

Instructional Program Review 2019/20 UPDATE

Humanities and Religious Studies

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Table of Contents

General Information	1
2019/20 Instructional Program Review	2
Submission Information and Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis for Equity and Excellence (REQUIRED)	2
Program Goals (REQUIRED)	2
Action Plans for Goals (REQUIRED)	3
Goal Status Report (REQUIRED)	4
Request Forms	8
Classified Position, BARC and Faculty Position Request	8
Reviewers	9
Liaison's Review	9
Manager's Review	9
Appendix	10

General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

Program: Humanities and Religious Studies

Lead Writer: Bruce Naschak

Liaison: Marc Abajian

Chair: Bruce Naschak (and Chris Sullivan/English)

Dean: Linda Hensley

This is a non-CTE program.

Mesa's HUMA Program currently is offering 16 sections total, including 7 different courses (101, 102, 103, 104, 106, 201, and 205). Ten of these courses are taught by Mesa contract faculty (Bruce Naschak and Ron Israel, with Jennifer Cost currently on sabbatical); six are taught by our adjunct faculty (Nantawan McLeod, John Hoskins, Katherine Bradford, Geoffrey Johnson, Darren Iammarino, and Michele Brewster).

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018/19 Humanities and Religious Studies Goals

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).

Mapping

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

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.

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CA- Mesa College Strategic Directions 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 GOALS (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 needed to achieve this objective:	Purchase 14 small (18/24 inch) tackboards and 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 for overseeing the completion of this objective:	Bruce Naschak, Humanities and Religious Studies Chair
Provide a timeline for the actions:	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 tackboards and art posters could be accomplished before the beginning of the Fall 2019 semester.
Describe the assessment plan you will use to know if the objective was achieved and effective:	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.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &	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

Conference, Software, Facilities, Classified Staff, Faculty, Other):

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

No special funding is needed.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19 Humanities and Religious Studies Goals

Goal

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Status for Improve Learning Environment in Room G-106

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed,	During the Spring 2019 semester, BARC funded half of this goal: the tackboards. These have been mounted on the side and back walls of room G-

what are the implications and next steps:

106. The art posters that were to be mounted on the tackboards were not funded. However, Mesa's English Department, with which the Humanities Program is affiliated, has agreed to fund the purchase of the art posters. These will be purchased through <1000museums.com> during the Spring 2020 semester and mounted during either the Spring or Summer term 2020.

Goal: Expand Student interest in the Humanities and Religious Studies A.A. Degree

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No special funding is needed.

Status for Promote student interest in Humanities and Religious Studies A.A. Degree

Current Status: In Progress
If the Current Status was

marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

This is a continuing goal. We have acted on each of the examples given and will continue to perform these actions to maintain and expand student interest in our program. Because ours is a new program (begun during the 2018-19 academic year), we have not as yet received any hard data from the college noting the number of degrees earned or the number of students declaring the major; however, an unofficial inquiry by Mesa College's Data Analyst discovered that two students earned the Humanities and Religious Studies A.A. during the 2018-19 academic year. As program chair, I know of at least three students planning on receiving the degree during the 2019-2020 academic year.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Humanities and Religious Studies

(REQUIRED) Program name

Humanities and Religious Studies

(REQUIRED) Are you on target with your assessment schedule?

Yes. During the 2018-19 academic year, we completed successful CLO assessments for HUMA 102, 201, and 210. There are no CLO assessments due during the 2019-20 academic year. However, we will be developing a PLO assessment during the Spring 2020 semester. Also during the Spring 2020 semester, we will be revising (as per the 6-year cycle) the official course outline for HUMA 101 and developing a new course (tentatively title "Introduction to the Bible"). When these two courses go through the Curriculum Committee, we will then conduct CLO assessments (probably during the 2020-21 academic year).

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

All of the 2018-19 CLO assessments were highly successful, with average success rates in the 90-95% range for each course (HUMA 102, 201, and 210).

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

No new resources are currently needed to address outcomes.

Please provide any other comments.

n/a

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Humanities and Religious Studies

Program Name

(REQUIRED) Type your program name.

Humanities and Religious Studies

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

In order to effectively assess the equity performance of the Humanities and Religious Studies Program, it is necessary to analyze its SUCCESS rates by ethnic group in comparison to Mesa College's combined SUCCESS rates for each ethnicity. Comparing our results with one particular ethnic designator to the college's overall results would be an unhelpful analysis. So the following analyses will look at total program results in comparison to total college results, and separately assess the SUCCESS of each ethnic group in our program in comparison to that group's college performance.

To begin, Mesa's overall average success rate for the past 5 years is 72%. Individual ethnicity success rates were as follows: African American 63%, Amerind 72%, Asian 80%, Filipino 74%, Latinx 68%, Pacific Islander 69%, White 77%.

Over the same 5 year period, the Humanities and Religious Studies discipline's success rate was 74%. Individual ethnicity success rates were as follows: African American 65%, Amerind (no data), Asian 77%, Filipino 75%, Latinx 69%, Pacific Islander 54% (skewed low because of a very small data sample), White 79%.

Comparing these results, we find that SUCCESS rates for students in the Humanities and Religious Studies Program (HUMA) have been generally consistent with those of Mesa College as a whole. Overall success for HUMA runs 2% higher; with African American, Filipino, Latinx, and White slightly higher for HUMA, and with Asian slightly lower for HUMA

(Amerind and Pacific Islander numbers for HUMA do not seem to reach a statistical threshold needed to make a reasonable assessment.)

The overall Humanities and Religious Studies success rate, when analyzed by course, presented an interesting result. Only one of our courses exactly matched the overall program results, with HUMA 201 (Mythology) coming in at 74%. HUMA 102, 103, 104, 106, 205, and 210 all performed at higher rates: from 83-93%. Only one course (HUMA 101: Introduction to the Humanities I) produced a lower than average success rate: 66%. Because this is our introductory course, with the most sections and students, this result is probably a result of lower student preparation quality.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Five-year success rate changes show a slow but steady improvement from 2015-2019. African-American, Filipino, Latinx, and White all each showed an upward movement of from 3-5 % success rates. Asian stayed the same. (Pacific Islander sample size was far too low to provide valuable data for analysis.) Overall, these rates are slightly higher than the overall Mesa College improvements; however, this slight distinction cannot be adequately analyzed because of the very small differentials. Therefore, it appears that the Humanities and Religious Studies Program and Mesa College are both seeing some improvement in student success across the board over the past 5 years.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

It is difficult to assess exact causes of these small, incremental improvements. However, I would hypothesize that they are a product of the college's increasing concern for equity over these past few years, with a variety of campus-wide programs to assist previously under-performing groups such as African-American and Latinx. The broad college community has become more aware of equity issues, and even that growth in general awareness could have produced these small but valuable improvements in student success across ethnic groups.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

The Humanities and Religious Studies Program should continue its attempts to be aware of new college endeavors to improve equity results. Such college-wide information meetings and workshops are probably the most dependable means of continuing to serve all members of the campus student-body to the highest degree.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

While the Humanities and Religious Studies Program does not have a special process of addressing Latinx issues, it does have two fundamental actions that should support the college in this area. First, by offering a variety of globally focused introductory courses that are fully transferable, Hispanic students can make progress in their college degree and transfer requirements in any of our courses. None of our courses have prerequisites that limit their availability to any interested student. (However, all of our courses, as transfer-level courses, do advise completion of ENGL 101 or 105 for best success.) Second, many of our courses, because of their global approach to academic content, have specific sections on

Latin American Humanities (i.e. study of Meso-American civilizations such as the Mayans and Aztecs, and of North American tribal traditions such as the Navajo and Souix).

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

None

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

The central HUMA Program Goals are focused on Critical Thinking and Global Consciousness, both of which are directly related to the academic and social success of students from various ethnic groupings, including the Latinx population.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Our main concern in the 2018-19 Program Review report was to establish our new A.A. Degree program and our three new courses (HUMA 118, 119, and 210). As a smaller, newer degree program, our major numbers are still low (only two students completed the degree during this, our first year). However, there are more such students currently working towards the A.A. Degree in Humanities and Religious Studies, so we will continue to advertise our program in our courses, to the general student body, and through counselors.

We have offered the new HUMA 210 course (Women in Religion and Myth) during both the 2018-19 and the 2019-20 academic years. Enrollment numbers are solid (approximately 20 for each section), but we hope to improve on those numbers as the course becomes more familiar to students across the campus. Because of the current enrollment difficulties for the campus as a whole, we have decided to put on hold the initial offerings of the HUMA 118 (Eastern Humanities) and HUMA 119 (Western Humanities) courses for a year or so.