

PROGRAM REVIEW Fall 2021

Program: Religious Studies

Division: Arts and Humanities

Date: Oct. 21, 2021

Writer(s): Kimberly Tomlinson

SLO/SAO Point-Person: Kimberly Tomlinson

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.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Increased community collaboration	x	x	x
2 Expanded DE curriculum		x	
3 Intentional outreach		x	x
4 Increasing diversity with in the curriculum	x	x	x
5			
6			

Tab to add more lines as needed

B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

_____N/A

Description	Mission	Master Plan	Presidential Task Force
1 Understanding changing gender enrollment trends			x
2 Transitioning to fully online			
3 Assessing declining enrollment	x		
4			
5			
6			

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C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
Aquiring a portable Labyrinth for the program.		x		

Research and development of a Mindfulness program		x		
Advocating for an installed outdoor labyrinth		x		
Meditation gardens, and contemplation center/space		x		

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

___x___N/A

Campus system or Committee	How has it benefitted your students?

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	1. Regular outreach to students throughout the course, specifically those students who seem to be falling behind, missing work ect. With the equity lens, intentional outreach and support to minority students in class. 2. During covid, requested feedback from students about preferences for course offerings.
What did you learn?	1. In this last year in particular, much of the attrition was attributed to Covid, disruptions in housing situations, relocations, diversion of needs for female students in particular in caring for children, also changing work environments or financial situations. 2. Students that were in synchronous classes, liked to meet once a week. The majority of students in asynchronous classes preferred to maintain their asynchronous structure. Students seem to self select into the structure that is most appealing for them.
How will you use the feedback?	1. I used the information to craft a support plan to get students back on track to successfully complete the

	class. This plan included outreach for missed assignments, and periodic review of grades and progress to review with students. 2. Continue to offer a variety of options allows students the choice to align with their preferred learning style.
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Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Some of the notable changes in race and ethnicity in Religious Studies is the trend away from majority Caucasian students to the combined majority of Latino and Asian students. This has been a gradual change in the last 2-3 years, consistent across both Fall and Spring semesters. This provides increased diversity in the class. The percentages of Latino, Asian and Caucasian students are close to equal and shift in larger percentage each year slightly.

Last year there was a notable drop in the number of male students in RELS classes. Typically this difference is 3-4 points in either direction between male and female. This significant drop was something the program was looking at to see if a longer trend persisted. However, this last data set demonstrated a return to previous averages for gender distribution. In Spring 2021, the gender ratio demonstrated an increase in male students (52%) to female (48%), this is much more typical of previous years.

The majority of RELS students are enrolled full time with 12 or more units, are transfer students and 73% are in their Freshman or Sophomore year. This class continues to appeal to a similar continuing demographic. This particular data set hasn't changed significantly within the last five years.

What has continued to change has been enrollment for the RELS program. I outlined a number of reasons that might be attributing to declining enrollment in last years program review, which included an increasing number of course options to meet transfer requirements and an overall lower enrollment across the campus. However, this declining enrollment has continued to impact the RELS program. The program continues to explore different options for classes to meet student needs.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may

be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
__x__yes ____no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

Upon completion of RELS 1 Students will be able to identify the core beliefs of each major world religion.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). __100____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Based upon data collected through the Rels 1 final exam through subsequent years, the overall mastery of students is 86%. The overall mastery of this SLO dropped significantly this last Spring and Fall semesters. However, this is most likely attributed to the increase in Withdrawal rates during Covid. Overall the review of data suggests that students are leaving RELS 1 with a firm knowledge of core beliefs.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

There were not clear equity issues in the data reviewed for this particular SLO. There was no clear link to race or ethnicity in the student withdrawal rates or success rates. The students that performed poorly, were not consolidated in a specific race or ethnicity. The ethnic and race composition of Rels classes in the last few year has shifted to predominantly Latino, Asian, and then Caucasian.

(5) List changes that you plan on making to improve student learning.

The data collected seems to indicate that overall students are able to identify core beliefs of the major world religions based upon their performance on the final. The overall mastery for this SLO is 86%. Previous to Covid, the mastery percentages ranged into the low 90% overall mastery. There are not changes that I intend to make to student learning for this particular SLO.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

For this particular SLO, the data suggests that students have developed reasonable if not above average success in being able to identity core beliefs after completing the course. For this SLO there are not specific inequities to address. The program will bring this SLO to a close and refocus on other areas of learning for the class.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

☐ Y ☐ YES ☐ No

The program will review SLO's and create a new SLO to replace this particular SLO.

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

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**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below.** *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).*

☒ YES ☐ No

Course Name & Number
Rels 1 Religions of the World
Rels 11 The Nature of Islam
Rels 2 The Bible: History and Literature
Rels 3 Introduction To Women's Spirituality

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES ____x____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES ____x____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?