



C U Y A M A C A
• C O L L E G E •

Annual Update 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)

- **Eliminate Equity Gaps in Course Success:** 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)
- **Increase Equitable Access:** 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)

Summary of Progress or Results
<p>Summary Date: 09/23/2024</p> <p>Summary of Progress or Results: TBD</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: In Progress - will carry forward into next year</p> <p>Action steps for this academic year.:</p> <ol style="list-style-type: none">1. Faculty request2. Encourage more department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities.3. Incorporate more equity-minded professional development opportunities in/during department meetings.4. Continue to hire new equity-minded and diverse part-time faculty to teach new courses and existing courses like the Humanities of the Americas course, which was developed several years ago but has not been offered.5. Make courses more relevant for students by modifying existing courses and adding new courses.6. Continue updating our CORs and SLOs to incorporate more relevant information and skills.

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

Program Goal: Diversifying faculty and increasing the number of equity-minded practitioners

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Diversifying faculty and increasing the number of equity-minded practitioners (X)
- **Increase Completion and Eliminate Equity Gaps:** Diversifying faculty and increasing the number of equity-minded practitioners (X)
- **Increase Hiring and Retention of Diverse Employees:** Diversifying faculty and increasing the number of equity-minded practitioners (X)
- **Increase Persistence and Eliminate Equity Gaps:** Diversifying faculty and increasing the number of equity-minded practitioners (X)

Summary of Progress or Results

Summary Date: 09/23/2024

Summary of Progress or Results: TBD

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

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)

- **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 Completion and Eliminate Equity Gaps:** 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)

Program Overview and Update

Lead Author

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Collaborator(s)

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Dean/Manager(s)

Lauren Halsted

Initial Collaboration Date with Dean

10/17/2024

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.

Professional Development

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

Curriculum

The humanities program has been expanding its course offerings with courses on career exploration and internships (HUM 193 and 194), as well as additional Kumeyaay humanities courses. These courses are part of the current Kumeyaay Studies AA degree and certificate (as well as the proposed BA) and work to promote and expand traditional Kumeyaay cultural knowledge and environmental science. The career opportunities and internship classes are important for our students so they can learn about careers related to their majors and can make informed choices in terms of their academic and future career trajectories; this aligns with the College's ACP work. Philosophy continues to engage in a significant amount of curricular work in anticipation of CalGETC implementation, particularly the overhaul of PHIL 125, in collaboration with Philosophy faculty at Grossmont. Religious Studies course offerings have been expanded to include RELG 135: Religion in the Middle East and RELG 175: Religion, Government and Politics in America.

Hiring

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

ACP Work

The philosophy program's degree maps have been completed and need to be reviewed by counseling. The web pages for all of the disciplines have been updated. We are not able to do the kind of outreach and recruitment of students to our ACP as we would like since the ACP Lead hours were cut to 6 per month. That is only sufficient to attend a couple of high school events.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?

No

If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.

An in-depth discussion was had during the flex week department meeting on the importance of SLO assessment and submitting the data afterward. I will work one-on-one with part-time faculty to make sure they assess SLOs for HUM 110, 111, 155 and RELG 120. I will meet with the full and part-time philosophy faculty to ensure they are assessing and submitting their assessment data for all PHIL classes.

Which courses have not been assessed in the last 4 years?

We do not have any full-time humanities faculty.

HUM 110 and 155 - offered regularly but are not being assessed

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HUM 116, 117, 118 - cross-listed with KUMEY, not currently being taught by history faculty. 118 has never been offered due to CSU GE denials.

HUM 193, 194 - new courses that have not been offered yet

HUM 115, 140 - insufficient enrollment to go - has not been taught in the last 4 years

We have one full time and two part-time faculty teaching philosophy currently. None of the philosophy courses have been assessed within the last 4 years. PHIL 115 and 117 are missing from the list of classes.

PHIL 110, 125, 130, 140, 141 - offered regularly but are not being assessed

PHIL 115 - started to offer 115 within the last year

PHIL 117 - has not been taught in the last 4 years

We do not have any full-time religious studies faculty.

RELG 120 - offered regularly but is not being assessed

RELG 170 - just started to offer 170 within the last year

RELG 135, 175 - new courses that have not been offered yet

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

As described in the above answers, many of the classes are either not being offered because they are new or are not able to get sufficient enrollment to run. Those that are running but are not being assessed are being taught primarily by part-time faculty. I am going to request a list of which faculty are submitting their SLO data and which may need additional support from me.

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

We had Rachel P. attend our department meeting to show us how to enter SLOs in Canvas. We have common PLOs for our ACP, with the exception of Philosophy.

Student Achievement

Please discuss any equity gaps in access or success.

Humanities

Student demographic data closely mirrors that of the college with a difference of one or two percentage points in some categories; the largest gap is 5% for Middle Eastern students, 18% compared to 23% of the college population.

Overall retention in Fall 2022 and 2023 increased 7% (85% to 92%) while success rates increased 9% (64% to 75%). Spring 2023 to 2024, retention increased 6% (83% to 89%) and success rates increased 14% (60% to 74%).

Humanities had equity gaps for Latino/a/x students in Fall 2023 and for Black, Latino/a/x, and Multi-racial students in Spring 2024.

Philosophy

Student demographic data closely mirrors that of the college with a difference of one or two percentage points in some categories. The two exceptions to this are that Philosophy serves Middle Eastern students at a greater rate than the college (33% versus 23%). Philosophy serves White students at a lower rate than the college (20% versus 25%).

Overall retention in Fall 2022 and 2023 increased 5% (90% to 95%) while success rates increased 4% (69% to 73%). Spring 2023 to 2024, retention increased 7% (86% to 93%) and success rates increased 11% (67% to 78%).

Philosophy had equity gaps for Black and Middle Eastern students in Fall 2023 and for Asian, Latino/a/x, and Middle Eastern students in Spring 2024.

Religious Studies

Student demographic data closely mirrors that of the college with a difference of one or two percentage points in some categories. The three exceptions to this are that Religious Studies underserves Latino/a/x and Middle Eastern students (29% versus 34% and 15% versus 23% respectively) and overserves White students (38% versus 25%).

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Overall retention in Fall 2022 and 2023 increased 6% (76% to 82%) while success rates increased 2% (69% to 71%). Spring 2023 to 2024, retention decreased 8% (90% to 82%) and success rates decreased 1% (77% to 76%).

Religious Studies had equity gaps for Latino/a/x students in Fall 2023 and for Middle Eastern students in Spring 2024.

What action will the department or discipline take to address these equity gaps?

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

- Providing more culturally relevant curriculum and implementing equity-minded teaching practices.
- Assigning more inclusive texts and providing students with free copies of required books.
- Creating culturally relevant history OER texts and learning materials.
- Encourage more faculty to participate in the EMTLI and other equity-focused PD
- During department meetings, engage in equity-minded professional development and review course level and instructor-level data.
- Continue to diversify our faculty and hire more equity-minded instructors.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.

Humanities

Enrollments have remained fairly consistent over the last 4 years. Fall 2020-2023 enrollments fluctuated between 123-166 students; spring 2021-2024 enrollments vary more widely, fluctuating between 109-212 students, with a significant increase in Spring 2024.

Philosophy

Enrollments have remained fairly consistent over the last 4 years. Fall 2020-2023 enrollments fluctuated between 212-251 students; spring 2021-2024 enrollments followed a similar trend, fluctuating between 230-305 students.

Religious Studies

Enrollments have remained fairly consistent over the last 4 years. Fall 2020-2023 enrollments fluctuated between 34-51 students; spring 2021-2024 enrollments followed a similar trend, fluctuating between 31-44 students.

If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?

The Religious Studies program continues to struggle due to the lack of a full time faculty member. The program went into decline 7-8 years ago and is maintaining at 1-2 classes each semester.

What has this data revealed about the progress of the program review goals you set?

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

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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?

The majority of our classes remain online based on students interest and demand for this modality. Consequently we discuss ways to meet RSI requirements during every flex week department meeting. Some ways that faculty implement RSI in their courses is regular announcements about class assignments, due dates, course content and topics, and reminders. Discussion boards are also used extensively along with instructor feedback on student work. Faculty also use surveys and group projects and assignments to encourage interaction.

Program Goals

Program Goals Status

Updated progress on my previous goals & added new.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response complete and ready for review