Comprehensive Program Review and Dean Feedback Report

Program Review - Humanities, Philosophy & Religious Studies

Reduce/eliminate equity gaps and increase the overall success rate to 80%. (Goal 1)

Program Goal: Reduce/eliminate equity gaps and increase the overall success rate to 80%
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Reduce/eliminate equity gaps and increase the overall success rate to 80% (**X**)

- **Eliminate Equity Gaps in Course Success:** Reduce/eliminate equity gaps and increase the overall success rate to 80% (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Reduce/eliminate equity gaps and increase the overall success rate to 80% (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Reduce/eliminate equity gaps and increase the overall success rate to 80% (**X**)

Summary of Progress or Results
Summary Date: 12/15/2025 **Summary of Progress or Results:** Our overall success rates continue to rise, in some cases surpassing our 80% goal in Fall 2023 and Fall 2024. **Reporting Period:** 2025 - 2026 **Status:** In Progress - will carry forward into next year **What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position **Action steps for this academic year.:** 1. New Full-Time Faculty request. 2. Incorporate more equity-minded professional development opportunities. 3. Continue to hire new equity-minded and diverse part-time faculty to teach new and existing courses. 4. Make courses more relevant for students by modifying existing courses and adding new courses. 5. Continue updating our CORs and SLOs to incorporate more relevant information and skills.

Diversifying faculty and increasing the number of equity-minded practitioners. (Goal 2)

Program Goal: Diversify faculty and increase the number of equity-minded practitioners. Ideally, we would like to hire a full-time humanities/religious studies instructor.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Diversify faculty and increase the number of equity-minded practitioners. Ideally, we would like to hire a full-time humanities/religious studies instructor. (**X**)

- **Eliminate Equity Gaps in Course Success:** Diversify faculty and increase the number of equity-minded practitioners. Ideally, we would like to hire a full-time humanities/religious studies instructor. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Diversify faculty and increase the number of equity-minded practitioners. Ideally, we would like to hire a full-time humanities/religious studies instructor. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Diversify faculty and increase the number of equity-minded practitioners. Ideally, we would like to hire a full-time humanities/religious studies instructor. (**X**)

- **Increase Hiring and Retention of Diverse Employees:** Diversify faculty and increase the number of equity-minded practitioners. Ideally, we would like to hire a full-time humanities/religious studies instructor. (**X**)

Summary of Progress or Results
Summary Date: 09/23/2024 **Summary of Progress or Results:** We continue to request a full time faculty position. **Reporting Period:** 2025 - 2026 **Status:** In Progress - will carry forward into next year **What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position **Action steps for this academic year.:** 1. Faculty request 2. Encourage more department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities. 3. Incorporate more equity-minded professional development opportunities in/during department meetings. 4. Continue to hire new equity-minded and diverse faculty to teach new courses and existing.

Provide culturally relevant curriculum

Program Goal: Develop new curriculum and update existing curriculum to make it more relevant to Cuyamaca's diverse student population.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Develop new curriculum and update existing curriculum to make it more relevant to Cuyamaca's diverse student population. (**X**)

- **Eliminate Equity Gaps in Course Success:** Develop new curriculum and update existing curriculum to make it more relevant to Cuyamaca's diverse student population. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Develop new curriculum and update existing curriculum to make it more relevant to Cuyamaca's diverse student population. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Develop new curriculum and update existing curriculum to make it more relevant to Cuyamaca's diverse student population. (**X**)

Summary of Progress or Results
Summary Date: 01/10/2026
Summary of Progress or Results: We have updated all of our course outlines in line with this goal and with new CalGetC requirements, have introduced new course content, and will be adding new courses.
Reporting Period: 2025 - 2026
Status: In Progress - will carry forward into next year
What resources, if any, are needed to achieve this goal? (Select all that apply): New faculty position
Action steps for this academic year.:
1. Encourage any new part time department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities.
2. Incorporate more equity-minded professional development opportunities in/during department meetings.
3. Continue to hire new equity-minded and diverse part-time faculty to teach new courses and existing courses and hopefully secure a full-time faculty position as well.
4. Continue to survey and assess current course content for relevance and make adjustments as needed.

Program Overview and Update

Lead Author
Courtney Hammond

Collaborator(s)
Peter Utgaard, Moriah Gonzalez-Meeks, Jessica Thompson

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.
Moriah and I met to discuss the progress/status of the philosophy, humanities and religious studies programs. We revisited the goals from the last comprehensive program review and discussed how certain measures we took were helpful in reaching those goals. We also discussed new strategies to build on our progress.
Pete and I exchanged emails regarding the humanities department. Pete has been teaching humanities courses for Cuyamaca for as long as I can remember and his input was invaluable as to how the program could be improved and how students might be better able to succeed in our humanities classes (which will be discussed in the review.)
Jessica Thompson and I exchanged emails regarding the philosophy department and her input regarding both its successes and challenges was extremely helpful.
Last but certainly not least, Jane Gazale and I met to discuss my approach to writing this review, and her advice and encouragement was instrumental in its completion.

Dean/Manager(s)
Jane Gazale

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.
As mentioned above, Dean Gazale and I met to discuss the philosophy, humanities and religious studies programs on November 3. We discussed the program's successes as well as its challenges; namely, lack of an additional full-time instructor and the shifting pedagogical landscape with respect to AI. Dean Gazale urged me to include my thoughts throughout this program review and to submit a new faculty hiring request. She also suggested that I reach out to other faculty members for input, which I did.

Program Reflection and Description

Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?
In Philosophy, we strive to open the minds and hearts of our students to the world's wide range of ideas, and foster a love of learning through questioning and critical thinking that our students will carry with them through life. By teaching our students how to read and comprehend philosophical texts, we help them become better able to understand complex ideas. By requiring our students to articulate philosophical ideas through writing, we prepare them for being better writers in their collegiate, professional, and personal lives.

Is the program description in the current college catalog up to date and accurate?
Yes

Comprehensive Program Review

Describe how your program advances the College's vision of equity, excellence, and social justice through education. How does the program reflect the College's mission and values?

In keeping with Cuyamaca College's mission statement, our program aims to "advance equity and social justice through student-centered and innovative approaches to education." The content of our courses as well as our instructional methods seek to provide opportunities for thoughtful reflection on a wide variety of socio-cultural traditions and experiences. We include diverse perspectives in our curriculum to provide a comprehensive approach to perrenial philosophical questions, and seek to incorporate often overlooked examples of human expression and questioning. As such, we align with the college's mission to "create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population. . . ."

Philosophy advances the College's vision by:

- Examining ethics and justice in courses such as PHIL 125 (Critical Thinking), PHIL 140 (Bioethics), and PHIL 110 (Introduction to Philosophy).

- Integrating diverse philosophical traditions and voices, including non-Western perspectives and philosophers from historically marginalized communities.

- Using equity-minded teaching practices—transparent assignment design, multiple ways to demonstrate learning, and connections to students' own lives and communities.

We emphasize that philosophical thinking is not just abstract but a practical tool for navigating real-world dilemmas, which aligns with the College's mission of social justice through education.

Religious Studies advances the College's vision by giving students tools to understand how religious beliefs and institutions shape social structures, political debates, cultural identities, and conflicts. Coursework often includes attention to religious perspectives from historically marginalized communities.

Humanities advances the College's vision of equity, excellence, and social justice by centering cultural production—art, literature, music, architecture, film, storytelling, crafting, and performance—from communities that have often been left out of traditional narratives. HUM 111, for example, focuses on the experiences and contributions of African Americans, Asian Americans, Latino/a/x communities, Native Americans, and Middle Eastern Americans across a range of media.

Curriculum Review and Development

Have all of your active course outlines been reviewed within the last five years?
Yes

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes.

The philosophy program is planning to add some new course offerings, namely "Philosophy and Pop Culture," "Law and Philosophy," and "Ethics and Technology." We believe these courses are will be both necessary and popular in the age of AI and given society's greater reliance on social media. The rise of AI has led to an increasing need for students to be aware of how technology influences our minds and our cultures both positively and negatively. As technology advances, it will be incumbent upon our students to exercise critical thinking to assess their own relationship with this technology. Further, ethical decision making within these relationships will also be necessary if we are to act as responsible citizens in our own communities as well as globally. Finally, an understanding of how law and philosophy interact with respect to morality and technology will, hopefully, facilitate an appreciation for the practical implications of philosophical thinking.

We hope to secure an additional full-time faculty member who could help further develop our Humanities and Religious Studies departments. If we are successful, we look forward to expanding our course offerings in those disciplines in keeping with the college's overall mission.

Comprehensive Program Review

Please upload the 2-year course rotation(s)/schedule(s) for each associate degree covered by this program review.
Philosophy Degree Map

For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions? If not a transfer program, please enter N/A
The philosophy program offers various GE courses and all articulate to the UC, CSU or both. We recently revised our Phil 125 Critical Thinking course to accommodate a new "composition" requirement for CalGETC. However, because articulation seems to be a moving target and consistency among reviewers is all but non-existent, we will most likely need to revise it in the future.

Student Learning Outcomes (SLO) Assessment

Please upload an updated, current version of your SLO assessment plan. (Ideally, the updated plan should specify assessment semesters for all service areas over the next 4 years, between this comprehensive program review and the next.)
HPRS, SLO Assessment Plan 2025.pdf

What do your course SLO data over the past 4 years suggest about student experiences, successes, and challenges in your service area?
Over the last four years, SLO data suggest that most students who persist in our Philosophy courses are meeting or exceeding department benchmarks for SLO achievement (typically around 80-90% proficiency). This is especially true in high-enrollment courses such as PHIL 110, 125, and 140 where students show strong performance in interpretation, analysis, and application of course content.

At the same time, SLO results highlight persistent challenges. Students sometimes struggle with dense and conceptually challenging readings, especially in philosophy, and with the abstract reasoning required in Phil 130 and Phil 125. Online sections can reveal gaps in time management and persistence, particularly early in the semester. These patterns are more pronounced for some disproportionately impacted student groups, which informs our equity goals and assessment redesign.

Share an example of meaningful, innovative, equitable, and/or student-centered SLO assessment happening in your program.
In light of our emphasis on equity, some of the changes we have made include alternative assessment strategies such as eportfolios, reflection based writing assignments, video/audio submissions in addition to written essays, and leniency with respect to due dates and number of attempts at an assignment. We are just now beginning to see some promising data reflect these changes.
Additionally, for our Humanities courses, Pete Utgaard was able to use TA money to purchase books for HUM 110 so that there are enough in the library to cover one very big section (50) with free books. He plans to purchase more books if he receives more money. I plan to follow his lead and do the same for as many Philosophy courses as possible.

Discuss how your SLO data are being used for course and/or program improvements for student retention, success, and/or goal achievement.
SLO results are used to guide changes in assignments, course pacing, and overall course design. Some of the changes we have implemented include:
1. Increasing scaffolded assignments and low-stakes practice opportunities prior to major essays or projects, especially in PHIL 110/125.
2. Incorporating assignments that require more personalized answers, such as reflections, and allowing mutliple modalities for submissions.
3. Simplifying and clarifying Canvas course shells (weekly modules, checklists, announcements) to support students' time management in online courses.
4. Expanding the use of OER/low-cost materials so textbook costs are not a barrier.

Degree and Certificate Programs

For each degree and certificate indicate how many awards were conferred in the past five years. Please comment on any trends and provide context to explain any increases or decreases.

We have had a total of 6 Philosophy for Transfer Degrees awarded in the past five years, with an initial high of 3 awards in 2020-21 to a steady rate of 1 per year for the last 3 years. Philosophy continues to be plagued by a reputation of being an "impractical" or "useless" degree when it comes to choosing a degeee for career purposes. This will need to be addressed before we can expect to see changes.

Humanities and Religious Studies currently do not have stand-alone degrees or certificates to review, although their course outlines and SLOs have been updated regularly.

Indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes).

I can't find this information.

Can students complete the degree/certificate requirements within a two-year period?

Yes

How is your program currently assessing its PLOs? Please select all that apply.

SLO-to-PLO Mapping

Please provide the following for each degree/certificate: • The most recent semester each of your program(s) assessed PLOs; • Brief summary of findings; and • Overview of changes made as a result.

Our program SLOs map onto our course SLOs, so they are assessed (at least implicitly) when the course SLOs are assessed. For example, Phil 110 SLOs 1 and 3 were assessed in Spring 2025, and these are essentially our PLOs 1, 3 and 4.

Are all of your degree maps completed?

Yes

Are the degree maps posted to the college website?

Yes

How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?

This is a good question. I honestly don't know where to input the assessment for the PLOs. However, our plan is to complete the alignment of Philosophy PLOs with ACP-wide outcomes, finalize SLO–PLO mapping across PHIL courses, and then establish a regular four-year PLO assessment cycle where each PLO is assessed at least once in a designated "capstone" or core course. SLO–PLO mapping will allow us to use existing SLO data more systematically to identify strengths and gaps, particularly when disaggregated by student group and modality.

As this work proceeds, PLO assessment will inform decisions about course sequencing, degree maps, and advising (for example, ensuring that students encounter and then "capstone" key outcomes such as ethical reasoning and critical analysis). It will also guide further refinements to assignment design and instructional strategies in PHIL courses that carry heavy PLO responsibility.

Humanities and Religious Studies do not yet have stand-alone program PLOs (because there are no degrees), but all Humanities SLOs have been rewritten to emphasize the same ACP-aligned skills, and those SLO assessments are being used to inform future PLO development if and when stand-alone degrees are created.

How are your PLO assessments informing improvements/changes to your program?

They aren't at this time, probably because of the answer to the last question. However, the SLO assessments are informing changes and improvements to the program, and since they're virtually identical, it's all working out.

Student Access and Achievement

Please describe any enrollment changes (increases/decreases) over the past 4 years and the context for these changes.
Looking at fall terms from 2020 through 2024, combined enrollments in Humanities, Philosophy, and Religious Studies increased from 443 enrollments in Fall 2020 to 531 enrollments in Fall 2024, an increase of about 20%.
By discipline (fall terms, 2020 → 2024):
- Humanities (HUM): 137 → 234 enrollments (about a 71% increase).

- Philosophy (PHIL): 257 → 250 enrollments (essentially stable, with a small decrease of about 3%).

- Religious Studies (RELG): 49 → 47 enrollments (slight decrease of about 4%).

Growth in Humanities appears tied to the expansion of HUM 111 and the Kumeyaay Arts and Culture courses, which are embedded in Ethnic Studies and Kumeyaay Studies pathways. Philosophy has remained steady, with shifts in individual course enrollments based on scheduling and modality. Religious Studies remains a smaller program with more volatile enrollments due to fewer sections and competition with Grossmont and other GE courses.

If your program has seen a significant decline in enrollment over the past 4 years, what resources or support would be helpful to improve program enrollment and access?
Overall, the program has grown rather than declined, but Religious Studies and certain lower-enrolled sections would benefit from coordinated support. Helpful resources would include: targeted schedule coordination with the chair to reduce internal competition among similar GE courses as well as the philosophy courses offered by Grossmont; marketing and outreach through ACPs and Counseling to highlight philosophy courses as ways to meet transfer requirements; and continued flexibility with online/hybrid offerings to support working students, caregivers, and others who cannot attend traditional daytime in-person classes.

What is the program doing to increase student enrollment or access?
To increase enrollment and access, we are:
- Offering high-demand courses like HUM 110, 111, and PHIL 110, 125, 140 on a consistent rotation and in multiple modalities when possible.

- Working within the Culture, People & Ideas ACP to position Humanities and Philosophy courses as core or highly recommended options for students in related majors.

- Maintaining robust online offerings while preserving some on-campus sections so students can choose the modality that best fits their needs.

- Making the value of Humanities, Philosophy, and Religious Studies more explicit in syllabi and classroom discussions by linking course skills to careers (for example, law, teaching, public service, nonprofits, policy, and communications).

What is your program's overall course success rate? How has it changed over the past 4-5 years?
Using fall-term data across Humanities, Philosophy, and Religious Studies, the overall course success rate increased from approximately 75.2% in Fall 2020 to 79.3% in Fall 2024. Retention also improved from about 88% to 92% over the same period.
By discipline (fall 2024 success rates):
- **Humanities:** 6%

- **Philosophy:** 92%

- **Religious Studies:** 72%

Philosophy shows particularly strong success rates, especially in the most recent fall term, while Humanities has experienced more fluctuation as it rapidly expands offerings and enrollments. Overall, the program is trending in a positive direction and is approaching the College's 80% success goal.

Which groups are experiencing equity gaps in your program for success rate and/or retention rate?
In the most recent fall term (2024), the combined success rate across HUM/PHIL/RELG is approximately 79%. When disaggregated by ethnicity, we see:

- **Above or near overall average:**

  o Middle Eastern or North African (88%)

  o Unknown (88%)

  o White (83%)

- **Below overall average (equity gaps):**

  o Latino/a (66%)

  o African-American/Black (65%)

  o Asian (61%)

These data indicate persistent equity gaps of roughly 10–18 percentage points between the highest-performing and lowest-performing groups.

What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?
Likely factors include:

- Several factors likely contribute to lower success rates for some student groups:

- Many PHIL and HUM courses involve dense, abstract reading and writing, which can pose additional barriers for students who are still developing academic English or who have had less prior experience with college-level texts.

- Logic and critical thinking courses require the kind of abstract reasoning often associated with algebra and higher-level math, which may be challenging for students who have gaps in their quantitative preparation.

- Our courses are heavily online, and while online success has improved, it can still disadvantage students with limited technology access, demanding work schedules, or fewer supports at home.

- The demographic makeup of faculty in these disciplines does not yet fully reflect the diversity of our student body, which may affect students' sense of belonging, willingness to seek help, and perception of whether these fields are "for them."

- Historically, some course materials and examples have not always fully reflected the cultural backgrounds and lived experiences of racially marginalized students, though we have made significant progress here in recent years.

Comprehensive Program Review

How has this data shaped your comprehensive program review goals and action steps?
The data have directly shaped our two main program goals:

1. Close racial/ethnic equity gaps and reach an overall 80% course success rate across HPRS by 2028–29.

2. Diversify faculty and increase equity-minded teaching practices in line with GCCCD Board Resolution 20-015.

Seeing that Latino/a, Black, and Asian students continue to experience lower success rates, particularly in online sections and in courses with heavy reading and abstract reasoning, has pushed us to focus our action steps on:

- Equity-minded professional development for all faculty.

- Ongoing curriculum and assessment redesign that centers culturally relevant content and multiple ways of demonstrating learning.

- Intentional, equity-focused hiring practices and mentoring of diverse adjuncts.

- Continued improvement of online course design and proactive student outreach.

Discuss your department/discipline's plan for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.
In alignment with Board Resolution 20-015, our plan for diversifying faculty includes:

- Ensuring that job announcements and screening criteria emphasize experience working with diverse student populations and a demonstrated commitment to equity-minded teaching.

- Working with HR to broaden recruitment for part-time Humanities, Philosophy, and Religious Studies faculty, particularly in equity-focused courses like HUM 111 and PHIL 110.

- Encouraging and supporting current faculty to complete Equity-Minded Teaching and Learning Institute trainings and related PD, and to bring that learning back into department meetings. As of now, all of our current philosophy faculty have completed the EMTLI course.

- Informally mentoring adjunct faculty from underrepresented groups who may be interested in longer-term roles at the college.

What other qualitative or quantitative data, if any, is the department/discipline using to inform its planning for this comprehensive program review?
In addition to the college-provided data, we use:

- Anonymous student surveys about course content, assessment types, and modality preferences.

- Canvas analytics (e.g., module completion, assignment submission patterns) to understand where students are disengaging.

- Feedback from Counseling, DSPS, and tutoring services regarding student challenges in Humanities, Philosophy, and Religious Studies courses.

- ACP discussions that highlight how HPRS courses function as "gateway" or "anchor" classes for students interested in Ethnic Studies, Kumeyaay Studies, History, pre-law, and social sciences.

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?
Our disciplines offer a substantial number of 100% online courses. To ensure Regular and Substantive Interaction, faculty:

- Post regular announcements and weekly overviews in Canvas.

- Engage actively in discussion boards and group activities, rather than letting them run as purely student-to-student.

- Hold virtual student hours via Zoom or similar platforms.

- Provide timely, individualized feedback on assignments, using clear rubrics.

- Use interactive tools like embedded quizzes in videos (e.g., PlayPosit), video responses, and collaborative boards to promote engagement and instructor presence.

If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?
In Fall 2024, our enrollments were overwhelmingly in 100% online sections (498 online vs. 33 on-campus). Success rates were approximately:

- 100% online: ~78.7%

- On-campus: ~87.9%

By Fall 2024, our Humanties courses' success rates for our online offerings were virtually identical to our in person courses at 68% and 67% respectively. Prior to 2024, the discrepancies were much larger with success rates for our in person courses significantly greater than online. This is likely due to better preparedness and experience with the online format for both students and instructors.
The success rates in our Philosophy courses show no significant differences between in-person and online by Fall 2024. There was a signifcant gap between our online success rate and in-person success rate in Fall 2023 with only 57% of our in person offering succeeding versus 74% of our online sections. However, in Fall 2023, only one in-person class was offered with 19 students enrolled compared to 223 students enrolled across our online courses, so it's hard to draw any real conclusions based on that semester alone.
Our Religious Studies program currently offers only online courses, with a success rate in the low 70% range.
Overall, the gap between online and on-campus success has narrowed significantly compared to pre-pandemic years, but some difference remains. To continue addressing this, we plan to:

- Further refine online course shells to ensure transparent navigation and clear expectations.

- Build in more early, low-stakes check-ins to identify and support struggling students sooner.

- Increase instructor presence through regular announcements, short video messages, and active participation in online discussions.

- Connect students more explicitly to college support services (tutoring, counseling, technology help) through Canvas.

Career Exploration and Program Demand (Career Education Programs Only)

Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?
No (Skip to the question at the end of this section starting with "What do the latest labor market data reveal ...")

Strengths, Challenges & External Influences

Please describe your program's strengths.
Key strengths of the Humanities, Philosophy, and Religious Studies programs include:

- A strongly interdisciplinary focus, connecting philosophy, culture, art, religion, and history.

- Flexibility to address current events and emerging ethical questions (e.g., AI, climate change, social justice) in ways that are relevant to students' lives.

- A sustained commitment to equity-minded teaching and assessment, with faculty willing to experiment with new approaches to better support diverse learners.

- Strong and improving success and retention rates, especially in Philosophy, even as we serve a broad range of students with varied levels of prior preparation.

Please describe your program's challenges.
Our main challenges include:

- Limited faculty capacity (only one full-time instructor in philosophy), which constrains how many different courses and initiatives we can effectively support at any given time.

- Difficulty sustaining enrollment in Religious Studies and certain specialized Humanities courses, particularly when there is competition with other colleges and GE options.

- Persistent equity gaps in success for Latino/a, Black, and Asian students, even as overall success improves.

- The ongoing, external perception that Humanities and Philosophy are "less practical," which can make it harder to attract and retain majors despite the clear transfer and career value of the skills we teach.

Please describe external influences that affect your program (both positively and negatively).
Negatively or constraining influences include:

- Many students are waiting until their second year to take English (despite the college's adoption of an accelaration model.) This means that we cannot assume that students are concurrently working on writing when they are in our classes. At the very least, students should be strongly encouraged/required to take English their first semester because without such preparation, student success and equity gaps are negatively impacted.

Comprehensive Program Review

- Nearby institutions (including Grossmont) are able to offer a wider variety of humanities and philosophy courses, which sometimes draw students away for certain "upper-level" or specialized offerings.

- Our current classroom facilities (the F building) are out-of-date and make certain teaching/learning modalities difficult if not impossible. In general, our programs lack sufficient resources to be competitive.

- Broader cultural trends devalue humanistic disciplines relative to narrowly career-branded fields.

Positive influences and opportunities include:
- System-level changes that foreground equity, which directly increase the importance of many HPRS courses.

- Growing recognition that fields like technology and health care need professionals grounded in ethics, critical thinking, and cultural competence, which are core strengths of HPRS.

Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?
Over the next four years, Humanities, Philosophy, and Religious Studies have strong opportunities to:
- Fully embed our courses into Guided Pathways/ACP maps and outreach, particularly for students interested in related disciplines, i.e., political science, history, pre-law, and social sciences.

- Expand equity-centered, culturally relevant curriculum and assessments that explicitly address social justice and that invite students to bring their own experiences and communities into the classroom.

- Strengthen partnerships with programs such as Biology, Paralegal, Computer Science, and Social/Behavioral Sciences by recommending PHIL and HUM courses (e.g., Bioethics, Logic, Ethics) as part of their pathway recommendations.

- Advocate for additional faculty resources to sustain the growth in Humanities, maintain a robust Philosophy program, and stabilize Religious Studies offerings.

Program Goals

Program Goals Status
 I have updated the progress on my previous goals.

Program Goals Mapping
Mapping for all active Program Goals complete.

Submission

2025 - 2026

Dean Approval and Feedback

I have reviewed the program review with the author and provided feedback.
Yes - Review and feedback complete

Feedback
Courtney did an amazing job reporting on all three disciplines; Humanities, Philosophy, and Religious Studies. She collaborated with her colleagues and the Dean.
I appreciate the department's innovation in SLO assessments and how they use SLO data to inform and guide changes such as assignments and course design to provide more scaffolded activities and personalized reflections and expanding he use of OER/ZTC textbooks. The department's work is still in progress in the area of PLOs and assessment plan.
I do not see mapping of assessments in the report, I recommend revisiting the goals and SLO's sections of the report.
Great action plan and steps to decrease equity gaps and increase success and retention. I appreciate the department's intentionality in course offerings to meet students needs and current happening. Special attention to AI concerns is evident.