



# Program Review and Planning 2019-2020

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

### BASIC PROGRAM INFORMATION

**Academic Year**  
2019-2020

**Are you completing a comprehensive or annual PRP?**  
Annual

**Department Name**  
Behavioral Sciences

**Discipline Name**  
Religious Studies (RS)

**Department Chair Name**  
Michael Lockett

**Division Name**  
Social and Behavioral Sciences

**Website address for your discipline**  
<https://www2.palomar.edu/pages/religiousstudies/>

#### **Discipline Mission statement**

The mission of Religious Studies at Palomar College is to provide religion literacy to students and the larger community in preparation for quality engagement with an increasingly religious, interdependent, and global world. The Religious Studies discipline offers the preparation of learning core knowledge and language of the world's diverse religious traditions, studied in historical and contemporary forms. The academic study of religion also instills vitally important skills of cultivating mutual respect, empathetic learning, appreciation for diversity, integrative thinking, and holistic understanding in order to prepare students for engagement as global citizens. Ultimately, the Religious Studies discipline at Palomar College is directed to facilitation of Palomar as a center interfaith learning, collaboration, and informed public discussion about religion.

[\(click here for information on how to create a mission statement\)](#)

**Does your discipline have at least one degree or certificate associated with it?**  
No

**Are any of your programs vocational (CTE/CE)?**  
No

**Please list the names and positions of everyone who helped to complete this document.**

Craig Forney, Associate Professor of Religious Studies

Jacqueline Smith, Part-time faculty

**Full-time faculty (FTEF)**

1

**Part-time faculty (FTEF)**

.4

**Classified & other staff positions that support this discipline**

Sheri Frankfurth, ADA

**Additional hourly staff that support this discipline and/or department**

## **PROGRAM INFORMATION**

### **PROGRAM OUTCOMES**

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

**[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)**

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## **COURSE INFORMATION**

### **COURSE SUCCESS AND RETENTION**

**What is your program's standard for Discipline COURSE Success Rate?**

75.0%

**Why did you choose this standard?**

Religious Studies now approaches having 75-85% of courses in Distance education. So a reasonable minimum rate seemed to have been based upon the average of distance education rates for success, since three quarters of the classes were online.

**What is your Stretch goal for COURSE success rates?**

77.0%

**How did you decide upon the goal?**

We reached 74% this past academic year. So, 77% looks to be a reasonable stretch. As already discussed, Religious Studies now approaches having 75-85% of courses in Distance education and that trend looks to be continuing. So, maintaining previously established rates and a little higher will consistently require much stretching and intensive effort.

## **COURSE OUTCOMES**

**How have you improved course-level assessment methods since the last PRP?**

Since last year? We did not particularly find problems or potential improvements related to the assessment methods, but primarily concerning the adjustment of teaching, learning methods, and in the preparation of students outside of class to meet targeted areas for improvement.

**Summarize the major findings of your course outcomes assessments.**

Results display the need for improvements in learning on comparisons or similarities that exist below the surface, generally requiring more intensive analytical thinking than the identification of contrasts or differences. The identification of differences between religious communities can be too easy and the settling for a somewhat lazy approach. Related to history of religion classes (RS 102, 108), the results reveal the need for improvements in learning about dynamics of change that occur within religious communities over time, as religious communities are continually shifting and redefining in orientation. Students too easily give in to seeing communities as static. Also, the results in each of our Religious Studies classes disclose the need for improvements in learning about elements of doctrine and ethics, two of the more abstract aspects of religious life, areas of study for which students are increasingly ill prepared for engagement.

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

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## **Program Goals**

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic](#)

[plan.](#)

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

## Goals

### Goal 1

#### Brief Description

Excellence in teaching

#### Is this a new or existing goal?

Existing

#### Goal Status

Ongoing

#### How will you complete this goal?

The goal is aspirational. Pursuit of excellence is never ending, first and foremost something not be assumed as having been achieved. The way of progression to the goal involves continual assessment and refinement of teaching based on student, peer, and self input. The focus is ever on improving the quality of teaching for the next class.

Through extensive research and personal experiences, I have learned the supreme importance of an aspirational approach to goals, though I'm sure individual personalities matter here. As a scholar of American religion, aspirational thinking has clearly produced the best and longest lasting results. Constitutional goals of freedom and equality have proven to be best understood as aspiration ideals, not to be reduced to something narrowly or simply defined. For example, the goal of equality may be impossible to achieve. However, where would we be without the concept of and never-ending aspiration for equality? We would be living in a nation with the establishment of much less equality than we have. The superiority of aspirational or aesthetical thinking to instrumental thinking with focus on the narrowly defined next step or steps was a foundational theme of my dissertation on famed civil rights leader W.E.B. Du Bois. Over ninety-five years, Du Bois achieved incredibly dramatic results in far-ranging venues through the pursuit of an inner sense of vision for equality, community, and interdependency. Through pursuit of this aesthetic, he produced highly productive results in higher education, political activism, and the writing of literature. I've had a similar learning experience as an athlete and in the study of great athletes. Most great athletes achieve highly productive results through the envisioning or visualization of a kind of perfect performance, with an inner feel and sensibility for the blending of various qualities and elements, not through the focus on strictly defined step by step goals.

The aspirational approach to goals highlights the importance of aesthetical reasoning that aspires to involve every sensibility in the wholistic pursuit of an envisioned purpose. Aesthetical reasoning focuses on the marshaling of much imagination and feel in striving for a goal. Oftentimes, this sense of the purpose is a fleeting glimpse, seen out of the corner of the inner eye, something felt but faintly, heard but very quietly, and thought but not too certainly. Related to teaching and the teaching of Religious Studies, I envision the near perfect or excellent teaching moment to be centered on the inspiring students to the love of learning, to the love of learning how people see life and the inter-relatedness of the diverse elements involved in living. I envision teaching that facilitates learning with ever deeper sense of why people do what they do, with growing understanding of how religiosity reaches into every aspect of living, and with sensibility for multiple dimensions of meaning for the diverse peoples of the world. I perceive the excellent teaching moment to foster ever developing learning about how people are connected and similar yet also different and not to be reduced to my preconceptions. I envision teaching and learning that inspires desire to continue learning from people of diverse religious orientations, with sense of responsibility to find ways of collaboration. Ultimately, I perceive teaching that instills sense of how little we know about life and the people across the globe, with overwhelming sense of how so very much more we have to learn. This is the vision for excellent teaching that the teacher of Religious Studies should

aspire to achieve. If I never perfectly fulfill this aspiration, I know I have continually and frequently come closer and closer to the goal.

**Outcome(s) expected (qualitative/quantitative)**

The outcome is expected, but with much trepidation and without assumption of achievement. The desired outcome is to inspire and empower students with the love of learning, the love of learning about diverse people, about diverse religions, and about the various ways in which religion influences everyday life. Excellent teaching also requires the fostering of learning the key skills and knowledge associated with becoming educated about the diverse religions of the world and about the role of religion in general.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

Excellence in teaching is essential to meet core elements of the mission of the department and college. I assume and hope that the guided pathways program will also be driven by similar ultimate concern for quality teaching.

**Expected Goal Completion Date**

5/28/2027

## Goal 2

**Brief Description**

Prepare students to be global citizens

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

We will teach and provide learning opportunities as directed by the purpose of fostering a more global, interactive, integrated, and collaborative way of life. Religious Studies requires use of ability to listen, learn from, and interact with people from diverse communities across the globe. To further the understanding of global citizenship, we provide opportunities for students to visit and be visited by people from the various faith orientations that predominate internationally.

Global citizens are individuals with understanding of being a member of an international community, with sense of being interdependent with and responsibility to the diverse people from across the globe, all of it. Here, the aspirational or aesthetical goal is for ever developing sensibilities regarding connections with and differences from others, such a balanced understanding is essential for healthy relations with others. In the study of religion, the goal is to produce deeper and broader sense of our common humanity and our need to learn from those different from ourselves to become more well rounded in perspective. This is the orientation of global citizen, quite in contrast to people who see themselves in very narrow terms as identified with one particular locality, nation, race, class, age group, or gender.

**Outcome(s) expected (qualitative/quantitative)**

The learning outcomes related to global citizenship are: critical thinking, integrative thinking, literacy, mutual respect, empathetic learning, appreciation for diversity, and wholistic understanding. These will be assessed through multiple-choice, short answer, and essay formats.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

The department and college remain committed to the development of students as global citizens. I assume and hope that the guided pathways program will also be driven by the importance of this mission.

**Expected Goal Completion Date**  
5/28/2027

### Goal 3

**Brief Description**

Develop in reach on campus and outreach into the larger community for collaboration

**Is this a new or existing goal?**  
Existing

**Goal Status**  
Ongoing

**How will you complete this goal?**

The plan is to continue to work with already established collaborations on campus and in the larger community in addition to efforts to find new individuals, programs, and communities to collaborate with.

**Outcome(s) expected (qualitative/quantitative)**

The expected outcomes are: improvements in the support for and participation in Religious Studies classes, expanded and improved opportunities for student learning, and increased collaboration between people from diverse religious orientations or the lack thereof.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

The goal of greater collaboration to promote quality student learning intersects with the core of the college's purpose, to involve the larger community in the comprehensive education of students to become better, globally oriented citizens. Such learning involves excellent teaching and innovative approaches, involving learning intimately associated with developed concern for equity, inclusiveness, diversity, mutual respect, and participation in the community.

**Expected Goal Completion Date**  
5/28/2027

## STAFFING AND RESOURCE NEEDS

### Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

**Are you requesting additional full-time faculty?**  
No

**Are you requesting additional Staff, CAST or AA?**  
Yes

**In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)**  
We lost our ADA due to retirement and have not been provided with a replacement.

## REQUEST FOR ADDITIONAL STAFF, CAST, AA

**Staff, CAST, AA request 1**

**Title of Staff position you are requesting**

ADA

**How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?**

The Behavioral Sciences Department is both very large (in the number of faculty, courses offered, and students served) and very large in the number of disciplines (we have six diverse disciplines).

The Department has had two ADA's for over thirty years and both the size of the department and the ADA job duties have increased considerably over that time. This summer, one of our excellent, long-term ADAs retired. That means that our department is only served by one ADA.

**Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)**

Yes.

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

## **RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW**

Budget Analysis: This section should be completed by department chairs by the end of September.

**Are there areas in your budget where there has been a historical surplus (See three year trend)?**

No

**Are there processes that need to be examined to ensure we are being the most efficient with funding?**

No

**Are there ongoing needs in your department budget that you currently do not have the resources for?**

No

**Do you have non-general fund sources of funding?**

No

### **One Time Needs**

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

**Do you have one-time funding requests?**

No

### **Review**

### **Chair Review**

**Chair Comments**

Thank you Craig, for your work on this document. May you always aspire to educational excellence!

**Chair Name**

David Michael Lockett

**Chair Sign Date**

10/24/2019

**Dean Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

Online student success rates are above the college average. Thanks for the strong focus on teaching and learning in RS courses. Efficiency rates have been very high in RS.

**Areas of Concern, if any:****Recommendations for improvement:**

Assessment of RS four-week classes - how do success and retention rates compare to your 16 week and 8 week courses?

**Dean Name**

Pearl Ly

**Dean Sign Date**

12/19/2019

**IPC Review****Strengths and successes of the discipline as evidenced by the data and analysis:****Areas of Concern, if any:****Recommendations for improvement:****IPC Reviewer(s)****IPC Review Date****Vice President Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

Good summary.

**Areas of Concern, if any:****Recommendations for improvement:****Vice President Name**

Jack S. Kahn Ph.D.

**Vice President Sign Date**

2/2/2020