

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Religious Studies

Instructional Department/Discipline

2007-08

1. 4-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	294	285	332	324	<i>Self Explanatory</i>
Census Enrollment Load* %	71.01%	60.13%	73.13%	83.29%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	921	888	1,039	1,024	Weekly Student Contact Hours
FTEF	30.69	29.61	34.62	34.12	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	2.20	2.60	2.40	2.20	Total Full-Time Equivalent Faculty
WSCH/FTEF	418	342	433	465	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	1.00	FTEF from Contract Faculty
Hourly FTEF	2.20	2.60	2.40	1.20	FTEF from Hourly Faculty
Overload FTEF	-	-	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	2.20	2.60	2.40	1.20	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	100.00%	100.00%	100.00%	54.55%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	90.81%	90.19%	91.48%	92.43%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	63.97%	63.40%	66.56%	65.79%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year

The data for Fall 2007 are as of 1/31/2008 and are "preliminary" in nature. Final WSCH, awards, grades, etc. will not be available until Aug/Sep'08.

2007-08 Degrees & Certificates show as "N/A" since Spring'08 awards are obviously unknown at the current point in time.

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

The data for Religious Studies (RS) classes has remained steady with some recent growth, including high numbers for retention. The big improvement was in the FTEF numbers as a result of hiring a full-time member of the faculty. Our goal is to facilitate significant increase in the statistics for enrollment.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>We have expanded the Religion in America course into two courses (Religion in American History, Religious Communities and American Politics) to articulate for the California Requirement on American History and Institutions. The two new courses will also articulate for transfer to UC/CSU as “History” credit and for the Multicultural requirement at Palomar. We will offer the first online course in RS in the fall of 2008, anticipating steady growth in online offerings. Existing courses on Judaism and Islam in the Multi-cultural Studies Department have been cross-listed as Religious Studies. Finally, the addition of a new course in Christianity or Religion and Sports is expected over the next 2-3 years to further meet student interests.</p>	<p>The attempt to articulate for the California Requirement on American History and Institutions was not successful. However, the new courses do articulate as “history” credit in the Social and Behavioral Sciences or Social, Political, and Institutions areas for transfer to UC/CSU. We will offer “Religion in American History” for the first time in the fall of 2009. Religious Studies has also added a course in the “History of Christianity,” which articulates as “history” for transfer. We continue to work with Multicultural Studies in the cross-listing of courses on Judaism and Islam. During this spring semester of 2009, “World Religions” is being offered on-line for the first time and will consistently be offered in the coming semesters.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>Prime-time courses fill or enroll close to capacity. The goal is to expand the enrollment through online offerings, diversification of articulation for RS courses, and the addition of new courses of student interest.</p>	<p>Enrollments have increased significantly. Every course is full or just short of capacity in the spring of 2009.</p>

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>RS needs ongoing expansion of media resources through the purchase of DVD materials, plus access to fully mediated classrooms with state-of-the-art computers and projection technology.</p>	<p>We are working with the library in the ordering of new titles and have purchased several DVDs for teaching in the discipline. We are still in need of approximately \$300.00 for the purchase of additional DVDs.</p>
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>Funding is needed for honorariums to compensate guest speakers and for the planning of special events (e.g., a celebration of religious diversity).</p>	<p>We plan to compensate guest speakers and for special events as funds become available.</p>
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>RS needs to establish consistency in the use of classrooms and anticipate future use of an additional classroom to meet the expansion of course offerings. Also, facilities for the testing of online students will soon become important.</p>	<p>Religious Studies has maintained a consistent schedule in the use of mediated classrooms.</p>
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>No additional full-time position is anticipated, though some hiring of new instructors on a part-time basis may be necessary to meet the needs of new courses.</p>	<p>NA</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>The additional online courses will bring the need for increased support from Academic Technology and Information Services.</p>	<p>We are working with Academic Technology and Information Services in offering our first on-line course now in the spring of 2009. This working relationship will continue to expand with the consistent offering of on-line courses into the future.</p>
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

The goal to broaden and deepen the curriculum of RS serves to meet the Strategic Plan to "facilitate student-learning and goal attainment by providing comprehensive educational programs and services." Improvements in the articulation of RS courses, the initiation of online learning, and the expansion of course offerings are for the purpose of facilitating great benefit to students in and beyond education.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Learning Outcomes for World Religions (RS 101):

- 1. Ability to identify and explain defining characteristics of major traditions of religion.**
- 2. Compare and contrast the basic components of these religions.**
- 3. Capability to understand and describe how religion influences people in daily and tangible aspects of living.**
- 4. Understand and communicate about the role of religion in diverse settings.**

Assessment occurs by way of having students describe, compare, and assess key elements of diverse religions by way of class discussions and the writing for exams, papers, field trips, and in-class projects.

b. Discuss a learning outcome that is observable yet difficult to measure.

One learning outcome that is particularly difficult to measure is development of increased sensitivity and empathy for diverse groups of religious people. Course assessments do show student capability to describe how human beings are diverse in religious orientation but are not so clear in revealing the personal growth (e.g., intellectual, emotional) associated with the learning, though class discussions and parts of the writing assignments offer some indication.

6. Describe a discipline accomplishment that you want to share with the college community.

Behavioral Sciences hired Craig Forney as a full-time member of the faculty to teach and organize the functioning of the Religious Studies discipline. Beyond the curriculum and service goals stated above, we are building a network of support from and for leaders of religious institutions in the local community (e.g., Islamic Centers, Buddhist temples and monasteries, synagogues, churches, etc.). In conjunction, we are working to better coordinate the teaching within the discipline. For the fall of 2008, the Curriculum Committee approved new courses in “Religion In American History” and “Religious Communities and American Politics.”

7. Are there other resources (including data) that you need to complete your discipline review and planning?

Not at this time.

8. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

NA

10. Other comments, recommendations:

There is the need to significantly improve library resources in Religious Studies, an effort that is well underway.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Craig Forney

Terry Humphrey

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.