

Program Name:

Religious Studies

- A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2007-08, 2008-09, 2009-10**
1. List the objectives developed for this program during the last comprehensive program review.
 - Religious Studies was first offered in Fall 2008 in response to numerous requests from students. The goal was to meet student demand for Religious Studies classes. There are currently two courses in the catalog: RELS 100 (Religions of the Modern World) and RELS 104 (Ethics) which is the same as PHIL 104.
 - The writing of SLOs was the main objective for our division, to improve student success and retention.
 - a. The goal was to recognize one SLO and Assessment for half of our classes by fall of 2008. So far we have identified SLOs for 100% of the Religious Studies classes and 50% have been assessed.
 2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
 - a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.

b. For non teaching programs this data should include the following: TBD

Program Review - Religious Studies Program Enrollment Count at Census																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
RELS 100		44	73	117		55	56	111									228
RELS 104		6	20	26		6	25	31									57
Total		50	93	143		61	81	142									285

Religious Studies Program Number of Sections																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
RELS 100		2	2	4		2	2	4									8
RELS 104		1	1	2		2	2	4									6
Total		3	3	6		4	4	8									14

Religious Studies Program Average Number of Students per Section																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	

RELS 100		22	37	29		28	28	28									28
Avg.		22	37	29		28	28	28									28

**Religious Studies Program
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
RELS 100		45%	40%	43%		44%	51%	47%									45%
RELS 104		33%	50%	42%		33%	40%	37%									39%
Avg.		39%	45%	42%		38%	45%	42%									42%

**Religious Studies Program
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
RELS 100		61%	68%	65%		60%	60%	60%									62%
RELS 104		33%	55%	44%		50%	56%	53%									49%
Avg.		47%	62%	55%		55%	58%	57%									56%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
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RELS	200910	Fall	2008	RELS100	3	9	8	1	6			0	17	44	45.5%	61.4%
RELS	200920	Spr.	2009	RELS100	10	7	7	5	3			1	22	55	43.6%	60.0%
RELS	201010	Fall	2009	RELS100	10	12	7	6	15			0	23	73	39.7%	68.5%
RELS	201020	Spr.	2010	RELS100	5	12	11	1	4			0	22	55	50.9%	60.0%
RELS	200910	Fall	2008	RELS104	2							0	4	6	33.3%	33.3%
RELS	200920	Spr.	2009	RELS104	1		1	1				0	3	6	33.3%	50.0%
RELS	201010	Fall	2009	RELS104	2	4	4		1			0	9	20	50.0%	55.0%
RELS	201020	Spr.	2010	RELS104	1	5	4	3	1			0	11	25	40.0%	56.0%

**Religious Studies Program
Full Time Equivalent Student (FTEs)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
RELS 100		4.6	7.6	12.1		5.7	5.8	11.5									23.6
Total		4.6	7.6	12.1		5.7	5.8	11.5									23.6

**Religious Studies Program
Full Time Equivalent Faculty (FTEf)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
RELS 100		0.40	0.40	0.80		0.40	0.40	0.80									1.60

Total		0.40	0.40	0.80		0.40	0.40	0.80									1.60
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Religious Studies Program FTEs per FTEf																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
RELS 100		11.4	18.9	15.2		14.2	14.4	14.3									14.8
Avg.		11.4	18.9	15.2		14.2	14.4	14.3									14.8

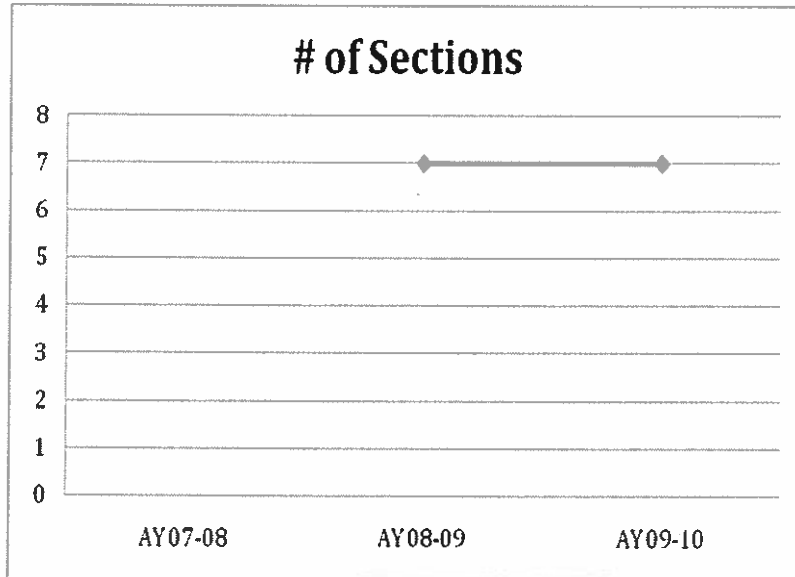
3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.
List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

SLOs were identified for RELS 100 and RELS 104 and assessments have been completed for RELS 100.

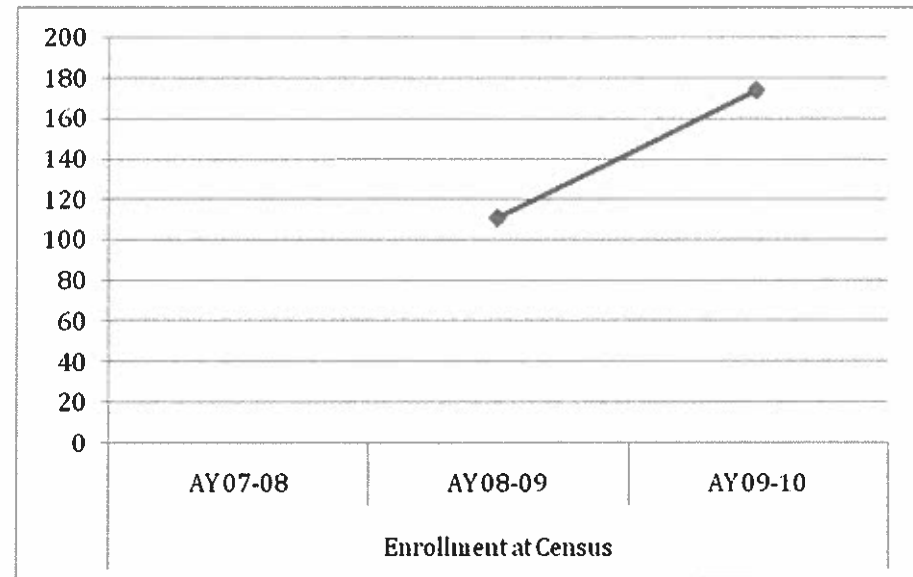
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Enrollment & Access

During the academic years 2008-09, 2009-10 we were successful in meeting students' needs for the RELS 100 course. The data below shows that during the two year period we offered 8 sections of RELS 100, enrolling 228 students, or an average of 28.5 students per section, a 95% overall fill rate at census. The following graphs show the number of sections offered and the enrollment for RELS 100 over the two-year period it has been offered:



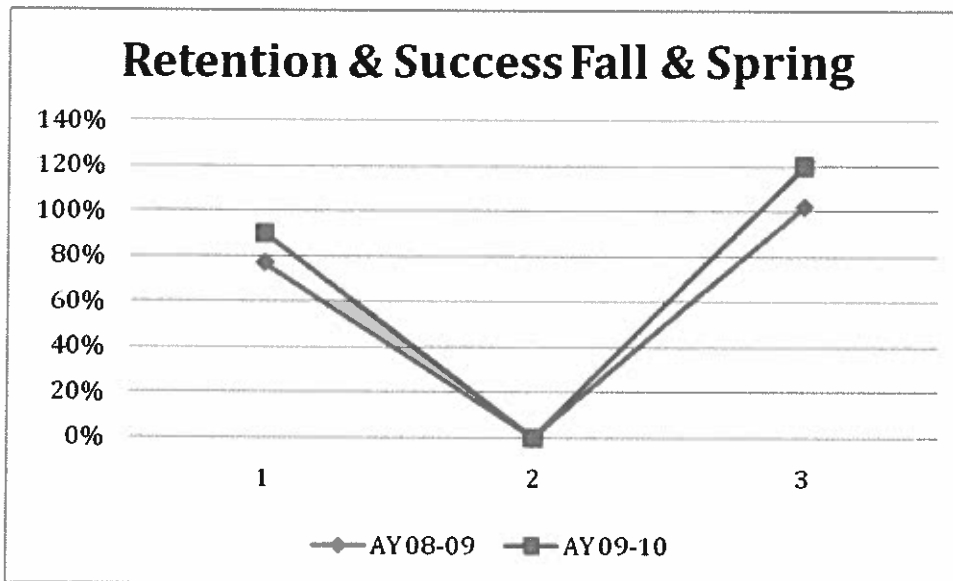
GRAPH 1



GRAPH 2: Enrollment at Census

Retention

Overall, student retention in RELS 100 is 62% overall during the two year period. The success rate of students in this course is not as high as we would like, at an overall 45%. The following graph shows that for the fall and spring semesters both the retention and success rates.



GRAPH 4: Retention & Success Fall & Spring

We believe that there is a main reason for this retention trend. This course is often taken by students who are still taking basic skill level courses in English. Since the content of the RELS 100 is at a beginning college reading and writing skill level, these basic skill students often struggle with the course readings and assignments.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

Currently Religious Studies is taught by one part time instructor with two sections of REL 100 per spring and fall semester. We believe that we are exactly meeting the student demand for REL 104. However, at a 95% fill rate, there is very little room for additional students or

enrollment growth. Since we have maximized our teaching resources we will not be able to offer additional sections to meet expanding student need without hiring more instructors.

We currently do not offer a certificate or degree in Religious Studies. All courses are offered as general education requirements or electives.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

None at this time.

3. List any significant issues or problems that the program is immediately facing.

None at this time.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2011-12, 2012-13, 2013-14

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Improve student success rate through: innovative basic skills partnership programs, SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate, for at least 5% based on Fall 2010 baseline	Institutional success and retention data	Fall 2012
	Instructional success and retention data	Fall 2013

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Initial Student Learning Outcomes are being implemented in both Religious Studies courses. Assessments of SLOs measured in Fall 2010 will be made in Spring 2011. The program intends to extend multiple SLOs in each course during the next two years, and integrated the SLOs in the General Education program path.

Course	SLOS Identified	Cycle Assessed	ISLO linked to
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RELS 100	<p>Identify the origin, characteristic beliefs, practices and terminology unique to the world's five major religions and indigenous sacred ways.</p> <p>Identify and discuss the nature of religious revelation and interpretation of sacred texts.</p> <p>Recognize the relationship between religion and culture and the relevance of religious belief and experience to modern life and the human condition.</p>	Assessed	<p><i>ISLO1, ISLO2</i></p> <p>ISLO2, ISLO4, ISLO5</p> <p>ISLO1, ISLO2, ISLO3, ISLO4, ISLO5</p>
RELS 104 (PHIL 104)	Explain and critique different ethical theories.	SLO Identified	ISLO1, ISLO2, ISLO5

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Religious Studies is currently teaching in room 1602 that has its overhead lights configured so that the instructor must shut all the lights off for students to see the screen. With the lights off, however, students are unable to take notes. Although it is possible to leave one set of lights on in the back of the room, this is still too light to watch a movie or see Powerpoint slides. In addition, the currently installed A/V equipment in this classroom is old, does not project color correctly, and dark areas of slides are not projected at all.

4. Identify any outside factors that might influence your program during the next three years.

Over the next three years we anticipate that the enrollment trends that we are seeing will continue; if that is the case there will be a need for additional sections of Religious Studies courses, and possibly the addition of another faculty member to assist in teaching both Philosophy and Religious Studies.

As overall college enrollment increases, there is greater demand for Religious Studies. Currently we employ 1 full-time faculty member in the Philosophy program. In addition, we have two part time instructors to meet student demand in this program. One part time faculty teaches Religious Studies.

Finally, the most significant challenge we are going to face is to effectively meet the needs of our basic skills students so that they have a better chance to successfully complete courses in Philosophy as well as Religious Studies. Trends suggest that the population of under-prepared students is unlikely to decrease in the immediate future. The Philosophy and Religious Studies program is going to need to work with our campus community to identify ways to partner with the ESL, English, and Counseling programs to provide new opportunities and programs to improve student retention.