

## PROGRAM REVIEW Fall 2018

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**Program: Religious Studies**

**Division: Arts and Humanities**

**Date: October 5, 2018**

**Writer(s): Kimberly Tomlinson**

**SLO/SAO Point-Person: Kimberly Tomlinson**

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**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Uses:** This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Time Frame:** This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

**Sections:** The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

**Topics:** A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

**Help:** Contact Karin Spirn: [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

### **Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 22.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 22.

### **Links:**

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

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## Section One: Program Snapshot

### No Significant Changes Option

Contact person: Kimberly Tomlinson

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program’s needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

**Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program’s information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program’s most recent Program Review was submitted in the following semester: Fall 2017.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

- B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2017).**

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page: <http://www.laspositascollege.edu/research/outcomes.php>

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>				
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

**E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- Data generated by your program
- CEMC Data
- Labor Market Data

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<input type="checkbox"/>		<input type="checkbox"/>	Professional Development
<input type="checkbox"/>		<input type="checkbox"/>	Services to Students
<input type="checkbox"/>		<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>		<input type="checkbox"/>	Technology Use

**F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).**

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<input type="checkbox"/>		<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>		<input type="checkbox"/>	Technology Use

**G. Obstacles: What obstacles has your program faced in achieving plans and goals?**

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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

**H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.**

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**I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).**

Mark an X before to each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>				
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	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

## Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

[http://www.laspositascollege.edu/about/assets/docs/LasPositas\\_Ed\\_Master\\_Plan.pdf](http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf)

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

The Religious Studies discipline supports the Educational Master Plan through its continued efforts to address the goal of Educational Excellence, Community Collaboration, and Supportive Organizational Resources. The Religious Studies discipline strives to support the college Educational Master Plan through implementation of the following short and long term goals.

1. The goal of developing a more robust curriculum will enhance the diversity of course offerings and provide students with more exposure to a variety of religious traditions and sacred practices.
2. The goal of eventually offering all RELS courses in multiple formats, such as DE and Hybrid, will address the increased need in RELS for DE course offerings.
3. The long term goal of offering an AA in Religious Studies supports expanding educational excellence through providing students an opportunity to specialize in the field of religious studies.
4. The inclusion of dedicated facilities for the Humanities cluster, which would include a contemplation center, a Labyrinth, a community meditation garden, and recognition of sacred spaces on campus will support both student and community collaboration.

- B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? \_\_\_yes \_\_\_X\_\_\_no

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

The Religious Studies program did not meet its program set standard. The program data indicates that Spring Semester 2018 had a higher than normal drop rate in the face to face section of RELS1. There are multiple factors that might have influenced this, such as the time the course was offered, the length of the class, students personal situations ect. The program also offered RELS11 at a new time, 9:00 am. The

instructor observed that the change in the time the course was offered influenced the age of students in the course which could influence student's capacity to deal with the rigor of the course.

Religious Studies has also increased the number of DE course offerings, which typically have lower student success rates. All of these factors combined influenced the drop rate in the Spring Semester. The discipline will continue to evaluate the times courses are offered and various factors that can support student success both face to face and online.

C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.

The facilities needs for Religious Studies and the Humanities cluster has been identified in last year's program review and also included in the Facilities Master Plan. There are not new needs identified at this point that have not already been documented.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

The Religious Studies program and faculty have participated in limited professional development activities. Professional Development has occurred through Flex Day and other Workshops that have been offered locally. This past year, the RELS instructor participated in a weekend Buddhism Workshop focused on the Buddhist practice of Mindfulness and Body Connection. This provided excellent material to integrate into the classroom.

Workshops such as OnCourse have been helpful when thinking about the development of new materials and new teaching techniques that support student learning.

Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

The Religious Studies program would, as some point, like research and possibly implement a mindfulness program for students. This would be greatly enhanced with the collaboration and support of other discipline and program area faculty. There are a few organizations that provide teacher certification training specifically targeting college age students. The cost of these teacher certification programs vary in price and length of time. Initial certification is around \$2000 in tuition, not including travel, room or board and the certification process certification is anywhere from 6 months-two years in length. One such program is called Koru: The Center for Mindfulness which is affiliated with Duke University.

Professional Development in this area would complement the Religious Studies facilities requests identified in the Facilities Master Plan which include in part a contemplation center, labyrinth, meditation garden and walking paths.

D2.



**In general, many of the conferences that would support professional development in Religious Studies, such as the American Academy of Religion, which meets in Denver this November are often not local. While the expense of the conference itself is reasonable, the room, board and travel expenses are not. The expenses associated with these out of state conferences often times exceeds what is covered by staff development and at times exceed what faculty are able to pay for.**

**With that being said, there could possibly be other resources available that this faculty member has not yet explored.**

**E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?**

### Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO   PSLO   SAO
Course, Program Name, or Student Service Area: Rels1: Introduction to World Religions
Text of CSLO/PSLO/SAO: Upon completion of this course students will be able to identify the core beliefs of each of the major world religions.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: Upon completion of this course students will be able to identify the core beliefs of each of the major world religions.
SLOs: Assessment data collected from <u>  13  </u> sections over <u>  3  </u> semesters. SAOs: Assessment data collected from <u>                    </u> students over <u>                    </u> semesters.
Describe the quantitative or qualitative results: Baseline Data demonstrates that over the period of time the SLO was assessed 77% of students were able to demonstrate mastery or above level mastery based upon the assessment used. The following results have been recorded Mastery 46%, Above Average 41%, Average 12%, Below Average 7% and No demonstrated Achievement 3%. This last year has been used to establish baseline data for this SLO with this particular assessment method.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

The baseline data for this assessment indicates a fair level of achievement among students. The data indicates that at the lowest levels 88% of students can identify the core beliefs of the major world religions. We may continue to obtain data for another year to see if there are any noticeable changes in student achievement. However, the results were fairly promising in terms of a broad overall demonstration of achievement.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?

Student achievement was measured across three semesters. In the Spring 93% of students assessed demonstrated success with this particular assessment. In Fall 2017 there was a drop to 88% in student achievement levels for this particular assessment, the following Spring the achievement results rose to 90%. The majority of RELs 1 classes are in a DE format with only one section Face to Face. The movement to a majority of DE courses in RELS occurred Fall 2017. In general student achievement drops slightly for DE courses which may account for the lower overall achievement. Other possible factors include, shifting courses to Canvas, which may have had some influence on student achievement as mastering a new delivery system is important in the success of students in online classes in particular. Also, the instructor implemented a new learning support tool that is provided through the publisher to enhance student comprehension and retention of reading material. This may have had a positive impact on the increase in assessment results for the Spring 2018 semester.

DO you plan to continue tracking this SLO in the next year? Explain.

This assessment is linked to scores on the student's final which requires that they are able to specifically identify core beliefs of the major world religions. This last year was the first semester that baseline data was review. Initial reflections about the SLO and this particular assessment indicate that there may be room for improvement in the assessment. However, the program will shift its focus in beginning to assess other levels of student mastery.

As this is the first year the program has fulltime faculty there hasn't been a significant amount of data entered for other assessments. This will begin to unfold this year.

**C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)**

Circle One:

**CSLO**    PSLO    SAO

Course, Program Name, or Student Service Area:

Introduction to World Religions

Text of CSLO/PSLO/SAO:

Upon completion of this course students will be able to identify the core beliefs of each of the major world religions.

We will use different assessments in an attempt to dig down into which assessments help to best support student learning.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

**D. SLO/SAO Suggestions (optional):** What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

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**Section Four: Curriculum Review  
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

**Curriculum Updates**

**A. Title V Updates:** Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

No courses currently requiring updates.

**B. Degree/Certificate Updates:** Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

**C. DE Courses/Degrees/Certificates:** Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Religious Studies will be adding the DE option to its current RELS courses that are not approved for DE.