Status: **Read**   Status: **Reviewed**

Entry #: 47

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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Comprehensive

Division Name
Social and Behavioral Sciences

Department Name
Behavioral Sciences

Department Chair Name
Jeffrey Epstein and Netta Schroer

Discipline Name
Religious Studies (RS)

Department Chair email
jepstein@palomar.edu

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

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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
The mission of Religious Studies at Palomar directly aligns and contributes to the College vision and mission for helping students to become "global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world." The Religious Studies mission also directly aligns and contributes to the College's mission to provide comprehensive education, including general Education and cultural enrichment.

(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 TOP coded as vocational (CTE/CE)?
No

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
One

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
1.00

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
0.20

List the classified and other permanent staff positions that support this discipline.
Sheri Frankfurth, ADA

List additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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.

How do they align with employer and transfer expectations?
NA

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- Associate Degree GE Requirements
- CSU GE Requirements
- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.
The courses in the Religious Studies at Palomar College provide students with the knowledge and skills particularly related to written communication, critical thinking, ethical reasoning, intercultural knowledge, and civil knowledge/engagement.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOsducation/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.
NA

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to Program: Enrollment Trends

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Stayed the same

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Increased

Were these trends expected? Please explain.
Yes, the program was cut five plus years ago to a level where enrollment reached a consistent level, before increasing significantly in the fall of 2019. Similarly, the fill rate has steadily increased to 95% in the fall of 2019.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
The impact of structural exclusion of the discipline of Religious Studies statewide continues to be
paradigmatic. Related to Religious Studies, California is not leading but following nationwide forces and trends. There
are various theories on why our state is somewhat backwards on the academic study of religion and the lack of such
study only enhances
the ignorance. The impact of the structural push towards certain disciplines and away from others begins with
enrollments, as a class in Religious Studies is increasingly the last to be added to a student's schedule and at the bottom
of the list of classes to be
recommended by counselors. Enrollment is only the beginning of the structural impact, since retention of students in
Religious Studies classes is increasingly more difficult. Students have less and less incentive to retain a class in
Religious Studies,
much less so than to retain a class from a discipline with institutional support. Then after retention, facilitating the
success of a
student in a Religious Studies class is increasing more difficult due to lesser incentive to succeed than in a class from a
discipline with institutional support. Moreover, the more things are pushed in the current direction in education the less
students arrive in a class prepared with the knowledge and skill base to succeed in a Religious Studies class. Then, the
impact
on enrollment brings less students to a Religious Studies class to receive preparation with this knowledge and skill base.
So the forces of spiraling downward grow stronger. The playing field related to academic disciplines of study was not
close
to equal before the above described trends and conditions continue to bring increasing inequities. Using
my trained abilities for objective thinking, education in California and in the United States is becoming
much narrower and flatter rather than broader and deeper, particularly given that the identification with
religion is increasing at increasing rates on the global scale. We are not seeing how this is better preparing
students for a future that will be more complex, diverse, and changing. Actually, the reverse looks to be the
outcome of the current forces. The preponderance of evidence shows that identification with religion in the global
context, and in its traditional forms, is increasing and at a fast increasing rate. Consequently, lack of higher education in
religious studies leave students lacking in literacy related to the world's populations. Regardless of the larger dynamics
related to contemporary higher education, we are actively and intensively working to offset the negative impacts on
Religious Studies on campus, in the local community, and statewide. The focus here is on ever more intensive efforts to
heighten the quality, relevance, and instructiveness of instruction. The stabilization of enrollment, the increased fill rates,
improved retention rates, and increased success rates show strong positive results for these intensive efforts to work
against the structural negligence and opposition.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
Please see the above description of the challenges and problems faced.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's
Office Vision for Success stresses the importance of reducing equity gaps through faster improvements
of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic
categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning
outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a
result/

COURSE SUCCESS AND RETENTION

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected? Please explain.
The success rate for RS classes has steadily increased from 62% in the fall of 2015 to 71% in the fall of 2019. There was a slight decrease to 69% in the fall of 2020 in the midst of the pandemic.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected? Please explain.
The retention rate for RS classes steadily increased from 87% in the fall of 2015 to 94% in the fall of 2019. There was a slight decrease to 92% in the fall of 2020 in the midst of the pandemic.

Are there differences in success or retention rates in the following groups? (choose all that apply)
Gender   Age

Ethnicity

Gender: Why do you think gender differences exist? What do you need to help close the gap?
Female students have a higher success and retention rate. Our educated guess is that female students are more likely to have strong interest in Religious Studies and to seek feedback along the way. The disparity inspires the giving of greatly enhanced attentiveness and effort to support the success of male students.

Age: Why do you think age differences exist? What do you need to help close the gap?
For age, the youngest and older students had a slightly lower success rate than the 20-24 age group. The younger students are just starting to adapt to college and the older students are often returning to school after some time. The disparity inspires the giving of greatly enhanced attentiveness and effort to support the success of younger and older students.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
We are not clear on why. However, the disparity inspires us to give greatly enhanced attentiveness and effort to support the success of Hispanic students in whatever ways possible.

Are there differences in success/retention between on-campus and online courses?
Yes

Please share any best practice methods you use for online courses.
We make sure to frequently contact students about missing assignments and heighten efforts to respond to or grade student submissions promptly. Also, we consistently and persistently review the organization, content, and presentation of course to make courses more responsive to student needs.

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

What is your program's standard for Discipline COURSE Success Rate?
75.0%

Why did you choose this standard?
Before the pandemic, the success rate for RS classes steadily increased to 71%. Pushing to 75% is a goal for healthy stretching after we emerge from the pandemic conditions.

What is your stretch goal for course success rates?
75.0%

How did you decide upon the goal?
Before the pandemic, the success rate for RS classes steadily increased to 71%. Pushing to 75% is a goal for healthy stretching after we emerge from the pandemic conditions.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning 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.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
We do not have further questions or issues beyond those already raised.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
As stated above, we have focused more intently on teaching and learning that promotes increased understanding of comparisons or commonalities between religious communities, of how religious communities develop over time and in particular time periods, of dynamics related to the dimensions of doctrine and ethics in religious life. Practically, this involves giving increased time and quality of focus to teaching and active learning on those areas of concern.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.
We are almost completely on-line going forward, offering one face to face class if possible at a prime time for students that benefit most from face to face instruction. Related to distance education, Religious Studies offers a balance of on-line offerings that include full semester classes, 8 week classes, and 4 week classes. The balance is designed to best provide for the diverse needs and interests of students.

How do you work with other departments that require your course(s) for program completion?
NA

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
NA

How is the potential need for program/course deactivation addressed by the department?
We are regularly at work in review of course offerings, articulation, and content.

Are there areas you would like to expand?
There are possibilities for expansion, but that is highly unlikely in the current climate.

Describe any data and/or information that you have considered as part of the evaluation of your program.
We are consistently reading about the history and contemporary state of higher education in the United States and in California, particularly related to the discipline of Religious Studies. Relatedly, understanding of American culture and the impact of cultural values on trends in higher education is most informative, especially associated with the understanding of the faster, narrowly defined, and the quantitative as the ultimate qualities. Discussions with colleagues at and outside of Palomar also play an important role in shaping our evaluations.

To answer the next two questions, you will need to review your program maps and program information in the 2021-2022 Catalog.

Is the content in the program mapper accurate?
Yes

Is the content in the catalog accurate?
Yes

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?
Religious Studies continues to embed diversity and diversity related issues as foundational for curriculum. The core course, World Religions centers on learning about the diverse expressions of religion worldwide and within each religious community. The study of "Western" traditions (i.e., Judaism, Christianity) is greatly balanced by focus on Islam, Hinduism, Buddhism, Daoism, and Confucianism. To further the learning of religious diversity, we balance focus on the above "world religions" with study of Native American religions, African religions, Japanese religions, and various contemporary movements of religion. Within the study of each religious community, the Religious Studies curriculum persistently and consistently concentrates on sociological study with investigation of dynamics related to race, gender, age, and sexual orientation. Such examination includes learning about historical and recent interactions between religious orientations and social justice. Our courses on religion in the American context (Religion in American History, Religion and American Political Institutions, Religion in America) also concentrate on issues and dynamics related to race, ethnicity, class, and sexual orientation. These American courses focus equally on African Americans, Native American, Latino/as, European Americans, Arab Americans, and Asian Americans related to history, political life, and religious life. Our studies concentrate on issues of immigration, war, civil/human rights, and social justice that disclose great diversity of experience and perspective. Ritual/Symbol/Myth is the core theory course in the Religious Studies curriculum, investigating core ideas about the nature of religion. To learn about classic theories in Religious Studies, we examine the Lakota tribe, contemporary Hinduism in India, African Americans through the Autobiography of Malcolm X, snake handlers in the Appalachian Mountains, the tribes of the Trobriand Islands in New Guinea, and a host of topics related to global popular cultures of today. To balance our in class learning in the above classes, we visit diverse local communities to deepen and expand the learning about diverse religious orientations. Regularly, we visit Buddhist temples and monasteries, Hindu temples, Islamic centers, Jewish synagogues, and Christian churches. The Religious Studies program at Palomar College has been, is, and will be ultimately dedicated to learning about the diversity of human beings in many forms, in the global and domestic contexts.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Americans have an average of 7 careers over the course of their lives. In the study of religions, students learn valuable skills that can be applied to any field of work. These are the abilities to think objectively, to appreciate cultural diversity, to assess influential human ideas, to understand different views of life's meaning, to process new information, to love knowledge. Moreover, Religious Studies learning provides skills and knowledge in written communication, empathetic thinking, ethical reasoning, and integrative thinking. These are abilities important to any career. Courses in the study of world religions focus on those beliefs, values, and issues that have concerned people from every walk of life. Thereby, Religious Studies courses help to prepare students person for life in general. International and historical perspectives provide students with wider context for his or her

understanding of all cultures, as well as provide preparation for diverse careers as almost every career requires ability to relate to diverse people and increasingly in a global context. In today's multicultural workplace and global economy, basic knowledge about other cultures and religious perspectives is indispensable. If we cannot live peacefully together, the best vocational training will be relatively meaningless.

Success in a selected career is not just about interpreting information and applying specialized knowledge but is also dependent on making and maintaining connections with people. Studying religion brings developed understanding of people and their many perspectives. Most importantly, courses in Religious Studies provide students with excellent skills and knowledge for the reaching out to diverse people, the building of bridges, and for the incorporation of many perspectives in the work environment. Majors in Religious Studies have many pathways. After graduation, religion majors do the same kinds of things that other humanities majors do, in roughly the same proportions. Majoring in the study of religion is not, for most students, a route to a religious career. (Although it certainly can be) The major imposes no limitations, but also lends its own particular strengths to a number of different career choices. Religion majors have successfully gone on to professional training in:

Law
Higher education
Counseling and social work
Medicine
Ministry
Business (particularly international business)
Journalism
Others have moved directly into the job market, taking up positions in:
Government, foreign service, or the Peace Corps
Non-profit agencies
Marketing and management
Museums and the arts
Publishing

According to the Pew Research Center, the highly respected research org in Washington, D.C., the global population is increasingly religious, meaning identification with traditional forms of religion (Islam, Christianity Buddhism, etc.), and the rate of becoming increasingly religious is increasing. Consequently, learning about the religions of the world will be increasingly essential for communication with the majority of the global population. The study of religion provides religion literacy, being conversant in relation to communities and traditions of religion. Religious Studies and especially World Religions should be on the level of a foreign language requirement, since a religion is a kind of language. Each religion centers on a rich set of terms associated with ritual practices, stories, beliefs, ethical guidelines, and institutions for understanding of and communication about life. Being conversant in these world languages is essential for the education of student regardless of career pathway.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

The abilities to think objectively, to appreciate cultural diversity, to assess influential human ideas, to understand different views of life's meaning, and to process new information are abilities important regardless of career pathway. Classes in Religious Studies also provide broadly needed skills in written communication, empathetic thinking, integrative thinking, and ethical responsibility.

How does your program help students build these KSA's?

Religious Studies classes focus on the above KSAs as foundational to the learning about diverse religious communities across the globe and particularly in the United States, even more especially in North County and San Diego.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
We regularly visit, are visited by, correspond with, and interact with local religious communities as foundational for learning in the Religious Studies at Palomar.

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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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. Progression towards 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. We make sure to frequently contact students about missing assignments and heighten efforts to respond to or grade student submissions promptly. We continually review the organization, content, and presentation of course to make courses more responsive to student needs. Excellent teaching of Religious Studies centers on 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. Excellence in teaching about religions 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. We aspire to the teaching that fosters ever developing learning about how people are connected and similar yet also different, not to be reduced to preconceptions. We aspire to 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, excellent teaching of Religious Studies 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 aspires to achieve. If we never perfectly fulfill this aspiration, we can know that we have continually and frequently come closer and closer to the all important 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.

Expected Goal Completion Date
5/28/2027

Goal 2

Goal Status

Ongoing

Brief Description
Prepare students to be global citizens

Is this a new or existing goal?

Existing

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 from 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 with responsibility to the diverse people from across the globe, all of it. Here, the aspirational goal is for ever developing sensibilities regarding connections with and differences from others, as 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 in becoming more well rounded in
perspective. The above description summarizes the orientation of global citizens, quite in contrast to people who see themselves in very narrow terms as identified with one particular locality, nation, race, class, age group, gender, or sexual orientation.

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 directly aligns with the college mission to prepare students as global citizens. Such is also a foundational part of the district's mission as a comprehensive college.

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?   **Goal Status**

Existing   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 persistent 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, 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

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
ADA Behavioral Sciences

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability
Our ADA recently retired and we require a new ADA in order to complete the administrative tasks within our department. Our current ADA is responsible for Philosophy, Sociology, Alcohol and Addiction, Religious Studies, Women's Studies, Psychology, and Anthropology.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?
This will increase efficiency since we do not currently have an ADA. The current workload for our ADA means that their
attention is distributed over seven disciplines.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
An ADA in behavioral sciences is imperative for the success of each discipline within behavioral sciences and their respective PRPs.

Strategic Plan 2022 Objective

1:5	3:5	4:1	4:3
5:1	5:2		

If the position is not approved, what is your plan?
We really have no alternative. We cannot outsource the work of the ADA, which requires specific skill sets that most of the faculty do not possess.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
cforney@palomar.edu