

PROGRAM REVIEW Fall 2017

Program: Religious Studies

Division: Arts and Humanities

Date: September 15, 2017

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SLO/SAO Point-Person: Angelo Bummer

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 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. 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 is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

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

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

Help: Contact Karin Spirm: kspirm@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 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

Links:

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

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

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

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program’s data since last year’s Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

As a broad overview data generated from IR indicates that the majority of Religious Studies students are traditional in age, mostly identifying in the under 25 years of age category, the program enrolls women at a slightly higher percentage on average than men, 5%, with the dominant ethnic representation of Caucasian, Latino and Asian students. Until the last year, most student taking RELS courses were enrolled full-time. IR data indicates an increase in students enrolled under 11 units for this last academic year.

IR enrollment data demonstrates a consistent increase in student headcount from 2012-2017. This increase is consistent overall with the college growth.

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 2016).

<p>The Religious Studies Discipline acquired a dedicated full-time faculty member beginning Fall 2017. In the past, primarily adjunct humanities, philosophy, and religious studies faculty have taught religious studies courses. The discipline itself has been a part of the Philosophy and Humanities cluster and will continue to work collaboratively within this cluster. However, as the new faculty member would like to grow and develop a more robust Religious Studies program it seems appropriate to write its own Program Review.</p> <p>Last year’s Humanities cluster program review identified plans to review and update all courses in the area cluster and generate a strategy for ensuring that programs, SLO’s and courses remain up to date. As of Summer 2017, all Religious Studies SLO’s have been assessed and entered into elumen in courses offered and taught by core faculty.</p> <p>Moving forward, the Religious Studies program will continue to work with the Humanities cluster on a joint commitment to</p>	Mark an X next to each area that is addressed in your response.																		
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		Services to Students
	X	SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

As mentioned previously Religious Studies has not had a dedicated faculty member so past program reviews have not significantly addressed the Religious Studies discipline.	Mark an X next to each area that is addressed in your response.	
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D. 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 A, B or C).

<p>Students enrolled in Religious Studies classes have wonderful opportunities to begin exploring how our World Religions shape our understanding of culture, identity and belief. This begins in part with exploring the rich religious culture that exists in the Tri-Valley including the Shiva-Vishnu Hindu Temple, the Livermore Islamic Center and Temple Beth Emek, a Jewish temple. Student's also have opportunities to participate in Tri-Valley Interfaith forums and experience local Native American culture.</p> <p>Religious Studies student have also been able to experience and participate in a number of spiritual practices that emerge from eastern traditions such as creating mandalas, walking the Labyrinth, and exploring select Buddhist mindfulness practices.</p>	Mark an X next to each area that is addressed in your response.
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>Not having a dedicated full-time faculty.</p>	Mark an X next to each area that is addressed in your response.
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>1. The Religious Studies area would like to begin researching and expanding course offerings in the area to include a broader array of options for students interested in studying religion. We currently have only four courses available in Religious Studies which include Rels 1, Intro to Religious Studies; Rels 2, Bible: History and Literature; Rels 3 Intro to Women's Spirituality; and Rels 11, The Nature of Islam.</p> <p>The program would like to develop a more robust curriculum with greater depth and variety. Some of the courses under consideration include Asian or Eastern Religions, possibly dividing our current Introduction to Religious Studies course into Western Religions and Eastern Religions, Women in Religion, Native American Religion, and Religion in Contemporary Culture. The program would like to request additional FTEF to support this expansion.</p> <p>A review of current curriculum and identification of necessary course updates and additional curriculum will take place this year.</p> <p>2. As a second step to curriculum development, the program would also like to research options for a major in Religious Studies.</p> <p>3. Additionally, 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 could open up</p>	
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<p>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.</p> <p>Center space could also include or address the need for a dedicated “Humanities Cluster” Gallery space to display the work of students in Religious Studies, Philosophy and Humanities. Students in this cluster of classes are using the expressive arts, mandala projects, body maps, and other creative endeavors to enhance student learning and to complement other pedagogical practices. This work deserves a dedicated display space that would ideally be in proximity to or part of a contemplation center and/or mindfulness area. A more comprehensive identification of joint Humanities cluster space/facilities needs will be addressed and identified in the facilities needs section.</p> <p>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.</p>	
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G. 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).

<p>There are many new and exciting curricular and programmatic possibilities with each discipline in the Humanities cluster now having a specific dedicated faculty member. The Humanities, Philosophy and Religious Studies areas have begun to work together to explore and create a vision for the ways in which our areas can collaborate to enhance student learning. Some of these ideas are ones that we will explore in the next few years as facilities and space needs are addressed. Others are the result of possible new collegial collaborations, such as the creation of a Humanities, Philosophy, and Religious Studies Journal.</p> <p>1.The Religious Studies program would like to begin exploring campus partnerships, options and training for establishing a mindfulness-based curriculum to support college age students. Research demonstrates that implementing mindfulness training for students results in students feeling more calm, applying mindfulness techniques to other areas of their lives, increasing sleep capacity and demonstrating greater self-compassion. The</p>	<p>Mark an X next to each area that is addressed in your response.</p>
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<p>inclusion of a Mindfulness Curriculum specifically oriented toward college students may have the possibility of finding support in SSSP or Equity funding to address at risk students.</p> <p>The Koru Center for Mindfulness affiliated with Duke University has established a training and certification program for faculty, instructors and counselors that work with college age students as well as a curriculum that can be implemented at one's home campus.</p> <p>2.If the facilities and space requests identified in short-term planning are approved in the Facilities Master Plan-this will require collaborative effort to clearly define more detailed function, use and appropriate collaborations for the facilities and spaces. This would develop and unfold over the next 3-5 years.</p> <p>3. The inclusion of a Contemplation Center, Labyrinth and Meditation Garden at the college would invite unique kinds of community collaborations that could increase opportunities for presentation of interfaith speakers, and practitioners that recognize the importance of internal and external well-being.</p>	Services to Students
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

<p>The Humanities, Philosophy and Religious Studies faculty would like to request the following indoor and outdoor spaces be included as facility requests for our disciplines:</p> <ul style="list-style-type: none"> • An outdoor 12 circuit Chartes style Labyrinth to supplement course content and learning. Religious Studies students are required to complete a variety of spiritual practices as part of their course assignments. Walking the Labyrinth is one in particular that would significantly enhance classroom pedagogy. • An outdoor meditation garden or pathway near proximity to the Labyrinth or integrated as a part of a larger systems of walking trails. The space would be enhanced by consideration given to design, sculpture, and/or water features which would create a serene outdoor environment. • A Contemplation/Meditation Center/Area that would include space for students of a variety of faith traditions to privately enact spiritual practices such as prayer, meditation, and ritual. It would also include space for interfaith events, workshops, mindfulness training and practice opportunities. • Dedicated Gallery Space for displaying student art and design work. Humanities, Philosophy and Religious Studies students are utilizing the creative and expressive arts as an integral part of curriculum. Students are creating mandalas, large scale body maps, using a variety of creative assignments to explore subject material, as well as building and constructing 3-

dimensional projects that conceptualize and demonstrate philosophical ideas.

- Space that allows for collaboration and production of a Philosophy, Humanities and Religious Studies Journal
- Office space for discipline faculty in closer proximity
- Gathering space/lobby for students
- Exterior spaces identified for larger scale mural projects

While the following request doesn't fall under the umbrella of Religious Studies per se, in the spirit of supporting students in a holistic manner, it would be important to recognize the significant impact that food scarcity has upon our student population. Recent research by the UC system identifies college students as being significantly impacted by food scarcity. Our students would be significantly served by **giving space consideration for the location of a food pantry on campus.**

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

The Religious Studies program provides excellent educational opportunities for student as they prepare for transfer, degree completion and retaining.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <https://goo.gl/b59nCy>)

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

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Rels1: Introduction to World Religions

<p>Text of the CSLO, SAO, or PSLO:</p> <p>Upon completion of this course students will be able to identify the core beliefs of each of the major world religions.</p>
<p>Describe the quantitative or qualitative results:</p> <p>This SLO data is baseline and will need further assessments in order to determine whether students have met this outcome.</p>
<p>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:</p> <p>Religious Studies is establishing baseline data to be used for future assessment. This SLO will be assessed throughout this academic year for more comprehensive results before specific action plans will be developed.</p>
<p>What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?</p>

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

<p>Circle One:</p> <p>CSLO PSLO SAO</p>
<p>Course, Program Name, or Student Service Area:</p> <p>RELS 1 Introduction to World Religions</p>
<p>Text of CSLO/PSLO/SAO:</p> <p>Upon completion of this course students will be able to identify core beliefs of each major world religion.</p>
<p>If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.</p>

**Section Two: 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.

Thanks to Professor Bodner, all the Religious Studies courses were updated last year.

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.

It seems beneficial for students to have the option of taking a course online or face to face if content appropriate. The RELs program would like to eventually have the capacity to offer all courses in either format. Demand is high in Religious Studies for online courses. The DE format has a much higher student demand and a significantly longer waitlist, indicating that students appreciate being able to take the class in this alternative format. The program anticipates submitting any new curriculum with options for either format. Additionally there are courses in Religious Studies that would benefit from Hybrid format as well.

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

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

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? 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**? 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**? 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**? If not, what program improvements may be made to increase this metric?