# Instructional Program Review 2018/19 (Comprehensive)

**Humanities and Religious Studies** 

Created on: 09/07/2018 11:19:00 AM PST Last Modified: 01/25/2019 05:04:00 PM PST

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### General Information (Instructional Program Review 2018/19 (Comprehensive))



### 2018/19 Instructional Program Review

### Program Review Data and Resources

### Submission Information (REQUIRED)

Department: Humanities and Religious Studies

Chair: Bruce Naschak

Lead Writer: Bruce Naschak

Dean: Linda Hensley Liaison: Mark Abajian

#### Faculty/staff (REQUIRED)

- Number of T/TT Faculty = 3
- Number of Adjunct Faculty = 5
- Number of sections taught by T/TT Faculty = 9
- Percent of FTEF taught by T/TT Faculty = 56.25
- Number of Pro-Rata Faculty = 0

#### Program Mission (REQUIRED)

The Associate of Arts degree in Humanities and Religious Studies provides students with a uniquely comprehensive preparation for upper-division studies in both General Humanities and Religious Studies. Students who complete this A.A. degree program will exhibit the ability to think critically about global cultures, both past and present. These goals will be achieved through the completion of 18 units in Humanities and related disciplines.

Students who are not majors in Humanities and Religious Studies can take our courses to fulfill their Humanities GE requirements for transfer and graduation.

The Humanities and Religious Studies program directly serves three of the target populations noted in Mesa College's Mission Statement: degree or certificate, transfer, and lifelong learning.

#### Program Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Overview Section (See appendix)

#### Curriculum (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Curriculum Section (See appendix)

#### Outcomes and Assessment (REQUIRED)



## Form: "2018/19 Comprehensive Program Review Instructional Program Overview Section"

**Created with**: Taskstream

Participating Area: Humanities and Religious Studies

### (REQUIRED) Program name

**Humanities and Religious Studies** 

#### (REQUIRED) Program strengths

Discuss strengths of the program.

Mesa College's Humanities and Religious Studies Program offers 10 different courses in General Humanities or Religious Studies. All of these courses are fully transferable as Humanities GE credits at Mesa College, and on the UC-IGETC and CSU-Breadth lists. Our courses offer students a comprehensive study of the variety of the arts (painting, architecture, sculpture, literature, music, etc.) and ideas (philosophy, religion, science, etc.) of human cultures, from past to present--thus preparing students for life in a widening global environment. Our department's new A.A. Degree prepares students for upper-division work in both General Humanities and Religious Studies, and helps students to develop the Critical Thinking and Global Awareness skills that are desired by many employers today.

### (REQUIRED) Program challenges

Discuss challenges to the program.

Current societal attitudes emphasize the STEM academic fields, often overlooking the importance of a more comprehensive STEAM education, which includes the Arts/Humanities. Yet studies in the Arts and Humanities prepare students for successful interaction with people from a variety of cultural backgrounds. This multi-cultural emphasis, in addition to the critical thinking skills gained in the study of the Humanities and Religious Studies, is needed to combat the overly specialized career limitations of our contemporary economy.

In addition, in this time of diminishing enrollments in community colleges, it will be a challenge to fill the new courses (HUMA 118, 119, and 210) that are a part of our new A.A. Degree Program.

#### (REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

The current strong economy has caused a collegewide retrenching (i.e. lower enrollments leading to course cutbacks) that has harmed our evening, late afternoon, and Friday course offerings. Students are inspired by our courses, but overall enrollments on campus have affected our courses as well. Statewide emphasis on certain Outcomes (tied to the new AB 705 funding) contributes to an uncertain enrollment situation for our discipline and the college as a whole.

#### (REQUIRED) Areas of Focus

Describe one or more areas that your department is focusing on. You will refer to this response in the Program Analysis Section.

The 2018-19 academic has seen the beginning of the Humanities and Religious Studies A.A. Degree. In addition to continuing to offer high quality transferable courses to fulfill students' Humanities GE requirements, we will be emphasizing outreach on campus to encourage

more students to take a lower-division major in our department to prepare them for upperdivision work and success in life in general.

### The Following Questions are for CTE Programs ONLY.

	Enter "	not	applicable"	if	your	program	is	not	CTE.
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(REQUIRED) Describe how the program's industry partners (including advisory committee) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other

funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not CTE. not applicable

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not CTE. not applicable

## Form: "2018/19 Comprehensive Program Review Instructional Curriculum Section"

**Created with:** Taskstream

Participating Area: Humanities and Religious Studies

#### (REQUIRED) Program Name

**Humanities and Religious Studies** 

#### (REQUIRED) What degrees and certificates are offered?

New for 2018-19: A.A. Degree in Humanities and Religious Studies

### (REQUIRED) How many of each degree and certificate have been earned in the past 4 years?

This is the first year of offering our degree, so none have been awarded as yet. While exact figures are not available, we estimate that 5-10 students will earn the degree during the 2018-19 academic year.

### (REQUIRED) If you have no (or very few) degrees/certificates, what other paths do you offer? (for example, GE, transfer)

All Humanities and Religious Studies courses offered at Mesa College are fully transferable on the UC-IGETC and the CSU-Breadth lists. So approximately 600 students enroll in and earn transfer credits from our discipline each semester.

### (REQUIRED) Have you developed any new courses in the past 4 years? Please give details.

As part of our new A.A. Degree program, we have added three new courses to our curriculum starting in the 2018-19 academic year: HUMA 118 (Western Humanities), HUMA 119 (Eastern Humanities), and HUMA 210 (Women in Religion and Myth). HUMA 118 and HUMA 119 form one of the General Humanities sequences of the degree requirement, and HUMA 210 serves as one of the elective courses for the degree.

## (REQUIRED) Have you made other curricular changes? (for example, renumbering, sequence change, co-reqs or pre-reqs)

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.	

### (REQUIRED) List any licensure and/or accreditation associated with your program.

Enter "not applicable" if your program is not CTE. not applicable

### (REQUIRED) Indicate the program TOP codes for your AA, AS, COA and COPs.

Please find TOP Code Link in the Directions.

Enter "not applicable" if your program is not CTE.

not applicable

### (REQUIRED) Indicate the SOC codes and title associated with your program's AA, AS, COA and COPs.

Please find SOC Code Link in the Directions.

Enter "not applicable" if your program is not CTE not applicable

### (REQUIRED) Select the sector associated with your program.

Link to sectors list: In process of being developed

• No answer specified

## Form: "2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section"

**Created with**: Taskstream

Participating Area: Humanities and Religious Studies

#### (REQUIRED) Program name

**Humanities and Religious Studies** 

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program on target to complete CLO assessment by Spring 2022? Please attach your schedule for CLO assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

The Humanities and Religious Studies Program at Mesa College began a comprehensive, integrated CLO assessment program approximately 10 years ago. Our plan has consistently linked CLO (formerly SLO) assessments to the overall Curriculum Review process (i.e. each course is assessed the year immediately after its official Course Outline has completed the revision process through the Curriculum Committee). We have developed a systematic schedule of reviews and assessments that is outlined in the Curriculum Chart attached to this report, and we are on schedule with all of our courses (both the original 7 and the new 3 just added as part of our just inaugurated A.A. Degree Program).

Each course is assessed separately by the teacher of record, after discussion of the methodology to be used with the department chair. Courses with more than one section per semester are assessed as a group through a test developed by all of the faculty teaching that course during a particular semester.

#### (REQUIRED) Please list your PLOs.

The Humanities and Religious Studies' PLOs are as follows:

- 1) Students will be able to think critically about the elements of human cultures and civilizations.
- 2) Students will develop an awareness of the essential ideas and arts of the world, past and present.

### (REQUIRED) What progress have you made in your PLO assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

At our last discipline meeting (as part of the campuswide Outcomes process during the Fall 2018 FLEX week), our faculty reviewed the department's PLOs and began discussing possible methodoligies to do an overall PLO assessment in all courses. Ideas discussed were a student questionnaire, and individual tests in all courses based on that course's CLOs. No conclusions were arrived at, so the topic was tabled until our Spring 2019 Outcomes meeting.

### (REQUIRED) What have your completed assessments revealed about your courses or program?

Previous assessment have shown a high degree of student accomplishment in almost every case. Results for most CLO testing show Exceeds or Meets Standards in the 80-95% percentile. In these cases, faculty clearly are fulfilling the requirements of the official Course Outlines to prepare students for transfer. In the few cases in which the success rates were lower than desired (only 50-60%, which has occurred only twice in the 10 years that we have been doing SLO/CLO assessments), faculty cooperated in the redesign of revised assessment documents and retesting in the subsequent semester. In each of these cases, the reassessment process resulted in the high student success rate that we strive to achieve. (For example, please see the attached HUMA 106 assessment documents -- one for the first testing and one for the later retesting.)

### (REQUIRED) If issues or problems were identified, what is your plan for implementing change?

As noted in the previous answer, we have systematically dealt with any marginal or poor results and have a clear process for dealing with such situations as they occur.

### (REQUIRED) Based on your assessments, have you identified resource needs?

None

Please provide any other comments.

not applicable

## Form: "2018/19 Comprehensive Program Review Instructional Program Analysis Section"

**Created with**: Taskstream

Participating Area: Humanities and Religious Studies

### (REQUIRED) Program name

**Humanities and Religious Studies** 

(REQUIRED) Using the data dashboards, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

Students taking classes in Humanities and Religious Studies (HUMA) have exhibited approximately the same levels of retention and success as those in the campus as a whole. Our retention rates have been in the 86-88% range, with Mesa as a whole in the 86-87% range. Our retention of African-American (91-94%), white (85-91%), and Asian (84-93%) have been especially strong.

Student success has also been near the general Mesa numbers: 71-72% for HUMA and 70-72% for Mesa. Our highest percentages of success have been for white (72-80%) and Asian (74-77%), with our lowest for Latino (64-67%). The success numbers for these specific ethnic groups are similar for Mesa as a whole (plus or minus 1-3%). The lower numbers for Latino students may be a product of first-generation college students, and should be compared to the lower numbers from a decade or more ago.

In terms of overall student GPA in HUMA courses, the numbers are identical to Mesa's as a whole: 2.74. Our averages are above departments such as History and Math and equal to those in English.

[Note: these figures note the range of results over the past five academic years, as opposed to using the most recent year (2017-18) only.]

### (REQUIRED) How does your program help to prepare students for success beyond your classrooms?

The mission statement of Mesa College notes the following goals: transfer, degree, career training, and lifelong learning. The Humanities and Religious Studies Program has consistently focused on transfer preparation and lifelong learning, but this year is beginning to offer a degree.

For transfer, we have just expanded our offerings from 7 courses to 10 courses. All of these courses are fully transferable on the Mesa Humanities GE, UC-IGETC, and CSU-Breadth lists. Many students, because of the intellectual stimulation of our global curriculum, take all of their Humanities transfer requirements in our discipline.

In addition, our focus on Global Awareness and Critical Thinking as our learning outcomes (both CLOs and PLOs) are perfectly suited to preparing students for a meaningful life of exploration of human culture and civilization, and for a thoughtful engagement as citizens in our society.

Finally, our new A.A. Degree in Humanities and Religious Studies is now serving those students who are truly inspired by our exploration of the global human experience. In this, our first year, already 5-10 students have expressed an interest in taking the degree -- with some of them expecting to graduate during the 2018-19 academic year.

## (REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

Our main focus over the next few years is to establish a consistent student interest in earning our new A.A. Degree in Humanities and Religious Studies. Developing the degree program over the past two years has required us to add three new courses (all fully transferable): Humanities 118 (Eastern Humanities), 119 (Western Humanities), and 210 (Women in Religion and Myth). To prepare for this new stage in our discipline's development, our contract and adjunct professors have been discussing the degree program with their students; in addition, we have worked with the Mesa Communications Office in developing flyers and rack cards and digital VISIX slides to help advertise our courses and program across campus, and have engaged in informative discussions with the Mesa Counselling Office.

### (REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

Mesa's Humanities and Religious Studies professors have consistently developed and taught a truly global curriculum, one which speaks to the current student interest in understanding the human experience throughout the world and throughout history. Most of our courses include materials from East Asia, South Asia, the Middle East, Africa, Europe, the Americas (North, South, and Meso), and Oceania. We have found that the breadth and depth of our courses attract a wide variety of students from the full range of ethnic groups on campus. Our humanistic approach to teaching and learning continues to be successful for all groups on campus.

### (REQUIRED) Describe the trends in enrollment for your program. What changes might you foresee in the next 2-3 years?

As with other departments on campus, certain areas of our program have been shrinking: specifically, evening and Friday course offerings. However, our morning and afternoon course offerings remain strong.

In fact, our enrollment numbers continue to be a valuable asset in Mesa's funding formulas. Note the following comparisons between the Humanities and Religious Studies Program and the composite Mesa numbers for Fall 2018:

FTES/FTEF: 17.1 (HUMA) vs. 13.8 (Mesa)

WSCH/FTEF: 544 (HUMA) vs. 442 (Mesa)

Fill Rate: 75% (HUMA) vs. 79% (Mesa)\*

Avg. Class Size: 32.3 (HUMA) vs. 26.9 (Mesa)

Avg. Capacity: 43.2 (HUMA) vs. 34.1 (Mesa)\*

\*Fill Rate and Capacity numbers are clearly influenced by the high (compared to the rest of the campus) class enrollment caps of the Humanities and Religious Studies courses: 38 for HUMA 103, 104, 118, 119, and 210; and 45 for 101, 102, 106, 201, and 205.

Though the enrollment numbers for both HUMA and Mesa are lower than they were five years ago, this trend may be directly related to the current economic situation and could rebound within the next five years -- a circumstance that has affected the whole campus and will continue to be a societally influenced phenomenon.

### (REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

There is plenty of data. However, accessing it is more difficult than in previous years -- when disciplines received a single set of relevant data lists to use. Now, we have to search through a wide variety of data classifications to access our information for these reports.

## (REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a student's college experience?

Current Mesa College services to its disciplines, specifically the Counselling and Communications offices, continue to be of great help in advertising our programs. However, a campuswide emphasis on a full STEAM curriculum for students (instead of the current stronger emphasis on STEM curriculum) would remind students of the absolute value of an education in the Humanities to balance with the importance of career technical education.

### The Following Questions are for CTE Programs/Services ONLY.

Enter "not applicable" if your program/service is not CTE.

(REQUIRED) For CTE programs ONLY: Provide specific labor market information showing: 1) Number of jobs available or projected in San Diego County 2) Number of other institutions offering the program 3) How many Mesa students completed the program in the last three years 4) The pay rates for those in the industry (limit 500 characters) (P.N.2.A)

Enter "not applicable" if your program is not CTE. not applicable

### (REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your service is not CTE. not applicable

## (REQUIRED) For CTE programs/services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Strong Workforce Program Metrics

- a. Number of Enrollments
- b. Number of students Who Got a Degree or Certificate
- c. Number of Students Who Transferred
- d. Percentage of Students Employed in Two Quarters After Exit
- e. Percentage of Students Employed in Four Quarters After Exit
- f. Median Earnings in Dollars Two Quarters After Exit
- g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
- h. Percentage Change in Earrings
- i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program/services is not CTE. not applicable

## (REQUIRED) For CTE programs/services ONLY Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Enter "not applicable" if your program/service is not CTE. not applicable

Form: 2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section (See appendix)

#### **File Attachments:**

1. H106 CLO Test Chart (Spring 2018).docx (See appendix)

- 2. H106 CLO Test Results (2017).docx (See appendix)
- 3. H106 SLO Testing (Spring 2010).doc (See appendix)

Expand Student interest in the

**4. HUMA Curriculum Chart.docx** (See appendix)

#### Program Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Analysis Section (See appendix)

### Program Goals (REQUIRED)

2018/19 Humanities and Religious Studies Goals	
Goal	
Goal	Mapping
Improve Learning Environment in Room G-106 Currently, the side and back walls of G-106 are blank, giving the room a sterile look. Because Humanities and Religious Studies courses emphasize the arts and ideas of human cultures, more colorful and beautiful decorations are needed to stimulate student learning. This is a short-term goal (over a two year period).	CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 6.2, Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness

**CA- Mesa College Strategic Directions** 



Humanities and Religious Studies A.A. Degree

Campus-wide advertising will be used to familiarize current and new students with the value and importance of our department's new A.A. Degree. Steps to be taken include Flyers and VISIX slides from the Mesa Communications office, outreach with Mesa's Counselling Office, Humanities course discussions about courses offered and the degree's value, and participation in Mesa's Majors' Day activities.

and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness

### Action Plans for Non CTE Programs (REQUIRED)

**Actions** 

#### 2018/19 Humanities and Religious Studies Goals

Goal

#### Goal: Improve Learning Environment in Room G-106

Reorganize bulletin board and dry erase board mountings and add wall-mounted art works. Currently, the side and back walls of G-106 are blank, giving the room a sterile look. Because Humanities and Religious Studies courses emphasize the arts and ideas of human cultures, more colorful and beautiful decorations are needed to stimulate student learning. This is a short-term goal (over a two year period).

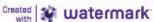
#### ▼ Action: Improve Learning Environment in Room G-106

Describe the actions Purchase 14 small (18/24 inch) tackboards and needed to achieve this 14 art posters;

Mount the tackboards to the side and rear walls of room G-106, then mount 14 small art

posters (some 16/20 inches and some 20/16 inches) on the side and back walls of the room.

Who will be responsible Bruce Naschak, Humanities and Religious for overseeing the Studies Chair



objective:

completion of this objective:

Provide a timeline for the actions:

Describe the assessment plan you will use to know if the objective was achieved and effective:

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Once funding is acquired through BARC or other sources in Spring 2019, purchase of the tackboards and art posters would be done in Summer 2019. Mounting of the tachboards and art posters could be accomplished before the beginning of the Fall 2019 semester.

Three actions will be taken to assess the efficacy of these actions: 1) analysis of Humanities and Religious Studies professors' syllabi to note how often they use the new items, 2) interviews with the professors and data analysis to note any improvement of student success, and 3) interviews with students in Humanities and Religious Studies courses about their reactions to the heightened aesthetic qualities of room G-106.

There will be two stages to fulfilling this goal. First, the tackboards and art prints will have to be purchased. (See the attached invoices from Office Solutions for \$570.36, and from 1000Museums.com for \$630.00.) Then they will have to be mounted by Mesa College Facilities personnel -- because neither of these vendors offers installation services. Second, the tackboards will have to be mounted on the side and back walls of room G-106 (8 mounted horizontally on the side walls and 6 mounted vertically on the back wall), with the art prints then tacked to the boards.

Goal: Expand Student interest in the Humanities and Religious Studies A.A. Degree
Campus-wide advertising will be used to familiarize current and new students with the value and importance of our department's new A.A. Degree. Steps to be taken include Flyers and VISIX slides from the Mesa Communications office, outreach with Mesa's Counselling Office, Humanities course discussions about courses offered and the degree's value, and participation in Mesa's Majors' Day activities.

▼ Action: Promote student interest in Humanities and Religious Studies A.A. Degree

Describe the actions needed to achieve this objective:

- 1) Work with Mesa's Communications Office to develop course and degree flyers for distribution on campus, and VISIX digital slides for campus-wide notifications.
- 2) Communicate with Mesa's Counselling Office to inform counselors of the value and importance of recommending Humanities and Religious Studies courses and degree to students.
- 3) Have Humanities and Religious Studies faculty discuss our course offerings and the degree with students in their courses.
- 4) Take part in Mesa College's Majors' Day and other such student outreach programs.

Who will be responsible for overseeing the completion of this objective:

Bruce Naschak, Humanities and Religious Studies Chair

Provide a timeline for the actions:

This will be a continuous program over the next few years, so we consider it to be a long-term goal.

Describe the assessment plan you will use to know if the objective was achieved and effective:

The number of students taking the Humanities and Religious Studies A.A. Degree each year will signify our success on this goal.

List resources needed achieve this objective and associated costs

No special funding is needed.



(Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

- ♠ Project Plan for CTE Programs Only (REQUIRED)
- **⋄** Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Closing the Loop (See appendix)

## Form: "2018/19 Comprehensive Program Review Instructional Closing the Loop"

**Created with:** Taskstream

Participating Area: Humanities and Religious Studies

### (REQUIRED) Program name

**Humanities and Religious Studies** 

### (REQUIRED) Which one(s) of the following were received in past year?

· Other: Dean's School Funds

### (REQUIRED) How have these resources benefited your program and your students?

Because we have not received any BARC funding over the years, we have had to rely on the good will of our Humanities deans (Andy MacNeil and Linda Hensley) to fund important facility and equipment requests. With their assistance these materials include:

Safety dome lights for room G-106,

An updated AV system (including a BLU-RAY disc player and document reader) for room G-106.

A dry-erase white board to replace an old chalk-board in room G-109.

These three items have improved Humanities and Religious Studies professors' abilities to utilize newer technologies to improve students' learning.

However, we are still waiting for funding for a world map to replace the broken one in room G-106, and for a world map for the first time in room G-109.

### **Request Forms**

- **BARC & Facilities Requests**
- Classified Position Request
- Faculty Position Request

### **Reviewers**

### Liaison's Review

Form: Instructional Program Liaison's Review 2018/19 (Comprehensive)

### Manager's Review

Form: Instructional Program Manager's Review 2018/19 (Comprehensive)



### **Appendix**

- A. 2018/19 Comprehensive Program Review Instructional Program Overview Section (Form)
- B. 2018/19 Comprehensive Program Review Instructional Curriculum Section (Form)
- C. 2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section (Form)
- D. **H106 CLO Test Chart (Spring 2018).docx** (Word Document (Open XML))
- E. H106 CLO Test Results (2017).docx (Word Document (Open XML))
- F. H106 SLO Testing (Spring 2010).doc (Microsoft Word)
- G. HUMA Curriculum Chart.docx (Word Document (Open XML))
- H. 2018/19 Comprehensive Program Review Instructional Program Analysis Section (Form)
- I. 2018/19 Comprehensive Program Review Instructional Closing the Loop (Form)

# HUMANITIES 106 CLO TEST Spring 2018 Results Chart

SECTION	EXCEEDS	MEETS	DOES NOT MEET
	<b>EXPECTATIONS</b>	EXPECTATIONS	EXPECTATIONS
	(8-10)	(7)	(0-6)
1	na	na	na
2	28 (88%)	1 (3%)	3 (9%)
3	19 (86%)	1 (5%)	2 (9%)
4	13 (81%)	1 (6%)	2 (13%)
Total	60 (86%)	3 (4%)	7 (10%)

### HUMANITIES 106 WORLD RELIGIONS CLO ASSESSMENT – FALL 2017

Section	Exceeds	Meets	Does Not Meet	Percentage
	Expectations (8-	Expectations (7)	Expectations (0-6)	Meeting or
	10)			Exceeding
				Expectations
#1	9 (35%)	7 (27%)	10 (38%)	62%
#2	24 (72%)	3 (10%)	6 (18%)	82%
#3	n/a	n/a	n/a	n/a
#4	3 (18%)	4 (24%)	10 (58%)	42%

At the end of the Fall 2017 semester, Mesa's Humanities 106 (World Religions) professors administered a group test to assess student achievement of the Course Learning Outcomes: Critical Thinking and Global Awareness. Our methodology linked the Course Objectives from the official course outline to these two CLOs. The COs for this course are "Students will be able to: 1) identify and analyze the main elements of the historical development of the major religions of the world, 2) distinguish orally and in writing the basic tenets and various sects of the major religions of the world, 3) identify and analyze the primary concepts and practices inherent in the tribal religions of the world, 4) compare and contrast the doctrines of the major world religions, and 5) interpret orally and in writing scriptural passages and artistic creations from various religious backgrounds as they exhibit doctrinal concepts (i.e. beliefs concerning ethics, spiritual experiences, ritualistic practice, etc.)." The test included 10 items, with each CO being linked to two items. Student success on this assessment was measured as Exceeding Expectations (8-10 correct, or B/A score), Meeting Expectations (7 correct, or C score), or Not Meeting Expectations (0-6 correct, or D/F score).

The results of this assessment were disappointing. Of the three sections reporting (the instructor for section #3 did not administer the test because of his severe illness at the end of the semester that required his missing the last week of the semester), only one section achieved a high level of success, with one being mediocre and one weak. When comparing these results to the previous Humanities Discipline CLO/SLO testing from Spring 2010, the results are especially problematic. In that previous assessment, all four sections achieved successful percentages between 87% and 100%.

These results and comparisons imply the need for a rethinking of the test document and/or the course design methodology of our faculty. These issues will be discussed over the next year, with the probably need for a retesting of the Humanities 106 Course Learning Outcomes.

### **HUMANITIES 106 SLO TESTING**

### SAN DIEGO MESA COLLEGE

### **SPRING 2010**

	Students	Students	Students Not	Percentage of
	Exceeding	Meeting	Meeting	Students
	Standards (9-	Standards (6-8	Standards (0-5	Meeting or
	10 correct out	correct out of	correct out of	Exceeding
	of 10 answers)	10 answers)	10 answers)	Standards
0 11 114		20		1000/
Section #1	14	20	0	100%
Section #2	22	17	1	98%
Section #3	19	11	0	100%
Section #4	12	8	3	87%

The Mesa College Humanities Discipline tested Student Learning Outcomes for Humanities 106 (World Religions) during the Spring 2010 semester. Because the Humanities Discipline is a subdivision of the Mesa College English Department, two SLOs from the English Department were utilized to assess students in Humanities 106: Critical Thinking (#1) and Global Awareness (#4). For testing purposes, these two SLOs were linked to four Course Objectives from the official San Diego Community College District course outline for Humanities 106: Recognize the basic elements of religious belief and practice (#1), Evaluate the influence of ancient religious traditions on modern world religions (#3), Identify and analyze the history, doctrines, rituals, sects, and scriptures of the major religions of the world (#4), and Compare and contrast the doctrines and practices of the major world religions. Mesa College Humanities Discipline professors developed a multiple choice/true-false test on these Course Objectives at the beginning of the Spring 2010 semester; and students in all four Humanities 106 sections that semester took the test during the final week of the term. No special preparations or student reviews were conducted by professors before administering the test. The results of that testing are noted above.

## HUMANITIES AND RELIGIOUS STUDIES CURRICULUM CHART

(Prepared 10-4-17)

Course Number	Course Name	Most Recent Course Outline Revision	Next Course Outline Revision Due	CLO Assessment Due
HUMA 101	Introduction to the Humanities I	2013-14	2019-20	2020-21
HUMA 102	Introduction to the Humanities II	2011-12	2017-18	2018-19
HUMA 103	Introduction to the New Testament	2014-15	2020-21	2021-22
HUMA 104	Introduction to the Hebrew Bible/Old Testament	2014-15	2020-21	2021-22
HUMA 106	World Religions	2016-17	2022-23	2017-18
HUMA 118	Eastern Humanities	2016-17*	2022-23	2019-20
HUMA 119	Western Humanities	2016-17*	2022-23	2019-20
HUMA 201	Mythology	2011-12	2017-18	2018-19
HUMA 205	Exploring Human Values Through Film	2016-17	2022-23	2017-18
HUMA 210	Women in Religion and Myth	2016-17+	2022-23	2018-19

<sup>\*</sup>New Courses to Begin 2019-20 Academic Year

<sup>+</sup>New Course to Begin 2018-19 Academic Year