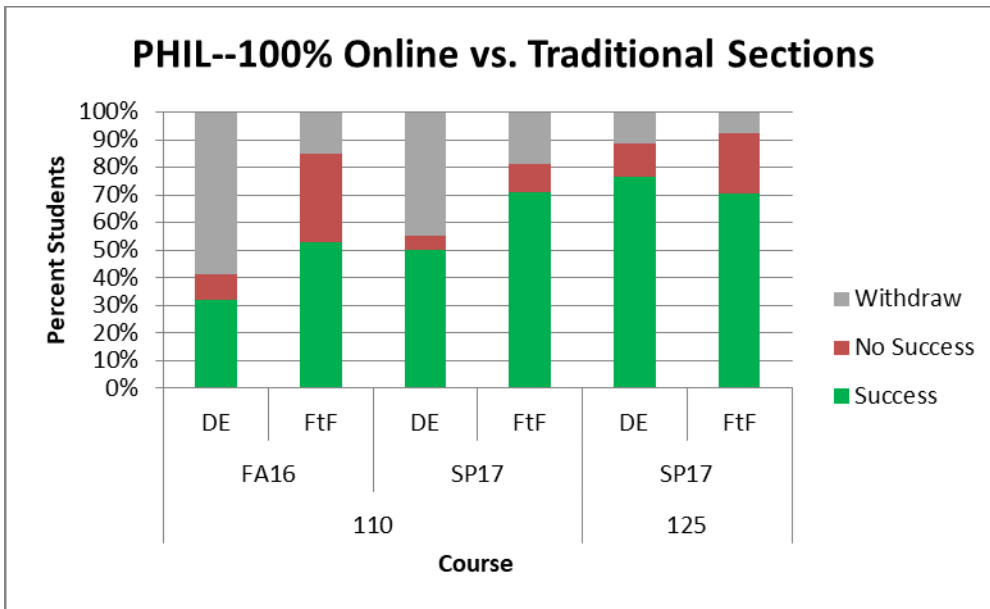
2.4 MAINTAIN HIGH ACADEMIC STANDARDS

Upholding the high academic quality of our programs is of greatest importance to the department. Our part-time faculty receive the same orientation regarding academic quality as do our full-time faculty. For new faculty, the course outline is carefully reviewed as the foundation for what is expected regarding course content and outcomes. Assessment of our courses is a frequent agenda item for department meetings. Courses with multiple sections are Phil 110, *Introduction to Philosophy*, Phil 125, *Critical Thinking* and Relg 120, *World Religions.* Faculty who teach these courses with multiple sections agree on the assessment method and content for each assessment period. Periodically we have two sections of Relg 140, *Religion and Culture.* For Fall 2018 we scheduled two sections of Phil 111, *Philosophy and Popular Culture.*

2.5 GRADE DISTRIBUTION

The Grossmont College student success average for this Program Review period is close to 70%. Philosophy success rates are lower in 2013 and 2014, hovering around 60 %. We see a higher success rate in 2016 and 2017, the average ranging from 66% to 68%. The 68% is commensurate with the Division average. Students find Phil 130, *Logic*, to be difficult. *Logic* success rates have been historically lower than most of our other courses. The addition of online sections of Phil 125, Critical Thinking, has aided the success rate for that course. Students find the online format appealing.

Religious Studies success average in 2015 combining Fall and Spring begins to come closer to the college success rate of 54%. In Spring 2016 the success rate is higher at 58% exceeding the college success rate. In Spring 2017 student success rates increase to 71%. Except Rel 120, *World Religions*, the remaining courses all offer only one section per semester. As with Philosophy 125, adding online sections of Relg 120, *World Religion* increased our success rate for that course. At this point, students seem to prefer the online format and perform better than in the F2F sections.

2.6 Online versus F2F offerings

PHIL--100% Online vs. Traditional Sections

(Chart: Percent Students vs. Course — stacked bar chart showing Withdraw, No Success, Success for DE and FtF sections across FA16 110, SP17 110, and SP17 125)

RELG 120--100% Online vs. Traditional Sections

(Chart: Percent Students vs. Semester — stacked bar chart showing Withdraw, No Success, Success for DE and FtF sections across FA16 and SP17)

The department has found that retention rates are higher for our online sections of Phil 125 and Relg 120 than for the corresponding F2F sections. We plan to offer Relg 170 and Phil 130 online in Fall 2019. These courses have already been approved by Curriculum for online delivery. When a course is to be offered online, faculty members are meticulous regarding the structure and content. Nothing goes online before it is fully reviewed. For Grossmont College, F2F courses have a higher success rate than online classes. As well, college retention rates are higher for F2F offerings.

SECTION 3 -STUDENT LEARNING OUTCOMES

3.1   CHANGES TO SLO ASSESSMENT

In general, our department adheres to the matrix of assessment dates we established.
In some situations, the assessment may be delayed. For example, Phil 155, *The Philosophy of Science* was canceled by Administration during the semester it was supposed to be assessed, thus delaying the assessment. Phil 110 has been assessed somewhat more frequently to accommodate the online delivery sections. We have ongoing discussions regarding the assessment methodology. For example, we continually debate whether written assignments or objective question assignments give a better understanding of student learning.
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.

3.2   IMPROVEMENTS RESULTING FROM SLO ASSESSMENT

Our assessment of Phil 141, *Bioethics,* resulted in submitting the course to Curriculum for changes in content and to course title. We expanded the content to include what is standardly included in Bioethics courses at major universities.
Until the enrollment crisis, we offered all of our courses in the History of Philosophy series each semester. In order to respond to decreased enrollment we have been offering 112, *The Classical Mind* and 116, *The Modern Mind*, in one semester and Phil 114, *The Medieval Mind*, and 118, *The Contemporary Mind*, in the following semester.

3.3   RESOURCES

The department has always worked very efficiently with the Curriculum process. We have a great working relationship with Marsha Raybourn. We also work well with our counterparts at Cuyamaca College. Our part-time faculty are engaged with making input for changes to both assessment and curricular changes.

3.4   SUCCESSFUL IMPROVEMENTS

Primarily we use enrollment figures and student success data to determine the value of improvements we have made. Resulting from applying changes, enrollment has increased in Phil 111, *Philosophy and Popular Culture*, Phil 141, *Bioethics.* We have seen an upward trend in Phil 110, Introduction to Philosophy student success. This is the result of allying online and F2F sections. With the exceptions of Phil 110, *Introduction to Philosophy*, Phil 125, *Critical Thinking*, Relg 120, *Introduction to World Religions* and sometimes Phil 111, *Philosophy and Popular Culture* and Relg 140,

Religion and Culture. course assessment means one section. Phil 110, Phil 125 and Relg 120 always have multiple sections, but our other courses involve assessing only the one section offered.

3.5   SUSTAINING COURSE IMPROVEMENT

A recent strategy has been to rotate instructors for a course. For Religion 170, *Introduction to the New Testament*, we alternate instructors for Fall and Spring. We do this same rotation for Phil 111, *Philosophy and Popular Culture*. and Relg 140, *Religion and Culture*. The sequencing of our History of Philosophy series has worked sufficiently, but we hope that we can return to offering all of these courses each semester.

SECTION 4 – FACILITIES AND SCHEDULING

4.1   TYPE OF FACILITIES

Philosophy and Religious Studies classes all have a class maximum of 50. Department classes are primarily scheduled in the 500 area, buildings 51, 53 and 55. There are a few rooms for which we are scheduled that do not accommodate our negotiated 50- course maximum. 585 and 573 both have a classroom max of 48. Room 500 has only a 30 capacity. One or two classes each semester is scheduled in the 300 area, most often in Building 36. Room 333A has a classroom max of 49. Philosophy 110, Philosophy 125 and Religious Studies 120 all have two online sections each semester.

4.2   SPACE AVAILABILITY

Department requirements for facilities are very fundamental. Our faculty always need efficient computers and document cameras, as well as rooms with the placement of projection screens to accommodate viewing for our large classes. Classroom availability is generally fine. There is less competition for classroom space in the 500 area of campus since Grossmont College has experiences class cuts. When requesting rooms through the scheduling office, the department is generally able to acquire the desired classroom spaces.

We have continuously offered Philosophy 110 **Introduction to Philosophy**, Phil 125 **Critical Thinking** and Relg 120 **World Religions** in an online format. We have also approved through Curriculum Committee but have not yet offered Philosophy 130 **Introduction to Logic.** and Relg170 **Introduction to the New Testament** in an online format in Spring 2019. This reaches a student demographic that otherwise might have trouble achieving college credit.

4.3   MEETING STUDENT EDUCATIONAL OBJECTIVES

Department online offerings have been the major strategy for meeting student success objectives in relation to facilities.

We have offered more alternative night courses to accommodate students who work in the day. We offer several courses each semester that run 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 concern overall is the cutting of sections. When sections are cut, even though all efforts are made to direct students from the cut sections to other classes, we often lose a certain percentage of those students. This is the largest factor affecting availability of education to our students.

4.4 TECHNOLOGY AND EQUIPMENT

Our programs do not require equipment as, for example, science labs require. Our faculty all use classroom computers and document cameras. We have found the computer set up in most classrooms to accommodate us well. Most of the screens in the 500 area have had their positioning altered to permit writing on the white board while projecting material on the screen. This was requested by some departments. About 50% of our faculty prefer the previous front position of the screen.
Students do make considerable use of the Tech Mall for composing and printing written assignments and papers.
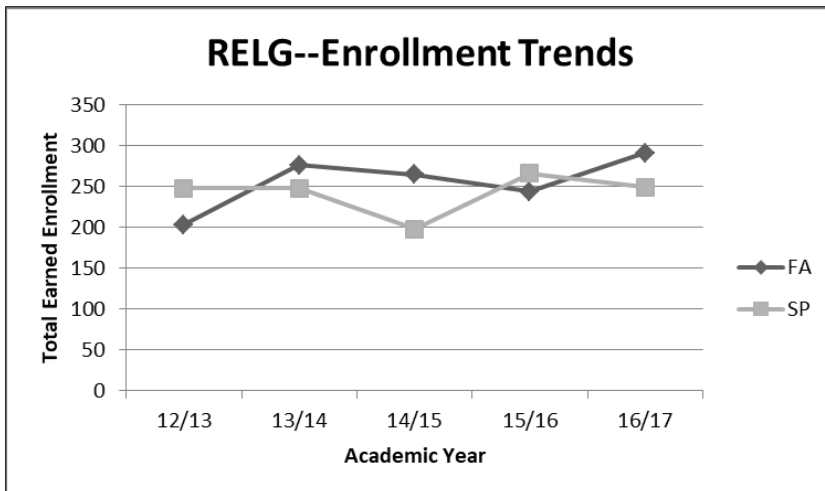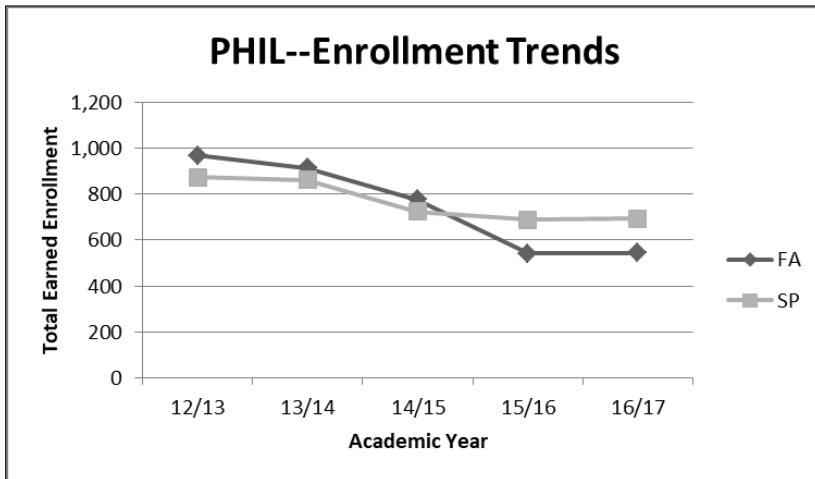
4.5. FACILITY MANAGEMENT

We have few facility concerns in the current context of lower enrollment. When enrollment increases there are more conflicts and competition for rooms. We plan to add online sections for Relg 170, *Introduction to World Religions* in Spring 2019 and for Phil 130, Logic in Fall 2019. Online sections assist with the problem of classroom competition.

4.6 NON-CLASSROOM SPACE

 Numerable requests have been submitted, but not granted, for a small dedicated department space that would accommodate the following: 1. a small library and study area for students to include a computer and 2. a storage area for department materials. The chair's office serves as space for the faculty member as well as a storage space for everything belonging to the department. This includes Books, both textbooks and reference books. We have a collection of both documentary and fiction DVDs for use in classes. Extra ink and supplies are also housed here. There is also an extra computer table.

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SECTION 5 - STUDENT EQUITY AND SUCCESS

5.1 ENROLLMENT TRENDS

PHIL--Enrollment Trends

A line graph titled "PHIL--Enrollment Trends" with Y-axis labeled "Total Earned Enrollment" ranging from 0 to 1,200, and X-axis labeled "Academic Year" with values 12/13, 13/14, 14/15, 15/16, 16/17. Two series: FA and SP.

RELG--Enrollment Trends

A line graph titled "RELG--Enrollment Trends" with Y-axis labeled "Total Earned Enrollment" ranging from 0 to 350, and X-axis labeled "Academic Year" with values 12/13, 13/14, 14/15, 15/16, 16/17. Two series: FA and SP.

Beginning in 2012-2013, the enrollment trend for Philosophy has decreased steadily until 2015-16 when we see stabilization through 2016-2017. Spring earned enrollment is slightly higher than Fall earned enrollment. For Religious Studies, enrollments increased from 2012-2013 with a dip in figures in 2014-2015. From 2015-2016 to 2016-2017 Fall enrollment is up from 200-300 since Fall 2012-2013. Spring enrollment is slightly lower than Fall from 2015-2016 to 2016-2017. Grossmont College enrollment figures show a steady downward trend for both Fall and Spring from 2013-2014 through 2016-2017. Philosophy enrollment figures are more in line with the overall college figures, whereas Religious Studies figures are better than the overall college figures. The Administration has made more cuts and more section compressions in Philosophy than in Religious Studies. To combat downward trends in Philosophy the department works closely with Counseling to promote those courses which have suffered cuts. We promote courses through the Office of College and Community Relations. We also offered more online sections which have higher enrollments than onground sections. We offer two online sections of Phil 110, two online sections of Phil 125, *Critical Thinking,* and two online sections of Religious Studies 120, *Introduction to World Religions* each semester.

GENDER, AGE AND ETHNICITY

Collage Date show that more females than males enroll at Grossmont. In the 2016—2017 year there is as much as a 14% gap. Gender enrollment data for Philosophy shows that the program enrolls more males than females, on average about a 10% gap. Philosophy has traditionally been a male-dominated field. During the latter part of the 20th century, organizations such as The American Philosophical Association fostered efforts to engage more women to enter the discipline. There is some positive upward movement toward that end, but current trends still see more male than faculty at universities. Out of the 27 full-time faculty in the UCSD Philosophy Department there are four female professors and three assistant professors. SDSU has nine full-time faculty members, one female professor and one female assistant professor. Our contemporary culture may still project the image of philosophy as a male discipline.

Although Grossmont College data, disaggregated by age, show a higher percentage of students In the 19 or less age group and the 20-24 group, our department programs reveal a somewhat higher enrollment in those same two age categories. We attributed this to the high number of transfer students who enroll in our programs.

Both Philosophy and Religious Studies enjoy a healthy enrollment of Hispanic students. In general, this ethnicity group is comprised of engaged students who are comfortable with class content and willingly participate in class discussions and projects. However, our department enrollment of Hispanics is below the Grossmont College enrollment of Hispanics. In 2013 the department began an upward trend toward closing the gap between Whites and Hispanics. In Fall 2016 enrollment data for Philosophy show nearly equal enrollment. The gap in Religious Studies is a bit higher, but the enrollment trend is still upward. We may have fewer Hispanic majors than some campus departments.

A recent study conducted by Georgetown University concludes that currently the two most highly preferred college majors for Hispanics are 1) International Business at 22% and 2) Multicultural Studies at 19%. A study conducted by the American Academy of Arts and Sciences reports that minority students receiving B.A. degrees in Philosophy has increased from 4.6% in 1995 to 11.1% in 2014.

5.2 SUCCESS AND RETENTION

California Community Colleges Chancellor's Office
Credit Course Retention/Success Rate Summary Report

Philosophy & Religious Studies	Spring 2018 Transferable Enrollment Count	Spring 2018 Transferable Retention Count	Spring 2018 Transferable Success Count	Spring 2018 Transferable Retention Rate	Spring 2018 Transferable Success Rate
State of California Total	55,824	47,889	39,300	85.79 %	70.40 %
Non Distance Education Methods Total	40,334	34,974	28,808	86.71 %	71.42 %
African-American	1,894	1,556	1,137	82.15 %	60.03 %
American Indian/Alaskan Native	162	129	106	79.63 %	65.43 %

Asian	5,324	4,733	4,129	88.90 %	77.55 %
Hispanic	18,516	15,829	12,447	85.49 %	67.22 %
Multi-Ethnicity	2,056	1,785	1,507	86.82 %	73.30 %
Pacific Islander	152	133	109	87.50 %	71.71 %
Unknown	1,002	891	755	88.92 %	75.35 %
White Non-Hispanic	11,228	9,918	8,618	88.33 %	76.75 %

College Overall: SPRING
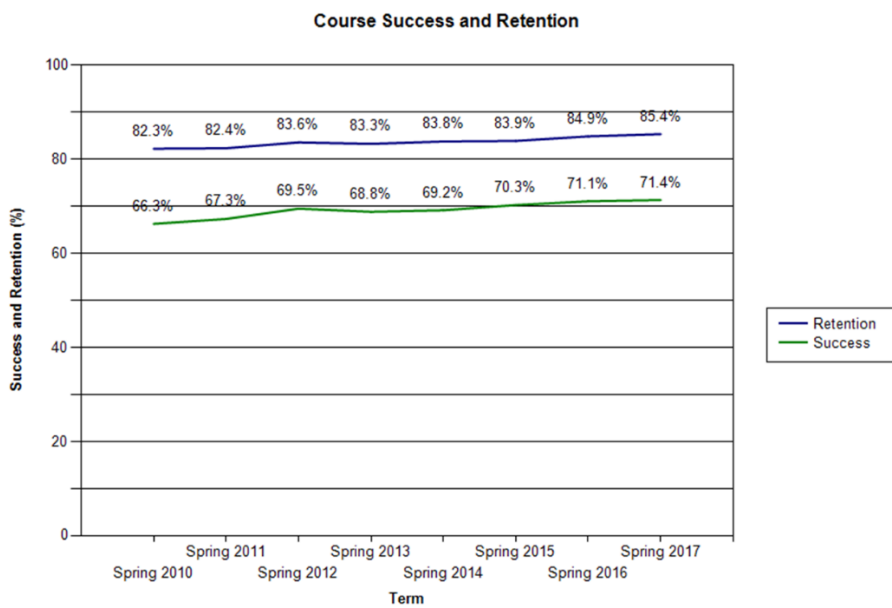
Student Demographics and Service Area

Grossmont College Service Area Population and Student Comparison by Race/Ethnicity

	2010-11		2011-12		2012-13		2013-14		2014-15		Average	
	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population
African-American	7.8%	6.3%	7.6%	6.2%	7.0%	6.0%	7.3%	5.7%	7.1%	5.9%	7.4%	6.0%
Asian	6.0%	12.1%	5.7%	12.4%	5.5%	11.9%	5.5%	12.6%	5.5%	11.7%	5.6%	12.2%
Hispanic	25.4%	34.5%	27.5%	35.5%	29.7%	37.0%	31.6%	36.7%	32.5%	38.6%	29.3%	36.4%
White	44.2%	42.8%	43.6%	41.6%	42.8%	40.7%	41.4%	40.5%	41.0%	39.5%	42.6%	41.0%
Two or more	7.2%	3.2%	7.6%	3.2%	7.8%	3.3%	8.2%	3.3%	8.1%	3.2%	7.8%	3.2%
Unknown/Other	9.4%	1.1%	7.9%	1.1%	7.1%	1.1%	6.1%	1.1%	5.7%	1.1%	7.3%	1.1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Grossmont College Service Area Population and Student Comparison by Gender

	2010-11		2011-12		2012-13		2013-14		2014-15		Average	
	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population
Female	56.1%	50.2%	55.1%	50.0%	55.1%	50.1%	55.6%	50.2%	55.9%	50.4%	55.6%	50.2%
Male	43.1%	49.8%	44.1%	50.0%	44.2%	49.9%	43.7%	49.8%	43.4%	49.6%	43.7%	49.8%
Unknown	0.8%	0.0%	0.8%	0.0%	0.7%	0.0%	0.7%	0.0%	0.7%	0.0%	0.8%	0.0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Grossmont College Service Area Population and Student Comparison by Age

	2010-11		2011-12		2012-13		2013-14		2014-15		Average	
	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population	GC Students	Service Area Population
10-17 years	3.8%	12.0%	3.6%	12.1%	3.2%	12.0%	3.4%	12.0%	4.0%	12.0%	3.6%	12.0%
18-24 years	60.6%	13.3%	61.1%	13.2%	63.2%	13.1%	62.9%	13.0%	62.7%	12.9%	62.1%	13.1%
25-29 years	14.3%	10.1%	14.5%	10.0%	13.3%	9.9%	13.6%	9.6%	14.1%	9.3%	14.0%	9.8%
30-39 years	11.0%	16.8%	10.8%	16.6%	10.4%	16.7%	10.8%	16.7%	10.6%	16.7%	10.8%	16.7%
40-64 years	9.9%	35.4%	9.6%	35.6%	9.4%	35.3%	9.0%	35.5%	8.1%	35.5%	9.2%	35.4%
65+ years	0.4%	12.3%	0.4%	12.5%	0.4%	13.0%	0.4%	13.3%	0.4%	13.6%	0.4%	12.9%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Overall retention and success rates for our department in this Program Review cycle are a bit lower than the average rates for Grossmont College. For the period of Fall 2010 through Spring 2017 college rates for retention average 84% while success is at 69%. However, during this same period, Philosophy retention rates reach as high as 81.3% in Spring 2017 and success rates as high as 67% also in Spring 2017. Religious Studies rates for both retention and success continually rise to exceed college rates in 2017 with 90.6% retention and 79.9% success. This rise in retention and success rates in Spring can be attributed to the addition of online sections of Phil 125, *Critical Thinking* and Relg 120, *Introduction to World Religions*, in 2016 and 2017.

These online sections fill to the maximum enrollment with Relg 120 maximum being raised to 60. Waitlists for these classes frequently entail 20-- 25. Students are enthusiastic about these online classes and average better than the F2F counterparts.

GENDER, AGE AND ETHNICITY

Our department disciplines are, by definition, concerned with equality at all levels. Phil 140, *Ethics*, and Phil 145, *Social and Political Philosophy* deal in very focused ways on issues related to gender, age and ethnicity. P*hilosophy and Popular Culture*, Phil 111, is designed to deal with just those current problems like gender and ethnicity. Contrary to Grossmont College data that show that females in general do better than males, our focus on equality shows that our males and females perform equally well. In addition to the classroom experience, we provide many opportunities for students to go beyond the classroom to enhance and expand their learning. In 2014, Darius McGhee, an African-American student in Philosophy was voted by the ES&BS division to receive the ASGC Outstanding Student Award.

The local community, particularly El Cajon, has experienced a significant increase in the number of Arabic-speaking residents. This population derives from quite a few different countries in the Middle East and Africa. Our department has seen a dramatic increase in the number of Arabic-speaking students during this Program Review period. To illustrate with one example: A Spring 2018 class of Relg 120, *World Religions,* with an enrollment of 67 had 32 Arabic-speaking students enrolled. We have this data from the students themselves. In this course, students were asked to create a profile of themselves. 32 identified as Arabic-speaking and most identified as Muslim. The challenges that have arisen from this change in our department demographic and that have spurred us to devise a plan include 1) the need to provide to our students who speak Arabic resources for language and other issues. 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.

BELOW IS A VERY RECENT EVENT FOR OUR STUDENTS. THE EVENT DEALT IN DEPTH WITH ISSUES RELATED TO GENDER.

THE DEPARTMENT of PHILOSOPHY
and
RELIGIOUS STUDIES
PRESENTS

TREAT ALL SEXUALITIES EQUALLY

LORI WATSON USD
MONDAY, APRIL 3rd
1:00—2:30
GRIFFIN GATE

GROSSMONT COLLEGE

Student success in relation to age matches the Grossmont College data. Our efforts to achieve equality extend to age. Older students returning to college have the same opportunities and benefits as do students just arriving from high school. We have found that students, beginning with the 25--29 age group are usually focused on a goal and are motivated to do well.

In 2017, a nationwide study conducted by the National Student Clearinghouse Research Center presents statistics that show that Asians and Whites perform 20% better than Blacks and Hispanics. These statistics are consistent with our department data. However, this is not the college target, and neither is it our department target. Doug Shapiro, the major author of the above study, states, "This difference points out that more work needs to be done." In multiple discussions, our department faculty have identified some features which appear to contribute to this undesirable gap. Our Black students, who are generally fine students when in class, have a poorer record of attendance. For the courses we offer, attendance is a major factor in student performance. When a student does not attend class, they cannot merely compensate by reading the text. The in-class experience involves learning difficult terms and how to apply them, discussions on new material and evaluating new ideas   Encouraging good attendance is a major effort we have made. Hispanic students seem less inclined than some other

ethnic segments to seek help from faculty. Students will often make an appointment and then fail to show up. We have been working on strategies to make students comfortable seeking assistance from faculty. One strategy is to require them to have an office visit if their grade is below a C.

THE FOLLOWING RECENT EVENT FOCUSED ON UNDERSTANDING CONCEPTS INVOLVED IN ETHNICITY

5.3 ENGAGING STUDENTS

    Department faculty continually seek out and employ creative strategies to make classes exciting for students. Some specific examples include the following:
1) Sandhya Gouger organizes a trip to the San Diego Museum of Art for her Relg 140, *Religion and Culture* students. She plans a detailed tour to include art which represents culture and religion (Hindu art, Islamic art, Christian art, etc.)
2) For his Phil 140, *Ethics*, class Bill Hoaglin conducts a class project, "The Veil of Ignorance," an ethics

exercise based on the ethical theory of philosopher John Rawls.

3) Ron Strader and Jim Terbest both organize trips for their religious studies students to local churches, temples.

4) For Phil 110, *Introduction to Philosophy*, Zoe Close has students perform a section of Sartre's play, *No Exit*, an existentialist theatre of the absurd play.

5) John Scholte demonstrates religious rituals by having students carry them out (for example, a water ritual of Taoism).

5.4 OUTSIDE ENGAGEMENT

Our department engages students in activities outside of the classroom in multiple ways. Some specific examples include the following:

1) Students participate in the campus one-theme events and projects (water, food).

2) Philosophy students attend The Philosophy Club at SDSU. Some of the students in the club are our own transfer majors.

3) Our students have visited fellow students at Cuyamaca College for discipline events.

4) For many years we linked Phil 110 and English 120.

5) We linked our Phil 110 and Chemistry 141 for an Honors Class.

6) We continue to work on a link between Phil 150, The Philosophy of Art and Dance 110, Dance History. Philosophy faculty member, Leila Parello, philosophy faculty who teaches Phil 150 has her own dance studio.

7) We have been preparing students to participate in the Student Aesthetics Conference at USD in Fall 2018.

8) In the Spring 2019 students will participate in the Ethics Bowl hosted by the Philosophy Department at SDSU.
.

5.5 NA

5.6 DEGREE

Degrees	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Total
Philosophy	9	2	3	4	6	2	3	1	30
Philosophy for Transfer	--	--	--	--	--	--	1	9	10

We have fewer degrees awarded this Program Review period than the previous period. This can be attributed to 1) the decrease in enrollment and 2) the rapidly changing student demographic at Grossmont College. Our pattern does mirror the national trend. The National Center for Education Statistics shows data from 1970--2016. The number of Philosophy degrees awarded takes a downward turn starting 2007 and continues through 2010.

BELOW ARE RECENT EVENTS THAT WERE ORGANIZED SOLELY FOR OUR MAJORS

WHY PHILOSOPHY?

EXPLORE THE CRUCIAL SKILLS YOU'LL DEVELOP AND THE NUMEROUS CAREERS A PHILOSOPHY DEGREE CAN LEAD TO.

PROFESSOR CLINTON TOLLEY, Ph.D
THE PHILOSOPHY DEPARTMENT
UCSD

MONDAY, MARCH 14 2:00—3:30 GRIFFIN GATE
REFRESHMENTS WILL BE SERVED

Governing Board Members: Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson, Mary Kay Rosinski
Student Members: Evan Esparza, Rafael Navarette
Chancellor: Cindy L. Miles, Ph.D.
Grossmont College President: Nabil Abu-Ghazaleh, Ed.D.

R.S.V.P. to zoe.close@gcccd.edu by 3/7

GROSSMONT COLLEGE

5.7 SUCCESS OF MAJORS

Many of our majors choose to transfer to the local four-year institutions: UCSD, SDSU, USD. More do transfer to SDSU. I have been working with the SDSU Alumni Association to see if I can acquire data on what our students do after they graduate from SDSU. Much of our information comes directly from students who follow up with us. Recently the chair had a visit from one of our majors who completed a graduate degree at UCSB. One student completed a Philosophy degree at Princeton and one is currently attending Princeton. The student who received his Ph.D in Philosophy from Princeton returned and told the chair that of all the courses he took, including courses at Princeton, the best and most valuable was our Philosophy 116, *The Modern Mind*.

Students who were not majors but took Philosophy and Religious Studies courses often return to report the impact studying philosophy had on their lives. In Spring 2017, two students came to the department chair to say how grateful they were for their Philosophy class--one is a police officer and one is a pharmacist.

The following is a great example of a successful department student and how we keep in touch: Shelley Dedman came to Grossmont College. She was an excellent student and became a Philosophy Major. She graduated with a degree in Philosophy. Shelley transferred to SDSU where she continued her study of philosophy all the way through earning her M.A. degree in philosophy. She returned to us to do an Internship. She taught some classes and attended our department meetings. Currently Shelley is the Liaison for the Department of Philosophy at SDSU. In Spring 2018 she came to us again

to give a presentation on studying philosophy at SDSU and making the transfer.

The department has recently become more engaged in giving students information beyond transfer. Can I make money with a Philosophy Degree? What career choices are available if I do not want to teach at a college or university? Students are more concerned about these questions than they were just a few years ago. We have put effort into providing students with as much current information as possible.

For example, A recent study by The Pew Research Center indicates that median salaries for Philosophy professors is $88,000. Philosophers who work in Public Policy have a median salary of $57,000.

The Wall Street Journal recently published a study done at Union College that reports that mid-term salaries for those who have studied philosophy are higher than individuals who have degrees in other humanities disciplines. Those who have studied Philosophy also have higher mid-term salaries than those in science and the social sciences.

SECTION 6 - STUDENT SUPPORT / CAMPUS RESOURCES

6.1   SUPPORT SERVICES

The department is continually seeking the best tutors for our students. We are fortunate to have students who excel in difficult courses such as Phil 130, Introduction to logic who can then become formal tutors. Some of these students return to tutor for us after they transfer to a local four-year institution. We see that students who have been struggling almost overwhelmingly improve their performance by taking advantage of the one-on-one experience of tutoring.

We routinely send students to the Writing Center to receive assistance on their writing assignments. We use the "books on reserve" feature of the Library. An increasing number of our students cannot buy textbooks, so are dependent on these reserve copies.

We have not experienced problems with Health Center visits by students. Students sometimes complain about waiting for their Financial Aid, but I think that, in general, this office functions efficiently.

6.2 Counseling/ARC

The majority of our faculty refer students to Counseling to receive full information on questions about academic planning. All reports from students indicate that they are very satisfied with their Counseling academic advisement appointments.

Our use of ARC has continued to increase. The majority of students who request accommodations benefit. For example, students who request to take their exams in the ARC office generally have improved test scores.

6.3 Campus Resources

Our faculty are always grateful for the fine work of our Printing Department. They are responsive, efficient and provide one of the most fundamental aspects of classroom teaching—copies of our exams. Online submission really streamlines faculty work.

The Bookstore provides efficient service for having our textbooks appropriately available.

Our experience is that Maintenance responds quickly to situations that need attention. In Spring 2018, the sprinkler system outside one of our instructor's office malfunctioned, blasting water on the instructor's office door and blocking the instructor's access and exit. Maintenance rectified the situation right away.

The Business Office is accurate and helpful with routine matters like budgets and purchasing requests.

Our instructors frequently call IT for computer issues that arise during a class. The crew is knowledgeable and acts quickly to resolve issues.

Instructional Operations provides wonderful support in two major areas: 1) All curriculum matters such as updating course outlines and 2) Developing the schedule for Fall and Spring semesters as well Summer and Intersession. Instructional Operations Is accommodating and meticulous in both of areas.

Our faculty have contacted CAPS a few times to deal with students displaying erratic and threatening behavior. In Spring 2018, CAPS was the first step to eventually having the El Cajon Police arrive to deal with a student outside the 51-500 classrooms saying he wanted to kill everyone.

SECTION 7 – ON CAMPUS / OFF CAMPUS INVOLVEMENT

MARKETING

Our department works closely with Lorena Ruggero, Director of College and Community Relations, to promote all events we host on campus. This relationship with Lorena entails both on-campus and off-campus promotion. Our events are posted on "Griffin TV," on social media and as emails to special organizations and individuals in the community as well as to Cuyamaca College. We create flyers for our events. In addition to the above promotion we post flyers around campus.

We post department events to invite the entire campus community through the Grossmont *Weekly Digest.*

DISCIPLINE SPECIFIC ACTIVITIES

The major discipline organizations that include our faculty are The American Philosophical Association, the American Academy of Religion and The Community College Humanities Association. We attend and present papers at these organizations. In our local community we attend and make presentations at the Southern California Philosophy Conference at SDSU and The Philosophy Forum in La Jolla.

COMMUNITY INVOLVEMENT/ CAMPUS VOLUNTEERISM

Each year the department acquires a booth for college Open House events. This venue allows us to display special posters and examples of textbooks. We display and hand out degree brochures, flyers detailing all courses in Philosophy and Religious Studies. Some of the Open House events opened

classrooms so that faculty could give presentations. We have given presentations, "The Truth about Islam," "What is Buddhism," and "Ethics for Life." Our students have given readings from the "Dialogues of Plato." For all open house events I bring students, dressed in classical garb, to reach out to the crowd and direct participants to our booth. In Spring 2018 we attended and worked from a booth at the Counselor's annual event. Counselors from 22 high schools attended and picked up information on our department's programs. Also, in Spring 2018 we participated in the High School Success Fair on the Grossmont campus. A very large crowd of high schoolers attended. They picked up information for our department, information on all of our courses, degree information and sample textbooks.

We participate in one-campus/one theme activities. For the Water Theme, we showed the film, Water, the moving and controversial film by Deepa Mehta. Students were involved by creating individual and group projects. We have also participated in the Food Theme. We also invited Wallace J. Nichols, author of *Blue Mind* to give a presentation on the benefits of water for human beings. In Fall 2018 we will give a presentation, *What Do Philosophers Eat? The Philosophy of Food*.

OPEN HOUSE

STUDENT PRESENTATIONS

Faculty	Activity	On Campus	Off Campus	Year	Value
Zoe Close	Presented "Wittgenstein's Mirror" at Southern California Philosophy Conference, SDSU		x	2013	Participate in the wider academic community
Zoe Close	Organized event featuring Robert Van Voorst, most outstanding writer of textbooks for Religious Studies	x		2014	Students interact with a major figure in Religious Studies
Zoe Close	Presented "Moral Chaos" for National Community College Humanities Conference(CCHA)		x	2015	Keep abreast of trends in the discipline
Zoe Close	In keeping with campus "Water" theme, organized presentation by Wallace J. Nichols	x		2015	Participate in campus community
Zoe Close	Presented paper on "Art and Morality" for San Diego Philosophy Forum	x		2016	Participate in the wider academic community

Zoe Close	Organized guest speaker, Clinton Tolley, UCSD presentation "Why Philosophy"	x		2016	Nurture our majors
Zoe Close	Gave Presentation "TransHumans" for National CCHA Conference		x	2017	Participate in national event for discipline
Zoe Close	Organized guest speaker, SDSU Philosophy Department Liaison, presentation	x		2018	Nurture of majors
Zoe Close	Organized "Are All Animals Equal" SDSU guest speaker, Peter Atterton	x		2018	Students are made aware of issues involved in animal rights
Sandhya Gouger	Takes students in Relg 140, *Religion and Culture* to the SD Museum of Art for special tour of relevant works of art.		x	ongoing	Students see first-hand art works they are studying in class

Name	Achievement			Year	Benefit
Perry Grosse	Excellence in Teaching Award	x		2013	Showcase our great faculty
Bill Hoaglin	Sabbatical Leave on Community Ethics	x		2017	Foster our department relationship with the San Diego Center for Ethics in Science and Technology
Leila Parello	Excellence in Teaching Award	x		2012	Showcase our great faculty
Leila Parello	Accepted to Staffordshire University Ph.D program		x	2016	Extend knowledge in the field
John Scholte	Excellence in Teaching Award	x		2014	Showcase our great faculty
John Scholte	Assisted in organization of guest presentation on "Chinese Religions"	x		2016	Enhance students' classroom learning experience
Ron Strader	Excellence in Teaching Award	x		2015	Showcase our great faculty
James Terbest	Teaches "Ethics" classes for the US Customs and Border Protection		x	Ongoing	Serve our community
June Yang	Awarded a Sabbatical Leave for Fall 2018 to research "The Nature of Addiction"	x		2018	Results can be infused into Phil 110, 111, 140. 141, 155

Above is just a representative sampling for this Program Review period.

Below are a few more examples of our events during this Program Review period.

THE DEPARTMENT OF PHILOSOPHY AND RELIGION PRESENTS
CONTROVERSIAL ISSUES IN BIO ETHICS

DR. ARACELI NEUNER
TUESDAY, APRIL 8th
GRIFFIN GATE
11:00—12:15

GROSSMONT COLLEGE

Governing Board Members: Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson, Mary Kay Rosinski
Student Members: Zack Gianino, Elsa Hernandez
Chancellor: Cindy L. Miles, Ph.D.
Grossmont College President: Sunita V. Cooke, Ph.D.
Cuyamaca College President: Mark J. Zacovic, Ph.D.

BUDDHISM

A PRESENTATION BY KARMA LEKSHE TSOMO

THURSDAY, APRIL 21, 2016 2:00—3:15 Griffin Gate

The Department of Philosophy and Religious Studies

GROSSMONT COLLEGE

THE DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES PRESENTS

CLINTON TOLLEY UCSD and NICK RIGGLE USD
MONDAY, MARCH 13 2:00—3:15 PM
GRIFFIN GATE

IS IT ART ?

GROSSMONT COLLEGE

THE DEPARTMENT OF PHILOSOPHY AND RELIGION PRESENTS

WHAT IS SUFISM?

Grossmont College

**Dr. Farnaz Khoromi
Tuesday, February 25
12:30—1:50
Griffin Gate**

7.1   The department has four major strains of activities that contribute to the success of our students: 1) Ongoing activities in the classroom setting such as organizing a trip to the San Diego Museum of Art; 2) Presenting events just for our students, majors and potential majors, such as speakers from SDSU and UCSD; 3) Extra special events featuring guest speakers from all over the country. 4) Creating relationships with our local community.

7.2   For a small department, we have an extremely rich set of offerings beyond the classroom. Students routinely are provided the opportunity to interact with internationally known figures such as Martha Barnett, Robert van Voorst and Wallace J. Nichols. We engage in our campus community with activities such as participating in the OneTheme/One campus events.   Our influence extends beyond the Grossmont campus to our local four-year institutions and the community at-large. Jim Terbest's teaching Ethics classes to the U.S. Customs and Border Protection Agency and our relationship with the San Diego Center for Ethics in Science and Technology are good examples. Zoe Close has worked with Ann Chu, Director of the Confucius Classroom, the Ethics Events of the East County San Diego Chamber of Commerce, as well as Father Michael, Educational Director of St. Peter's Chaldean Church. During this Program Review period, Zoe Close 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 and has presented to other faculty groups in the United States
.   During this Program Review period four of our faculty received Excellence in Teaching awards.

7.3   Faculty do have the opportunity to apply for Professional Development Funds for conference attendance. However, unless the conference does not involve travel or multiple days, the amount is not adequate to cover expenses. Our faculty belong to organizations like the American Academy of Religion, The American Philosophical Association and the Community College Humanities Association, but faculty rarely attend since they do not have the funds. More funding would be desirable and would expand faculty opportunities for keeping abreast of their disciplines and for returning with significant, new material for their classes.

SECTION 8 – FISCAL AND HUMAN RESOURCES

PHILOSOPHY & RELIGIOUS STUDIES					
	FA12	*FA13*	*FA14*	*FA15*	*FA16*
Earned Enroll	1,171	1,190	1,042	786	834
Max Enroll	1,167	1,332	1,296	1,047	1,247
% Fill	**100.3**	**89.3**	**80.4**	**75.1**	**66.9**
Earned WSCH	3513.0	3570.0	3187.2	2354.0	2507.7
Total FTEF	4.80	5.40	5.20	4.20	5.00
Earned WSCH/FTEF	**731.9**	**661.1**	**612.9**	**560.5**	**501.5**
	SP13	*SP14*	*SP15*	*SP16*	*SP17*
Earned Enroll	1,121	1,111	923	954	943
Max Enroll	1,331	1,522	1,419	1,329	1,355
% Fill	**84.2**	**73.0**	**65.0**	**71.8**	**69.6**
Earned WSCH	3341.1	3300.5	2738.6	2829.1	2807.8
Total FTEF	5.40	6.20	5.80	5.60	5.20
Earned WSCH/FTEF	**618.7**	**532.3**	**472.2**	**505.2**	**540.0**
	SU12	*SU13*	*SU14*	*SU15*	*SU16*
Earned Enroll			147	117	83
Max Enroll			200	150	150
% Fill	--	--	**73.5**	**78.0**	**55.3**
Earned WSCH			404.6	321.9	229.1
Total FTEF			0.80	0.60	0.60
Earned WSCH/FTEF	--	--	**505.8**	**536.5**	**381.9**

FISCAL RESOURCES

8.1 From 2012 we experienced a reduction in enrollment. This is primarily due to administrative cuts in our programs, both class cuts and section cuts. These cuts were a response to overall declining enrollment at Grossmont College. To illustrate: In Fall 2013 we offered nine sections of Phil 110, *Introduction to Philosophy,* and in Fall 2017 we offered five. The department already offered online sections of Phil 110. We boosted enrollment figures by adding online sections of 125, *Critical Thinking*. In 2016, we began to offer online sections of Relg 120, *World Religions*. Administration agreed to temporarily raise online maximum in Phil 125 and Relg 120 to garner more students. Both courses have robust waitlists. In the face of declining enrollment students seem to navigate toward online courses.

Our courses all have a course maximum of 50 in accordance with Collective Bargaining Agreement's negotiated maximum. Some of our courses, such as the above specified online courses have a better Percentage of Fill. Courses in our History of Philosophy series which appeal to majors and transfer students have not recently had a high Percentage of Fill.

8.2 Our earned WSCH/FTEF declined at the beginning of this period but began to make a comeback in Spring 2016. As a smaller department we offer many classes for transfers and majors for which there is only one section per semester (i.e., Phil 114, *The Medieval Mind*, Phil 145, *Social and Political Philosophy*, Relg 150, *Scriptures of India and China*). Maintaining these courses is essential for the success of our department. Our efforts to keep these courses have been monumental. We promote these courses through The Counseling Department, The Grossmont College and Community Office. Further we have held information meetings for our transfers, majors and potential majors through guest presenters from SDSU, UCSD and USD.

8.3 The department budget is used for new printers, printer ink and other routine supplies, honoraria for guest presenters and event expenses such as travel expenses for guest speakers. We have acquired additional college funds through WACC (World Arts and Culture Committee) and ASGC (Associated Students of Grossmont College). Additionally, we standardly receive Professional Development funds for guest speakers and for faculty to attend conferences.

8.4 Not Applicable

HUMAN RESOURCES

PHILOSOPHY & RELIGIOUS STUDIES					
	FA12	*FA13*	*FA14*	*FA15*	*FA16*
FT Faculty Count	3	3	3	3	3
PT Faculty Count	7	12	10	8	8
Full-Time FTEF	2.80	1.60	2.60	2.40	3.00
X-Pay FTEF	0.40	0.40	0.40	0.20	0.40
Part-Time FTEF	1.60	3.40	2.20	1.60	1.60
Total FTEF	4.80	5.40	5.20	4.20	5.00
FT Percent	**66.7%**	**37.0%**	**57.7%**	**61.9%**	**68.0%**
Permanent RT	0.40	0.40	0.40	0.52	0.52
Temporary RT					

PHILOSOPHY	*FA12*	*FA13*	*FA14*	*FA15*	*FA16*
FT Faculty Count	3	3	3	3	3
PT Faculty Count	4	7	4	2	3
Full-Time FTEF	2.80	1.60	2.60	2.40	3.00
X-Pay FTEF	0.40	0.40	0.40	0.20	0.00
Part-Time FTEF	0.80	2.20	1.00	0.40	0.60
Total FTEF	4.00	4.20	4.00	3.00	3.60
FT Percent	**80.0%**	**47.6%**	**75.0%**	**86.7%**	**83.3%**

RELIGIOUS STUDIES	*FA12*	*FA13*	*FA14*	*FA15*	*FA16*
FT Faculty Count	0	0	0	0	1
PT Faculty Count	3	5	6	6	5
Full-Time FTEF	0	0	0	0	0
X-Pay FTEF	0	0	0	0	0.40
Part-Time FTEF	0.80	1.20	1.20	1.20	1.00
Total FTEF	0.80	1.20	1.20	1.20	1.40
FT Percent	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**28.6%**

8.5   Both our full-time and part-time faculty are mindful of adhering to the job descriptions in the AFT contract.   Full-time members are aware of their responsibilities such evaluating students and participating in department faculty evaluations. Part-time faculty meet their classes and fulfill their professional development obligations. Apart from the specifics of job descriptions, we see our part-time faculty as having a strong, inclusive voice on matters such as curriculum development SLOs and assisting in department guest speaker/events.

8.6   We currently have three full-time faculty and twelve part-time faculty. The only reassigned time is for chair duties. Considering the present state of enrollment, the department is functioning adequately. When enrollment begins to increase, the department will need more instructors. We have part-time faculty that are eager to join the department.

8.7   Prior to the enrollment slump, the department submitted requests for one full-time member in Philosophy and one full-time member in Religious Studies. The last two requests conflated the request into one faculty member who could teach in both disciplines. We did not submit a request for the last two years.

8.8   Not Applicable
    The only college employees associated with our department are TAs and Tutors. Two of our full-time faculty and one part-time faculty routinely use TAs. The department strives to seek out the best tutors for our students. For example, Christ Brigante and Alex Campbell, both excellent majors and tutors continued to tutor for us after they transferred to local four-year institutions.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1   PROGRAM STRENGTHS

The department of Philosophy and Religious Studies is one of the pillars supporting the academic mission of Grossmont College. We offer quality courses in Philosophy and Religious Studies for program Majors and for transfer students in related disciplines. Further our offerings present the opportunity for all Grossmont students to engage in principles of critical thinking, to examine their lives in terms of ethical beliefs, to experience the greatest thinkers throughout the ages and to reflect on how their lives can be improved through knowledge.

Our department participates in college open house events, counseling events and high school recruiting events.

We organize guest speaker presentations and special events to enhance the lives of students beyond the classroom experience.

We engage in a strong relationship with the Counseling Department to make students aware and to advise them of department offerings. We also maintain a close association with the College and Community Relations Office to promote courses and events.

Our faculty foster solid links with UCSD, SDSU and USD. Our majors and other interested students attend SDSU's Philosophy Club.

We offer quite a few courses that go beyond traditional courses to engage students in issues that are both universal and contemporary. For example, Phil 111, Philosophy and Popular Culture, engages students in issues such as cell phones, social media and changing gender roles that are part of their everyday lives. Phil 141, Bioethics, allows students to critically think about matters like the relationship of human beings to machines. Phil 155, The Philosophy of Science and Phil 150, The Philosophy of Art, both focus on major planks of our culture.

9.2   PROGRAM WEAKNESSES

The major problem facing the department is declining enrollment at Grossmont College. We work hard to continue to schedule our rich offerings; however, the administration, in efforts to maximize course enrollment has recently been cutting classes and compressing sections after the schedule is already posted on WebAdvisor. We are continually trying to create new strategies to recruit students
When a faculty member is awarded a sabbatical leave, we have only two full-time faculty.
Bill Hoaglin took sabbatical leave in Fall 2017. When this occurs, we largely become a department of part-time faculty.

9.3 CONCERNS

We expect the overall structure of our department faculty to remain constant. Our core group of part-time instructors has remained stable. Hopefully we will retain many of our experts. For example, Ronald Strader possesses knowledge of religious scriptures that is exceptional and Sandhya Gouger,

has first-hand experience of Eastern traditions that make her a valuable source of knowledge for our students. However, over the next Program Review cycle the department may well expect retirements from both the full-time and part-time ranks.

9.4 Recommendations

OUTREACH

1. Continue to work with Counseling to make progress toward increased enrollment.
2. Maintain our participation in Open House, Counseling and High school events
3. Develop a more robust relationship with the San Diego Center for Ethics and Technology.
4. Sustain our established relationships with SDSU, UCSD and USD.

ENGAGEMENT
1. Continue to promote and offer Phil 150, *The Philosophy of Art.*
2. Through promotion sustain Phil 141, *Bioethics.*
3. Continue to organize guest speaker events and special presentations.
4. Provide professional development opportunities for our department faculty to work on creating an engaging classroom.
5. Foster our majors through focused meetings and special events as well as keeping them connected to the SDSU Phil/REG Club.

RETENTION

1. Maintain our quality online courses, Phil 110, Phil 125 and Relg 120.
2. Offer Relg 170, *Introduction to the New Testament*, online in Fall 2019.
3. Offer Phil 130*, Logic*, online in Fall 2019
3. Work on strategies for attaining articulation for Phil 130.
4. Follow our established schedule and standards for completing SLO assessments
5. Continue to provide quality tutors for our students.
6. Continue to organize special events for students
7. Pursue a full-time faculty replacement if the department experiences retirement.

APPENDIX 1 Grade Distribution Summary

PHILOSOPHY

PHIL--Outcomes by Term & Comparisons

PHIL--Outcome by Course, Fall

PHIL--Outcome by Course, Spring
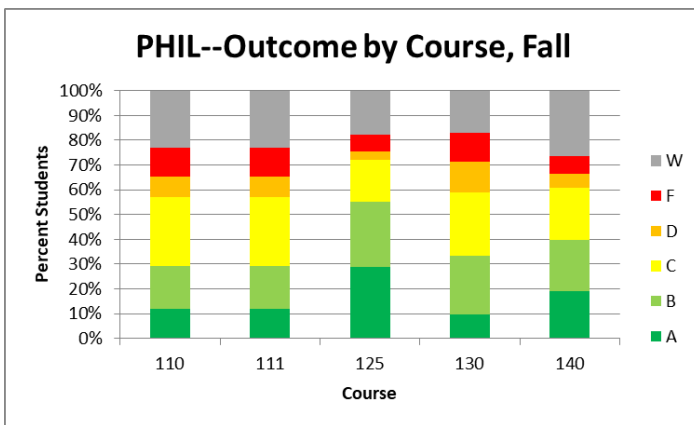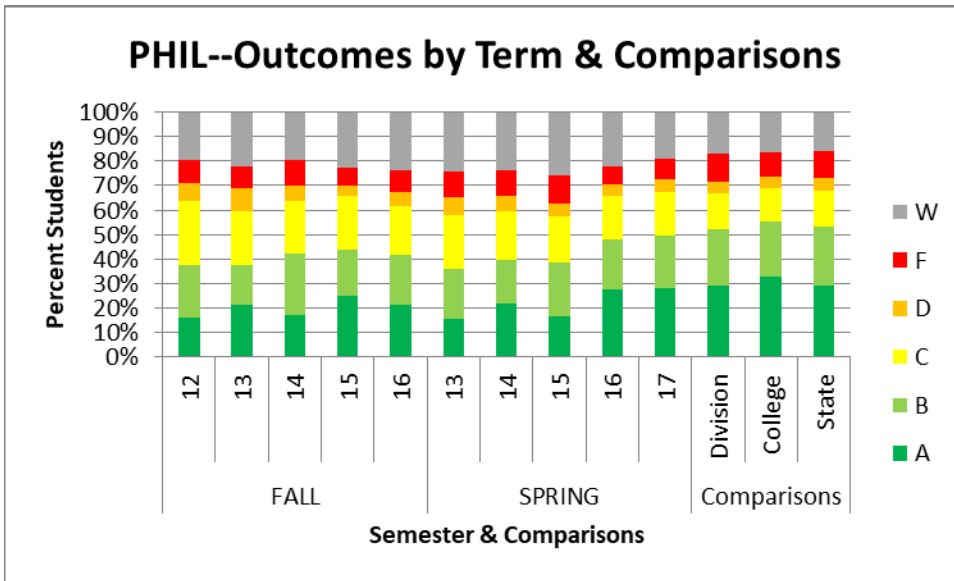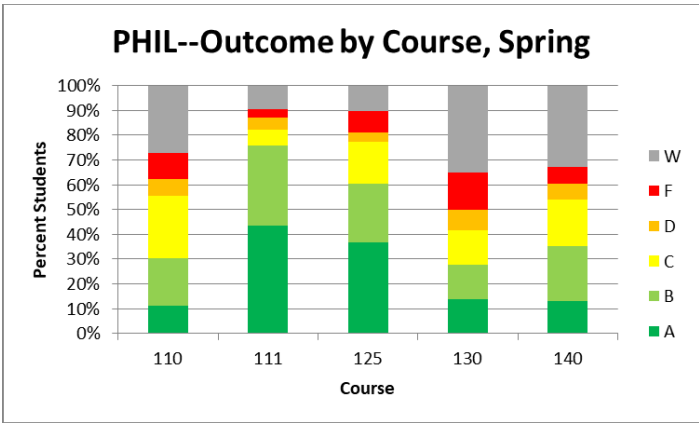
Courses have fairly low success rates and differ markedly from one another and from Fall to Spring. Some of this effect is due to small department size, but changes of over 10% are unusual.
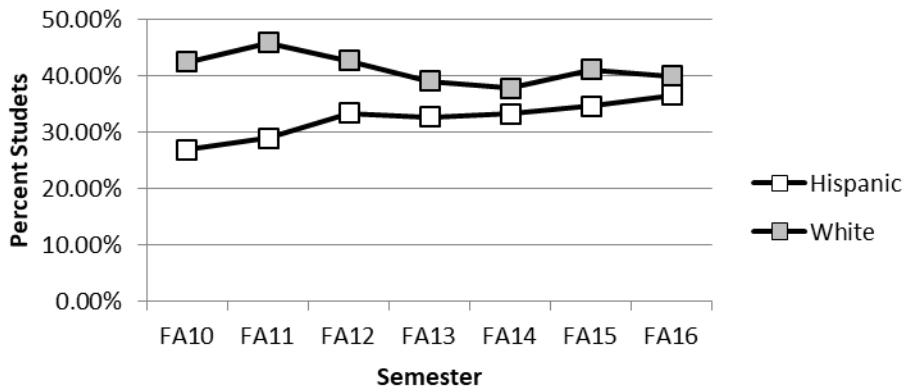
RELIGIOUS STUDIES

REL--Outcome by Term & Comparisons

REL--Outcome by Course
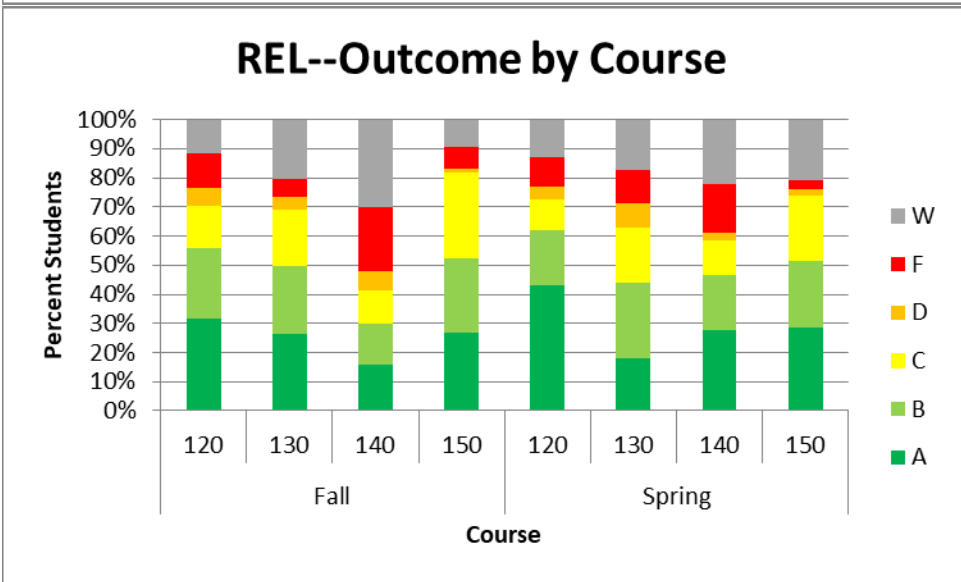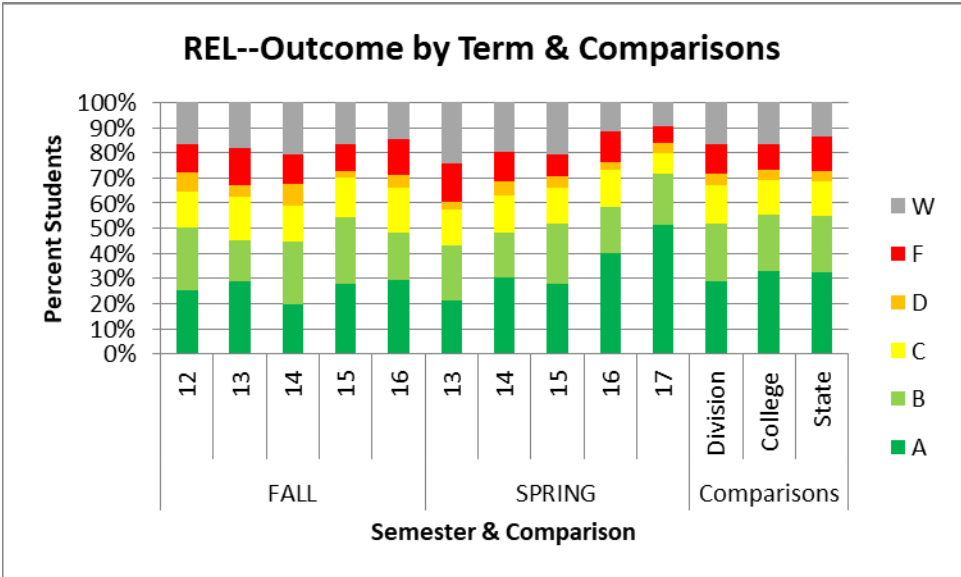
Courses differ markedly from one another and from Fall to Spring. Some of this effect is due to small department size, but changes of over 10% are unusual.

PHIL--Outcome by Course, Spring
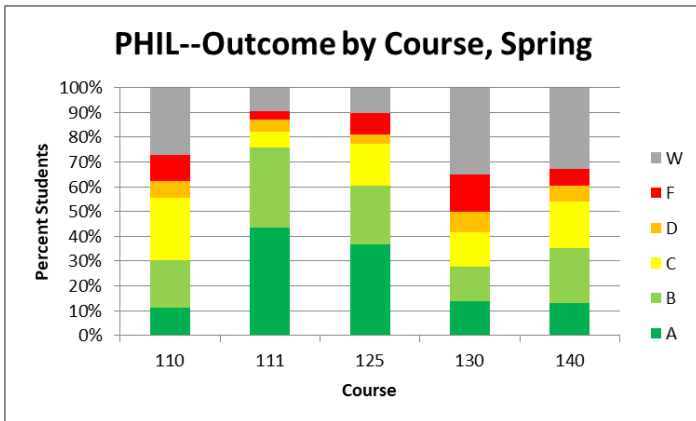
APPENDIX 2 ENROLLMENT DATA

Disaggregated Enrollment

PHILOSOPHY

PHIL--Enrollment by Gender

A line graph showing percent students (20.00% to 65.00%) by semester (FA10 to FA16) for Female and Male categories.

PHIL--Enrollment by Age

A line graph showing percent students (0.00% to 50.00%) by semester (FA10 to FA16) for age categories: 19 or less, 20-24, 25-29, 30-49, and 50+.
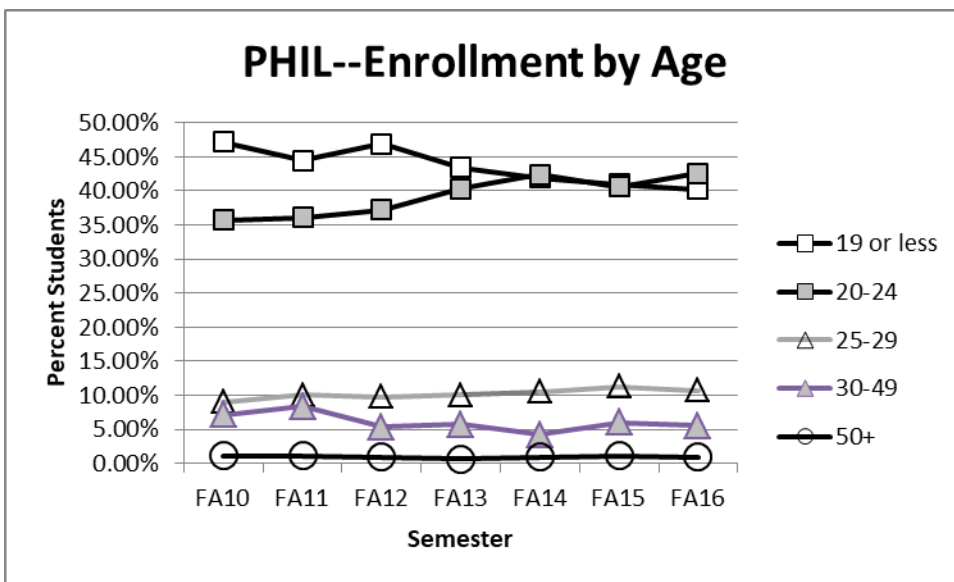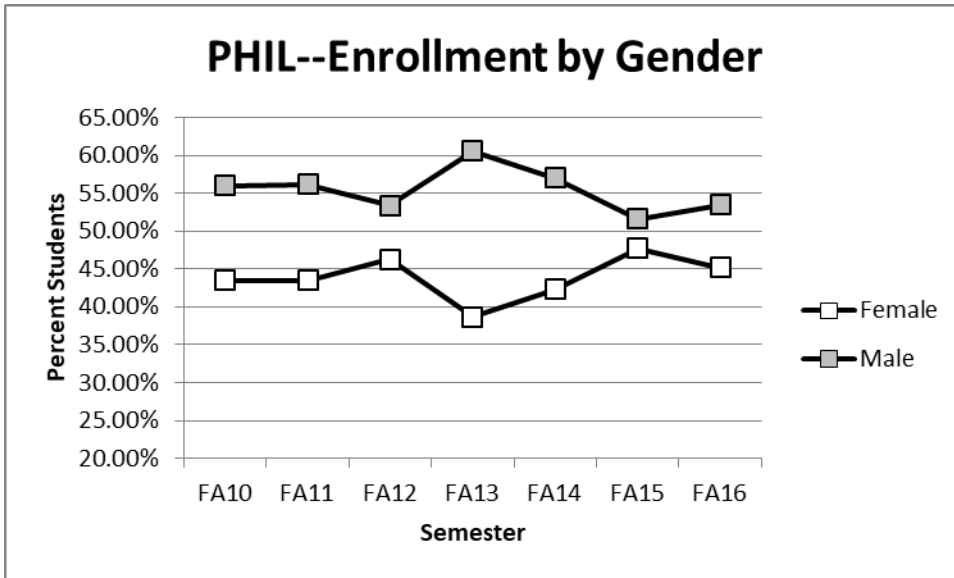
PHIL--Enrollment by Ethnicity, Hispanic & White

PHIL--Enrollment by Ethnicity, Other
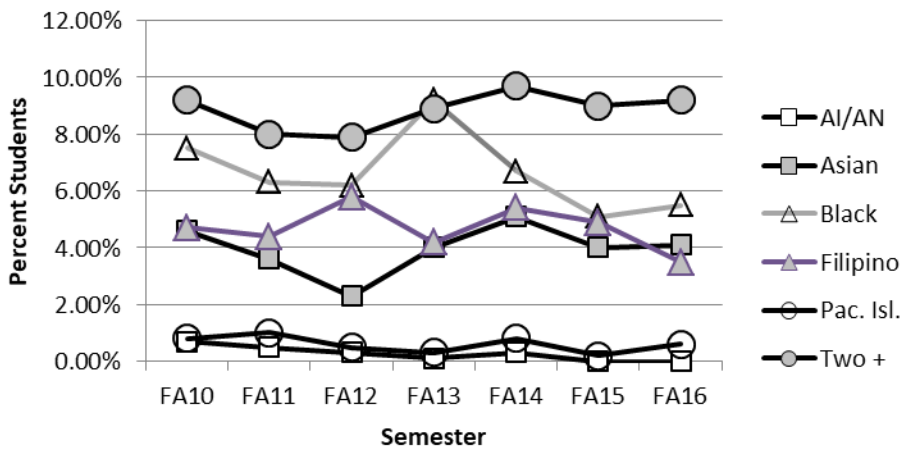
These patterns generally match the college, and the variability is reasonable due to small sample sizes.

RELIGIOUS STUDIES

RELG--Enrollment by Gender
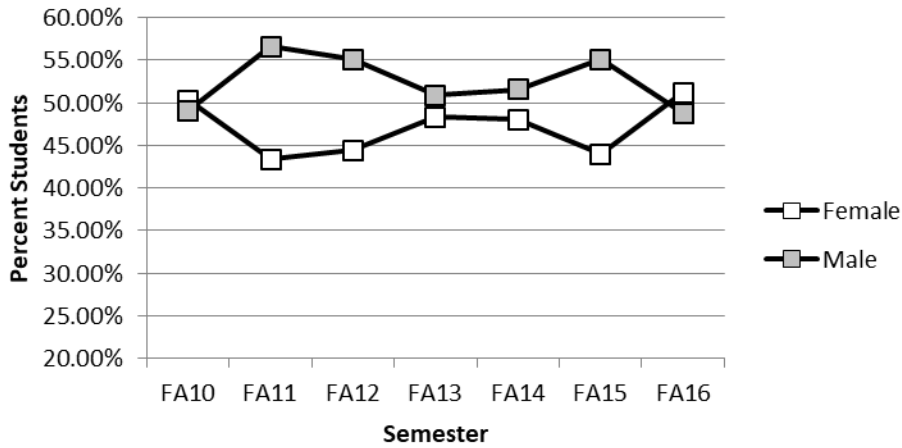
RELG--Enrollment by Age
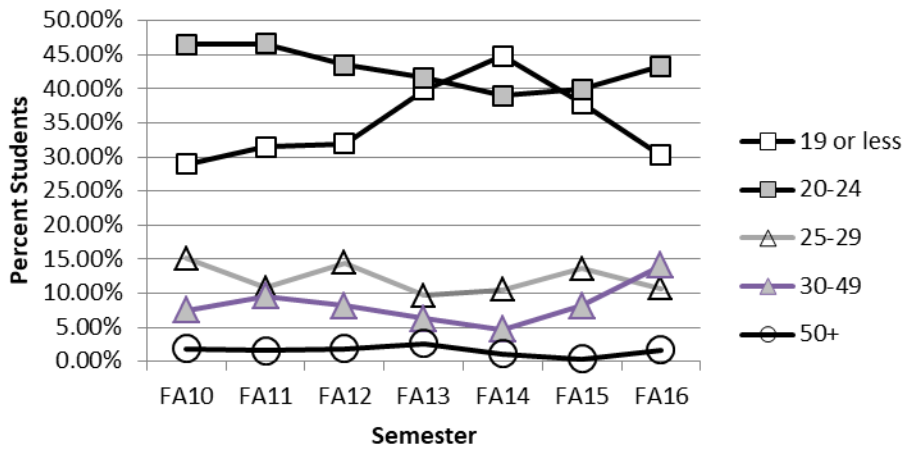
RELG--Enrolllment by Ethnicity, Hispanic & White
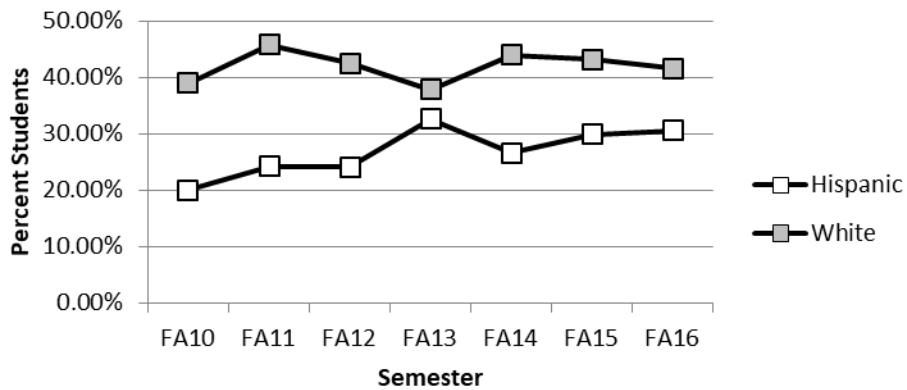
RELG--Enrollment by Ethnicity, Other
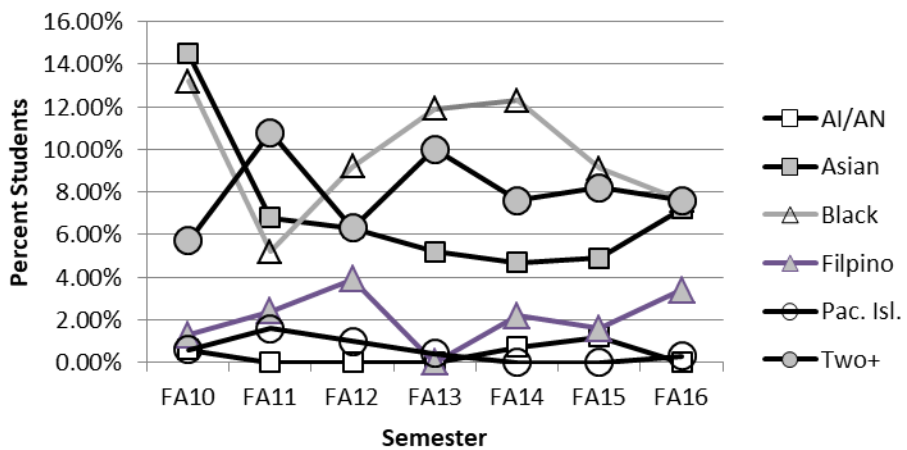
These patterns generally match the college with the exception of Hispanic students, which are about 10% lower than the college overall. Which of your courses do you think interest/don't interest Hispanic students? In general the variability in these groups is reasonable due to small sample sizes.

APPENDIX 3 STUDENT SUCCESS DATA

Appendix 3. Student Retention and Success Data

College 5-YR Averages: Success 69% and Retention 84%
College Targets: Success 75% and Retention 85%

PHILOSOPHY
All Students: Fall
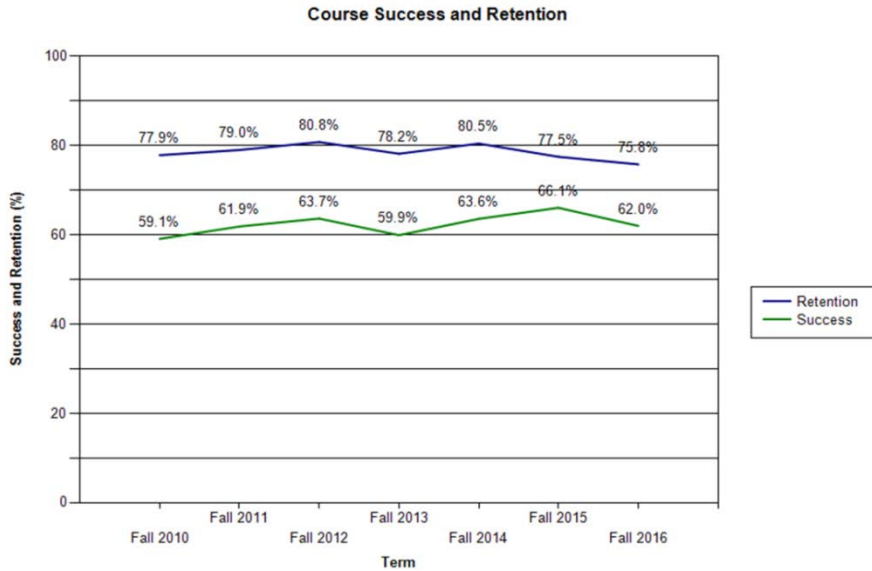
All Students: Spring

All Students: Summer
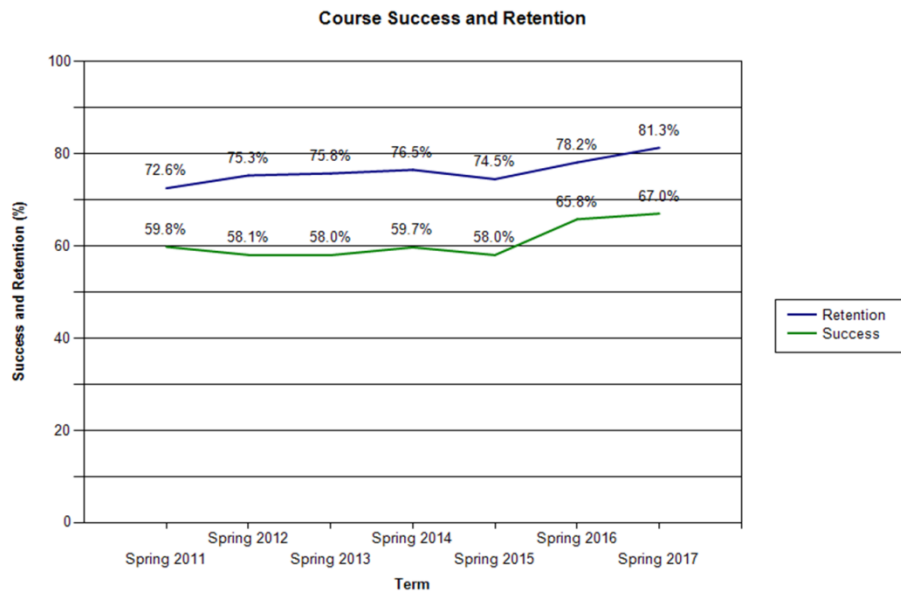
Course Success and Retention
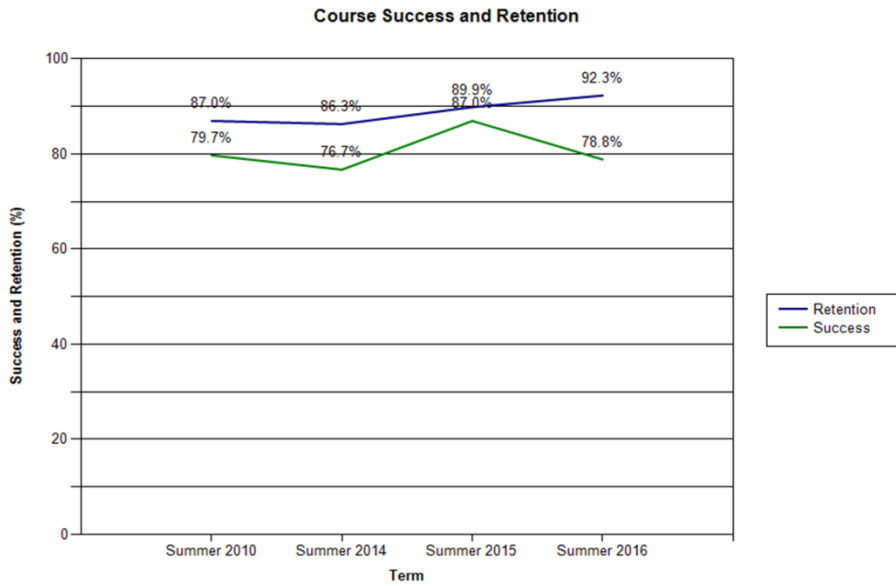
Except in summer (when success rates are higher across all departments), your success and retention rates do not meet the college targets.

RELIGIOUS STUDIES
All Students: Fall

Course Success and Retention

51
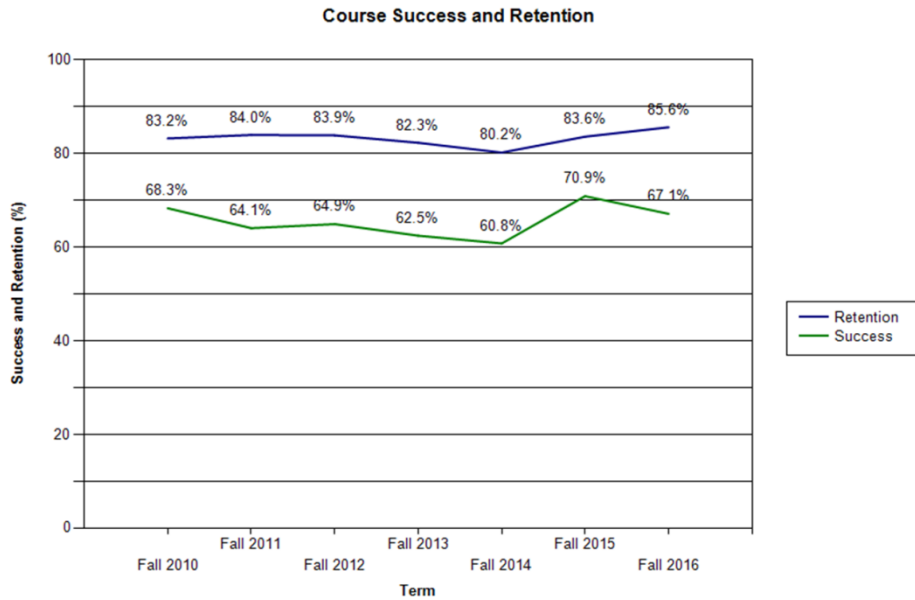
All Students: Spring

Course Success and Retention
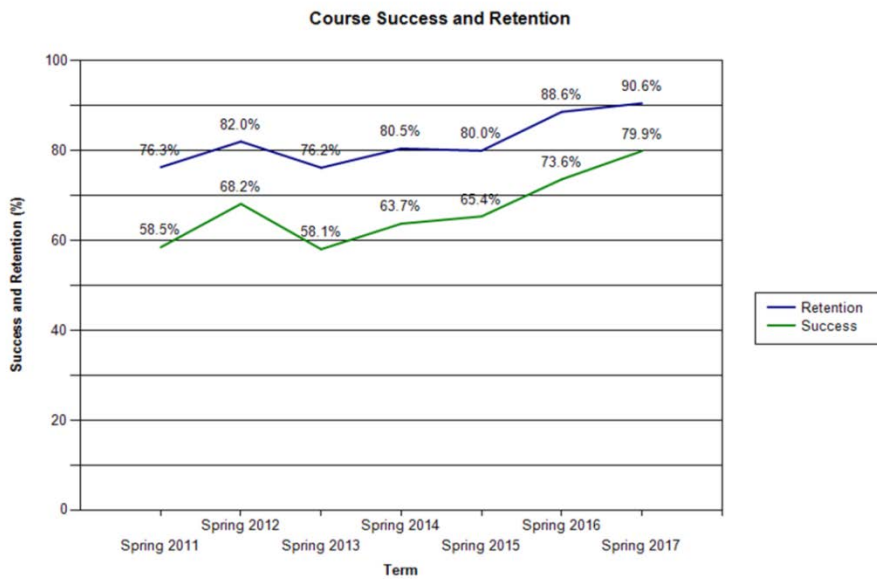
Course success is lower than the college target of 75%. Retention is close to the college target of 85%. However, there has been an almost 20% increase in student success & retention in spring semesters (but not fall semesters) since 2013 so you are exceeding the college targets by spring 2017. This trend is consistent across all groups of students (I looked at the trends over time for disaggregated groups, which I only provide to writers if there is an unusual pattern.) To what do you attribute this change? Why only spring?
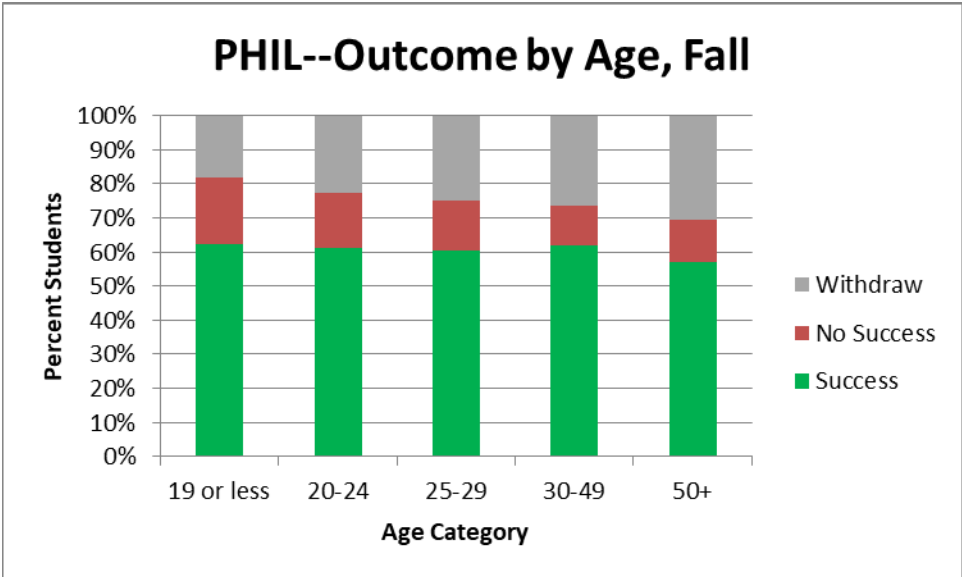
Summer: Too few course offerings to show data.

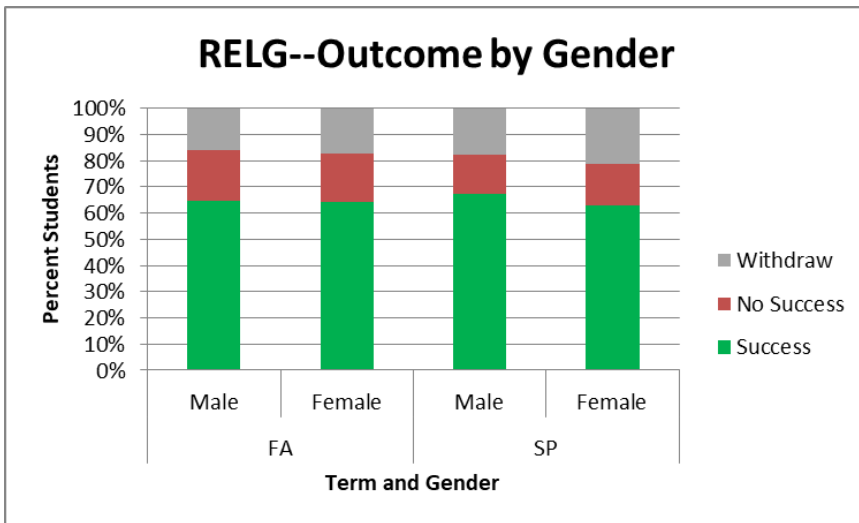# Student Success & Retention, Disaggregated

PHILOSOPHY
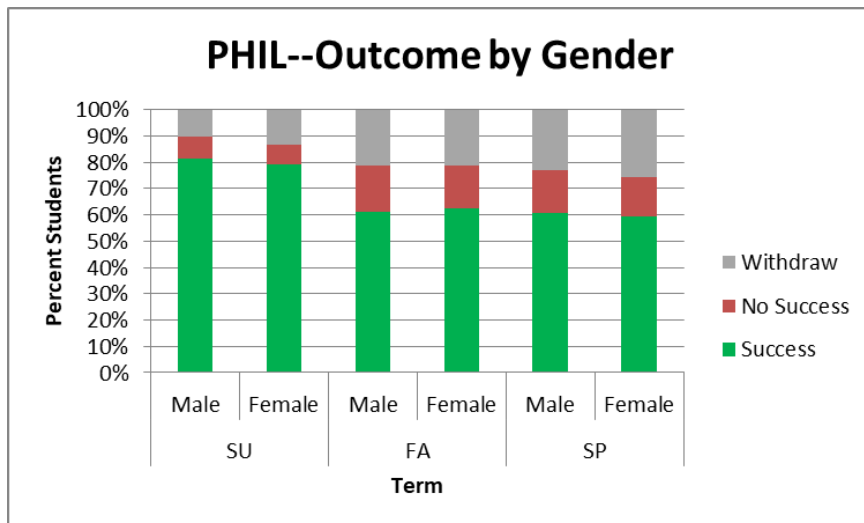
Male students in your department perform as well or better than female students, which is not true overall at the college. Do you have any insight into why this could be true?

PHIL--Outcome by Age, Fall

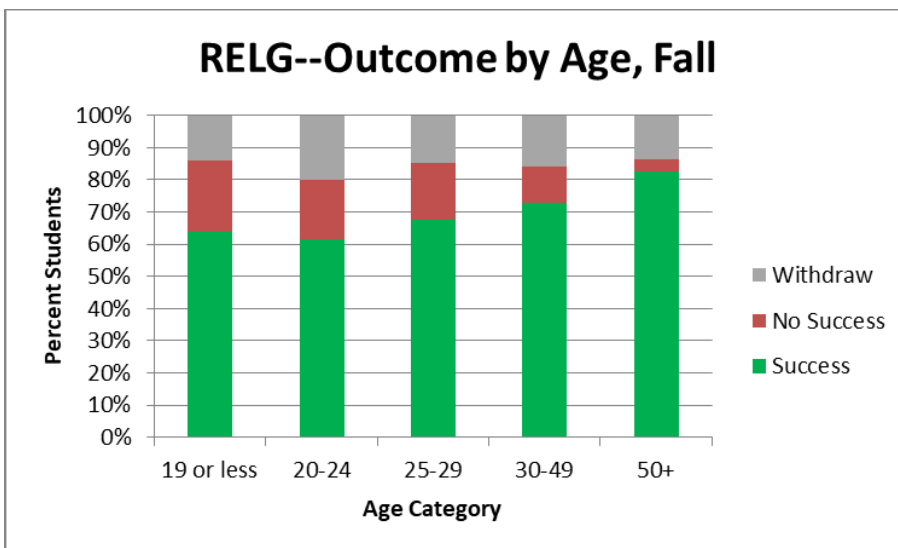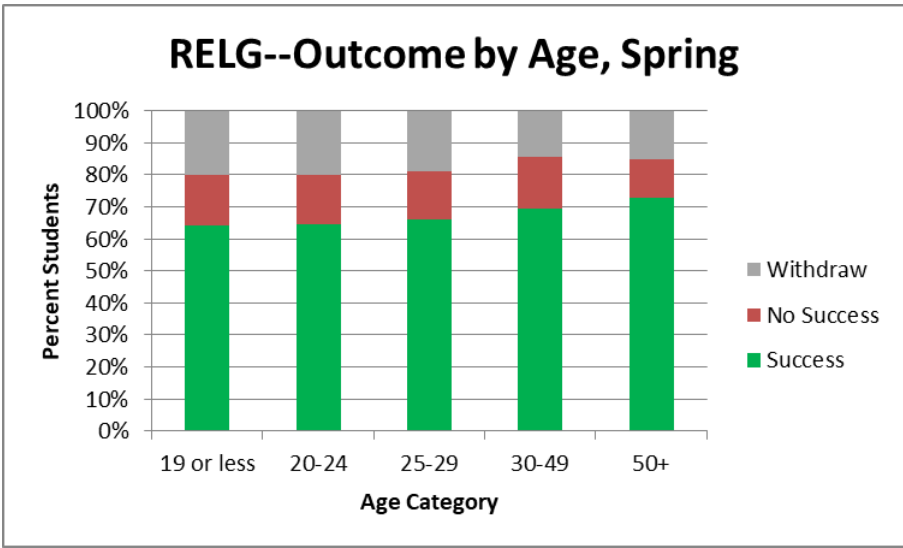## PHIL--Outcome by Ethnicity, Fall
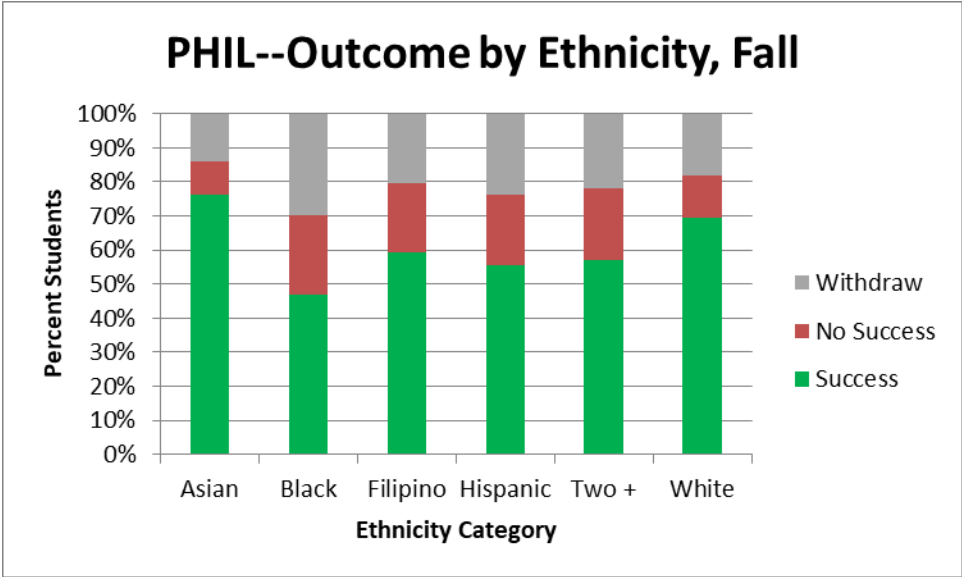
Fall and spring data show similar patterns, so only fall data are shown. There were fewer than 10 students in the American Indian and Pacific Islander categories, so these are not shown. In your department, there is a 25% success gap between Asian and Black students and 20% gap between Asian and Hispanic students. It is a college-wide priority to close these achievement gaps.

RELIGIOUS STUDIES

RELG--Outcome by Gender

Percent Students vs Term and Gender (FA: Male, Female; SP: Male, Female)

Legend: Withdraw, No Success, Success

There were too few summer courses to show data. Male students in your department perform as well or better than female students, which is not true overall at the college. Do you have any insight into why this could be true?

RELG--Outcome by Age, Fall

Percent Students vs Age Category (19 or less, 20-24, 25-29, 30-49, 50+)

Legend: Withdraw, No Success, Success

RELG--Outcome by Age, Spring

Patterns of success increasing with age are generally consistent with the college pattern of increasing course success with age. Differences between fall and spring patterns are likely due to small sample sizes, especially in the older age categories.
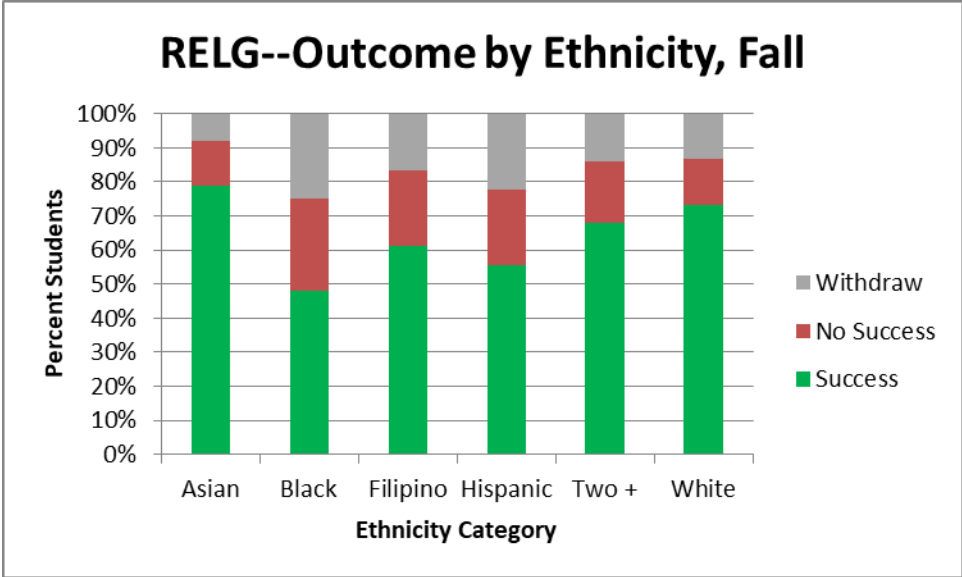
RELG--Outcome by Ethnicity, Fall

Fall and spring data show similar patterns, so only fall data are shown. There were fewer than 10 students in the American Indian and Pacific Islander categories, so these are not shown. In your department, there is a 25% success gap between Asian and Black students and 20% gap between Asian and Hispanic students. It is a college-wide priority to close these achievement gaps.

APPENDIX 4 CHECKLIST DOCUMENTATION

LIBRARY

Library Resources for Philosophy and Religion

Books
The library philosophy area, call numbers B-BD and BJ, has 793 print books and 1,009 electronic books, for a total of 1,802 books. Additionally, the library owns 10 print reference books in philosophy.

The Religion area, call number area BL – BX, has 1,809 print books and 1130 electronic books, for a total of 2,939 books. Additionally, the library owns 30 print reference books on religion.

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

Books are purchased using a complex allocation formula to ensure that departments get their fair share of the $27,000 annual library book budget. The allocation allows for a book budget of $468.65 in philosophy per year, and religion books receive $256.32 per year. However, often the library is able to give more to our department book budget. For instance, for the year 2017-18, Patricia Morrison, our department liaison, actually spent $1129 on religion books.

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 library subscribes to a number of multidisciplinary databases, all of which contain thousands of articles on philosophy and religion - including Academic OneFile, Academic Search Complete, and Gale General OneFile.

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 owns a number of streaming video databases that cover all subject areas; for example, Films on Demand, Intelecom, and Swank. And finally, faculty and students have access to SDSU's media collection through interlibrary loan.

2018/2019

SLO Update for Program Review
Joan Ahrens

Reply all

Wed 10/3/2018 4:08 PM

To:

Zoe Close

Hello Zoe,

Thank you for keeping current on your SLO assessments. Both Philosophy and Religious Studies are up to date with posting results in Trac Dat. Thank you also for including an improvement plan with your results. My best, Joan (SLO Coordinator).

Joan Ahrens, Ed.D.

Interim Dean

Arts, Languages & Communication

(619) 644-7155

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ARTICULATION AGREEMENTS

Date: October 5, 2018

To: Zoe Close, Philosophy Department Chair

From: M. Denise Aceves, Articulation Officer

Re: Philosophy Department ● Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a "sending" campus that are comparable or acceptable in lieu of specific course requirements at a "receiving" campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, Philosophy courses at Grossmont College are well-articulated locally. All formal articulation with our 4-year public education partners can be found at ASSIST.org, which is the public articulation repository available to current and potential college students.

All of the courses in this discipline are transferrable to both CSU and UC Systems, with the exception of Philosophy 194 (CSU only). Furthermore, the majority of courses in this discipline have been evaluated by the CSU and UC systems to meet requirements for general education. As a result, Philosophy courses assist students in meeting CSU General Education Breadth requirements in the following areas: Critical Thinking and Humanities. Similarly, Philosophy courses are approved in the IGETC area of Humanities. All courses that have received transferability and additional general education designations are notated as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department with specific CSUs and UCs can be found on ASSIST.org.

Locally, our public 4-year educational partners include: San Diego State University (SDSU), California State University San Marcos (CSUSM) and the University of California, San Diego (UCSD). Articulation with the San Diego State Philosophy Department is well established and Grossmont College's Philosophy courses have attained course to course articulations, click here for a detailed report from ASSIST.org. In addition, Grossmont College almost has complete course to course articulation for the SDSU major preparation in Philosophy, click here for a detailed report from ASSIST.org. I would encourage the department to pursue articulation with SDSU for PHIL 130. It has been attempted in the past, and perhaps it is time to try again. The Philosophy Department also existing course to course articulation(s) with UC San Diego and CSU San Marcos. The Philosophy major preparation at UCSD reflects the department course to course articulations. The Philosophy

department is encouraged to review their course to course articulations with the other CSUs and UCs on ASSIST.org and work with me, the Articulation Officer, to develop new articulations.

The Philosophy Department has also successfully offered the Associate in Arts in Philosophy for Transfer (AA-T) at Grossmont College since the 2015-2016 academic year, in compliance with Senate Bill 1440. To this end, the Philosophy Department has worked collaboratively with the Curriculum Committee, Instructional Operations and the Articulation Officer to establish the Philosophy AA-T. Similarly, the department has been responsive to Course Identification (C-ID) for the required courses in the degree.

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who have articulated our courses in Philosophy. Below I have listed the link to The Course Outline of Record: A Curriculum Reference Guide Revisited, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

* The Course Outline of Record: A Curriculum Reference Guide Revisited * Guiding Notes for General Education Course Reviewers * Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.9

Date: October 5, 2018

To: Zoe Close, Religious Studies Department Chair

From: M. Denise Aceves, Articulation Officer

Re: Religious Studies Department • Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a "sending" campus that are comparable or acceptable in lieu of specific course requirements at a "receiving" campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, Religious Studies courses at Grossmont College are well-articulated locally. All formal articulation with our 4-year public education partners can be found at *ASSIST.org*, which is the public articulation repository available to current and potential college students.

All of the courses in this discipline are transferrable to both CSU and UC Systems. Furthermore, all of the courses in this discipline have been evaluated by the CSU and UC systems to meet requirements for general education. As a result, Religious Studies courses assist students in meeting CSU General Education Breadth requirements in the following areas: Arts and Humanities. Similarly, Religious Studies courses are approved in the IGETC area of Humanities. All courses that have received transferability and additional general education designations are noted as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department with specific CSUs and UCs can be found on *ASSIST.org*.

Locally, our public 4-year educational partners include: San Diego State University (SDSU), California State University San Marcos (CSUSM) and the University of California, San Diego (UCSD). Articulation with the San Diego State Religious Studies Department has been established, click here for a detailed report from *ASSIST.org*. In addition, Grossmont College has complete course to course articulation for the SDSU major preparation in Religious Studies, click here for a detailed report from *ASSIST.org*. The Religious Studies Department does not have existing course to course articulation(s) with UC San Diego. The Religious Studies major preparation at UCSD for the Study of Religion major reflects the department course to course articulation. I would encourage the Religious Studies department to purse articulation with UCSD, see below. Currently, CSUSM does not have a Religious studies major. The Religious Studies department is encouraged to review their course to course articulations with the other CSUs and UCs on *ASSIST.org* and work with me, the Articulation Officer, to develop new articulations.

60

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who have articulated our courses in Religious Studies. Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

- The Course Outline of Record: A Curriculum Reference Guide Revisited
- Guiding Notes for General Education Course Reviewers
- Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.9

COURSE OUTLINE UPDATES

Program Review Document

<div style="background-color:green;color:black;text-align:center;font-weight:bold;">MR</div>

Marsha Raybourn

Reply all

Wed 10/31/2018 1:24 PM

To:

Zoe Close

Zoe, here's an updated list for you; however, the official course history report will not be updated until after the Board reviews all the curriculum. I made the date revisions on the list below.

Marsha
619-644-7153

Subject and Number	Governing Board Approval Date
PHIL 110	December 2018
PHIL 111	December 2018
PHIL 112	December 2013
PHIL 114	December 2013
PHIL 116	December 2018
PHIL 118	December 2018
PHIL 125	December 2018
PHIL 130	May 2014
PHIL 140	December 2018
PHIL 141	December 2015
PHIL 145	December 2018
PHIL 150	December 2016
PHIL 155	December 2013
PHIL 194	December 2011
RELG 120	December 2018
RELG 130	December 2018
RELG 140	December 2013
RELG 150	December 2013
RELG 170	May 2016

DEPARTMENT ANSWERS TO COMMITTEE FOLLOW UP QUESTIONS

Philosophy and Religious Studies Department Program Review-Follow-up Questions

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make the questions clear and very specific to minimize the effort needed to answer them. Please have the answers to the questions below back to me by **email no later than Monday April 8th**.

Section	Question	Response
1.2	Have you in fact agreed on and do you consistently use "a short objective exam" given to all sections of the course"? How has that changed your teaching and student learning?	We do not use a standardized short objective exam in our courses. These would work best for courses that have multiple sections. Bill Hoaglin and I, June Yang, have assumed leadership of our department, and are in the process of establishing protocol for assessments.
2.2	Do you use any OER or low-cost textbook options? What is the cost to students for textbooks?	We have not. Typically, the costs are between 60-100 dollars. We also are unsure of the efficacy of OER sources. Many studies show that reading online is less effective than reading and handling a physical text. Many of us allow for students to use older versions of the texts, which delivers substantial savings.
2.5	Success rates in online sections of PHIL 110 are well below college and average rates. What is different about this course compared to PHIL 125 and RELG120 where success is higher in the DE sections? And what contributes to the success of students in these two courses? Do the faculty that teach PHIL 125 & REL 120 online also teach F2F? If so, why do they think the	We have not been able to view the content of those sections of Phil 125 and Relg 120, so cannot make course-content based judgments. For example, are there more interactive activities that assist student achievement?

		online format is appealing to students and having a higher retention rate? Based on the grade distributions, Philosophy courses are hard for students. What strategies do you plan on pursuing to help put that level of rigor within reach of our students? For example, what is different about PHIL 125 which has the highest success rates? For RELG, what is different about 140 such that it has lower success rates than the other courses?	However, even in f2f sections of these courses, success rates are higher than f2f Phil 110s. June Yang is the instructor for the online 110s. I am in the process of retooling aspects of the 110 course to bring success rates into alignment with our f2f 110s. I just completed an online 110, and the success rate was well-above average. I think some changes worked. For the Relg 140, it is a specialized course, hence lower success rates sometimes happen. In all cases, we are not shying away from considering best practices and their connection to retention and success. We plan on using the evaluation process to its fullest in order to further answer why retention and success differ amongst sections, both of same and different courses.
3.1		What changes did you make (if any) to courses based on SLO outcomes? What changes did you make (if any) in assessment methodology?	We have mainly used traditional assessment methods, such as writing assignments and multiple choice questions We are considering looking into alternative assignments, such as spoken exams, and presentations.
3.3		What resources do you need to improve your course level SLO assessment, outcomes, and changes in teaching related to the outcomes? On what issues/decisions do you collaborate with Cuyamaca and what is the result for students?	We need consistency in faculty, regular attendance at department meetings, and time to conduct the research. The process, from beginning to end, should occur in sections of the same course. We will begin a dialogue with Cuyamaca soon on these issues.

3.4	What student success data do you use besides enrollment? Why are SLOs not used to indicate success?	We will begin using SLO assessment data to determine success. We are also pleased to have added an additional section of Relg 120 this semester. We have enrolled 50 more students in a course that usually has a high success rate.
3.5	In what ways does your strategy of rotating faculty improve the course, and how is this improvement assessed?	The theory might be that we are able to capture students who might gravitate towards one instructor over the other. We add that we also sustain course improvement by connecting the ideas on our courses to pertinent issues of the day, and reworking curriculum.
5.1	How do students know that the issues discussed in your courses relate to them? Have you considered rebranding a couple of courses as "multicultural", perhaps in collaboration with CCS?	This answer will differ according to the instructor and course under consideration. We have a course "Philosophy and Pop Culture," which should be meaningful to our students. We hope to introduce a course on Philosophy of Race, which could easily link to CCS. We would be very happy to rebrand any course and link to a CCS course. Perhaps we could include a course module that would easily link to a course in Latins studies, for instance, in a general philosophy course. This would increase diversity. We could do this with any underrepresented or targeted group – LGBTQ, international, Muslim, Black. We also hope to introduce a course on Addiction and Morality, which could link to many other courses on campus, such as an AOJ course.

5.2	What kind of conclusions have you drawn to address the equity gaps pertaining to black and Hispanic students?	We understand the importance of diversity in hiring, and how this promotes success amongst our most vulnerable populations. We are now in the process of hiring a full-time Relg instructor, and diversity is one of our prime concerns. Additionally, the incorporation of relevant theories and topics is critical. For instance, including Latin American liberation philosophy in Social and Political Philosophy, or a consideration of police brutality in Ethics, or even in a general philosophy course is helpful. Acknowledging that we live in a society that must address these problems might make at risk students feel more welcome and make us more approachable. Perhaps the most important conclusion we have reached is to email our at-risk students and let them know we are interested in their success. Some of us also participate in the Puente Mentorship program. We intend to invite speakers who appeal to our Black and Latinx students, at least as often as mainstream speakers. We will research this further, but I believe more and more of our students are Latinx. If so, our goal should be retention and success.
5.3	Please give examples of specific student learning engagement interactions that are used in class on a daily basis.	Many of us use discussions, presentations, and group work on a daily basis. Also, voting on topics is used frequently. These usual activities reinforce learning objectives of the day, which is turn meet SLOs, such as acquiring knowledge of major views.

		How are the outreach and/or on-campus activities connected to classroom learning and SLOs?	An example of how an on-campus activity, such as the acting out of *No Exit*, achieves learning and SLOs is that a main philosophical theory is learned.
5.4		Please provide specific examples of *how* your students participate in outside the classroom activities you have listed.	We have had our students attend and vote on student presentations during the Water theme years. Last year a joint Philosophy Club meeting was held at Cuyamaca and some of our students attended.
6.1		What constitutes a good tutor in philosophy? What are the students who seek tutoring having difficulty with (context/ concepts/writing)? Tutoring – when you say "our tutors" to whom are you referring? Are these tutors from the tutoring center or hired work study tutors for your department?	The Tutoring Center is unable to provide us with tutors any longer. Unless there was a demand for tutors in the previous semester, there are no tutors in the current semester. Students may click a link stating they wish to have a tutor. But the request to grant time is unfavorable to currently enrolled students. We do not see a way around this issue at this time. A good tutor is someone with a background in philosophy, who is also patient and methodical. Approachability always helps, too.
7.3		What professional development faculty participated in that pertains to teaching and learning strategies, rather than discipline-specific activities?	June Yang attended an online teaching conference several years back. And our new online adjunct teachers are working together to improve our online teaching. We also attend the various PD talks about diversity, such as the discussion of "White Privilege" this semester. May we get further clarification on this question?
8.2		Of the efforts you have made to continue offering a wide array of courses for majors what have been the most successful? Why are these courses essential for department success?	When enrollment is low, Dean Albarran has consistently helped us by delaying the start date so more students can enroll. This has helped in many cases. Offering lower enrollment courses at peak times has helped, too.

			Our department needs to offer the entire history of Philosophy series in order to maintain its reputation as an excellent place to study philosophy.
			Our Religious Studies department is expanding, and many of our students are interested in majoring in Religious Studies once they transfer to university.
			So, there is a need to offer a wide array of courses in Religious Studies, too.
8.5		How do full-time faculty mentor part-time faculty?	Most of our part-time faculty have been our colleagues as long as our full-time faculty have been. Hence, mentoring has been bidirectional.
		How do part-time staff participate in curriculum development and SLO assessment?	Of late, we have had the need to hire new part-time faculty who are in need of mentoring.
			Dean Albarran, MaryAnn, Bill and I are sharing a collective role in mentoring them.
			We email, text and call them to ensure they are faring well, submitting paperwork and so on.
			John Scholte developed the Scriptures of the New Testament curriculum.
			Zoe assigned assessments to part-time faculty on a regular basis.
9		Based on the number of majors in your department (few), the majority of course sections offered are serving GE students. What teaching strategies do you use to maintain their interest and promote their success?	Most of us connect the theories of our discipline to current events.
			In Relg courses, the relevance to everyday events is indisputable. Religion, or misunderstanding of religion, underscores many heinous events.

		In Philosophy, linking to a variety of issues is easy. AI, drones, immigration, food, vegetarianism, climate change, peace, are all easily connected to philosophical ideas. Students often do so in their essay or research projects.

Thank you for your time and consideration.

June Yang and Bill Hoaglin

Co-Chairs of Philosophy and Religious Studies

PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION

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

The Program Review Committee commends the department for:
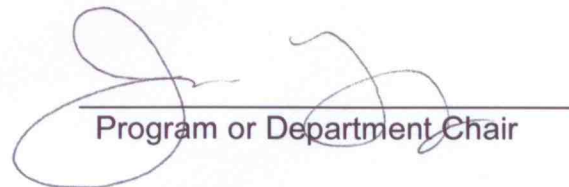
1. Working closely with transfer universities (SDSU, UCSD, USD) and supporting Philosophy and Religious Studies majors to prepare for transfer
2. Changing curriculum and course offerings in response to student interests and needs (such as Bioethics and New Testament)
3. Offering a wide range of workshops and guest speakers from the profession to enrich student engagement and learning
4. Having an average WSCH/FTEF above 500

The Committee recommends the following:

1. Review religious studies curriculum and pursue articulations with UCSD courses.
2. Re-examine your course-level SLOs and re-evaluate data to improve courses and program. Improve course-level SLO alignment with program and institutional SLOs.
3. Collaborate with tutoring services to ensure availability to students, educate students about how to effectively seek and utilize this resource.
4. Work with your division dean to actively manage course offerings and identify enrollment management strategies to maximize percent fill.
5. Seek professional development in Guided Pathways principles and apply them to your program.

_____
College President

_____
Program or Department Chair

_____
Academic Program Review Chair

PHILOSOPHY AND RELIGIOUS STUDIES

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2016-17	78.6	623.6	59.3	459.9
2015-16	81.3	610.0	64.9	434.2
2014-15	88.3	678.2	56.9	414.6
2013-14	92.0	690.0	71.3	520.5
2012-13	111.5	761.3	83.2	614.9