

PROGRAM REVIEW Fall 2020

Program: Religious Studies

Division: Arts and Humanities

Date: 10/15/2020

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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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 a review of curriculum, to be filled out only by programs with curriculum.

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 as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fY7Ead>]

No Significant Changes Option

Contact person: _____

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 Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

In the last two years the Religious Studies Program increased collaboration within the Interfaith Community in the Tri-Valley and Bay Area. Intentional connections were established between the Religious Studies program and local faith communities. Some of these communities include: Livermore Shiva-Vishnu Temple, Temple Beth Emek, Tri-Valley Sikh Community Center, the Islamic Center of Livermore, East Bay Meditation Center, Spirit Rock Mindfulness Center, and various Christian faith communities as well. These collaborations allowed students to have direct experiences with various faith traditions and established a welcoming climate for dialogue and access. Establishing these connections facilitated opportunities for both individual and group student visits, interfaith discussions, and focused field trips for students.

Transitioning to fully online instruction with Covid was challenging for face to face classes, but ultimately with consistent outreach, and learning some new skills, the Religious Studies program was able to support its students through this transition. This required extra outreach to keep students engaged and on track. It also required monitoring student progress more closely. The Religious Studies discipline offers the majority of its classes in an online format, so those that were currently online benefited from some of the technology enhancements that became the new normal with the colleges shelter in place. With the move to online teaching, synchronous meetings and lectures provided opportunities for students to have a more connected classroom experience.

Due to the transition to online learning, the Rels program was able to write De addendums for all of the courses in the RELS curriculum. This enables students to have more options for RELS classes.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

One of the most significant challenges to the Religious Studies discipline is examining and understanding possible reasons for the slowly declining enrollment. There has been a notable decrease in the number of sections and fill rates for RELS courses in the last two years. There has also been a noticeable shift in interest to online classes. This format appears to be preferred based upon enrollments for Religious Studies classes in the last few years. Fewer students are enrolling in face to face classes, while enrollment in DE sections is clearly preferred. Additionally, while Rels 1, Introduction to Religious Studies usually fills very well, it has been difficult to generate interest in other courses in the discipline. There could be a number of possible contributing factors to this trend.

One reason could include the increasing amount of courses that meet the Arts and Humanities CSU GE requirement for Areas C1 and C2. There is a wide variety of curriculum that meets the qualifications for this CSUGE breadth requirement. In Spring of 2017 there were 24 courses that fulfilled the C1 Area and 39 Courses that fulfilled the C2 requirement. RELS courses meet the C2 requirement. In Spring of 2020 there were now 34 courses that filled the C1 requirement and 56 courses that fulfilled the C2 requirement. This increase of curriculum over the past few years provides students with many choices. It could also be a factor impacting enrollment in RELS courses.

Additionally, in conversation with counseling faculty, it was also noted that students are more likely to enroll in classes that meet more than one GE Breadth requirement. Courses, such as History 7 and 8, which meet the American Institutions requirements also fulfill the Arts and Humanities Area C2 requirement.

Another factor could be that the current RELS curriculum may not be engaging students in the same manner it has in the past. While this is not a challenge in and of itself, it has been a challenge to fill courses other than RELS 1.

Streamlined educational pathways may also influence how many and what kinds of courses students take for electives or general interest. All of these factors could be influencing declining enrollment.

The Covid 19 learning environment has made it more difficult to maintain community connections within the Tri-Valley faith community. This impacts student access to key areas of learning within the course.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<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"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. 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 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 generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. <https://bit.ly/3fY7Ead>

The RELs data packets provided an overview of headcount and enrollment for the last 5 years. The trend in enrollment within the last five years indicates a steady increase into Fall of 2017 and then a gradual pullback in the last two years to close to 2015 enrollment levels. This may be attributed to factors identified earlier in program challenges.

RELS students are predominantly under 24 years of age, transfer focused, and more recently increasingly female. The most noticeable difference in demographic data in the past few years is the shift from a fairly split gender headcount toward an increasing majority of female students. The number of female/male students has increased to 68% female to 32% male in the Fall of 2019.

Race and ethnicity data also show a decrease in Caucasian students and an increase in the number of Latino and Asian students that are enrolling in RELS classes. This change is consistent in both Face to Face classes and also DE. It most likely mirrors the changing demographics of the college as a whole and its surrounding communities.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

1. The Religious Studies area would like to explore the creation of a mindfulness program for students. This would include offering mindfulness classes for students through a non-credit or elective format. The intention would be to support student overall wellness through employing some simple mindfulness practices. Mindfulness has been shown to reduce stress and anxiety and support balance, calmness and clear thinking.
2. The RELS program would like to obtain a portable Labyrinth for student use which would enable students to more easily access a Labyrinth until a more permanent Labyrinth is constructed on campus.
3. The program would like to advocate for the inclusion of an outdoor labyrinth, a meditation garden, and a contemplation center\space that could provide pedagogical opportunities for students to engage in a variety of spiritual practices such as meditation, prayer and contemplation. The center could offer space for students of all faith traditions to practice specific religious rituals with recognition of the individual needs of each faith community. The space would open up possibilities for enhancing the interfaith dialogue in the Tri-Valley and building bridges between the different ethnic, cultural, and religious communities in the Tri-Valley.

The inclusion of a labyrinth and other mindfulness spaces would provide pedagogical support to facilitate student learning not only in the Religious Studies area but across disciplines as well.

			Definitions of terms: https://bit.ly/2LqPxOW				
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The Religious Studies program seeks to support an inclusive classroom environment in both a face to face setting and online. The program consistently reaches out to students to encourage and support progress and retention for all students. This happens regularly throughout the course but in addition students are contacted before the Census and W roster deadlines to encourage continuation and address any barriers to success.

The program allows students to turn in work late. While the instructor encourages completion of the work by the due date for progress purposes, she also supports students that have fallen behind by giving them the opportunity to get caught up. The instructor places a priority on student mastery of the material but not within a specific time frame. The tests/quizzes given are not timed, allowing students to complete their test in a manner that meets their individual learning styles.

The Program has reduced the cost of textbooks and access to materials for students by working with the publisher to reduce cost of the new textbook and utilizing used textbooks for students in FastTrak classes. Many of the class materials are posted in canvas and links to resources and support are available.

The classroom environment, discussion posts and small groups provide a venue for students to have a voice and express personal views and opinions in a respectful and collaborative manner.

B.

SLOs/SAOs [SLO Committee]:

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

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip 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.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on

an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

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

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

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

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

The Religious Studies discipline does not have a specific degree associated with its courses.

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

Upon completion of RELS1 the student should be able to identify the core beliefs of each major world religion.

The program would like to assess students learning relative to their ability to clearly and accurately identify the core beliefs of at least five of the world's major religions.

B2c.
In

the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of RELS 1 students should be able to identify the core beliefs of each major world religion.	X	X	

B2d. When will analysis and discussion of the assessment data be completed? (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

The SLO assessment data will be analyzed and discussed by the end of Summer 2021.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

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

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mweist@laspositascollege.edu and ahight@laspositascollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<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).

No courses are currently in need of updating.

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: 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.

The Religious Studies program completed the DE addendum for all RELS classes to enable them to be taught through Distance Education this Fall 2020.