Religious Studies
Program Review Report
Prepared by the Curriculum and Educational Policy Committee (CEPC)

Thursday, November 3, 2011

The Curriculum and Educational Policy Committee (CEPC) reviewed the Religious Studies Program on October 20, 2011. Dr. Tom Bolin was present on to provide an overview of the Program and the Report and answer questions from the members of the Committee.

Type of Program Review: Year One Report – Statement of Program Mission, Vision, Goals and Year One Action Steps

Comments on Stated Mission:
The CEPC notes that the Religious Studies discipline has a well developed program mission statement that integrates student outcomes and outlines the program’s contribution with the College’s mission and goals.

Comments on Strategic Planning and Program Vision: The program provided evidence of strategic planning that was forward thinking, comparative to aspirant institutions, and focused on program improvement.

Comments on Goals and Action Steps: The three goals specified in the report (1) Revise major/minor in response to assessment data, (2) Increase numbers of majors/minors, and (3) Retaining the General Education two-course theology requirement) are well-defined and the year one action steps are within the control of the discipline to accomplish.

Comments on Program Curriculum and Assessment: The CEPC supports the discipline’s goal to restructure their curriculum as presented in their report. The CEPC recommends that the discipline follow through with plans to update their assessment plan and to document in their Year Two Report to OIE and the CEPC any programmatic changes based on their assessment data.

Program Review Next Stage: Year Two Report
A. Review and Evaluation: The program should schedule a retreat next year to formally evaluate whether the program’s vision and goals (established in Year One) have been met and to measure progress.

B. Reporting Requirement: The discipline will need to submit a program review document (2-4 pages) that includes the following sections: (1) Strengths of the Program, (2) Recent Improvements, (3) Opportunities for Further Improvement, and (4) Ongoing Challenges, to the CEPC in the Fall of 2012. This should reflect upon and be guided by assessment data and the comparison of peer and aspirant institutions.