2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Religious Studies (RS)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Jeff Epstein and Netta Schroer

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

Website address for your discipline

https://www.palomar.edu/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?
○ Yes ◉ No

Are any of your programs TOP coded as vocational (CTE/CE)?
○ Yes ◉ 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 links shown in red.

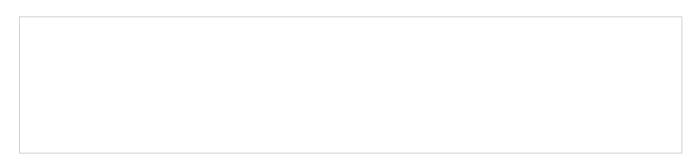**Enter the number of permanent or full-time faculty support your discipline (program)?**

One

Enter a number.

Link: Permanent Faculty and Staff Count

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

1.00

*Link: **FTEF Data***

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

0.2

*Link: **FTEF Data***

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Sheri Frankfurth, ADA

Link: Permanent Faculty and Staff Count

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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. 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

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 success of the Religious Studies program extends from ultimate concern with quality teaching and learning, continued advancement in knowledge and skills related to the academic study of religion, regular and frequent interactions with local communities of religious orientation, and continual adaptation based on input from students, faculty colleagues, administrators, and the higher education system in California.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

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 greater 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, contrary to the narrative of focus on declining identification in Europe and the U.S. 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.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is

one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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

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.

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?

72.0%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

The success rate for RS classes steadily increased from the fall of 2015 to 71% in the fall of 2019. Then, the pandemic hit. Consequently, we are working to return to pre-pandemic levels and a bit more. So, we aspire to 72% for now.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

We will strive to surpass pre-pandemic levels and reach 75%.

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 between religious orientations, 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. We are ever striving to push beyond this tendency and posture. 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, since religious communities are continually shifting and redefining in orientation. Students too easily give in to seeing communities as static. We are persistently working to transcend such a tendency and posture. 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 by the larger educational systems. Subsequently, increased focus and creative
efforts are needed in the learning about these dimensions to human living.

Course level SLOs can be accessed through [Nuventive Improve](#)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
⊙ Yes ○ No

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

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 O*net Link below) 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 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

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Excellence in teaching

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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 content 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 interrelatedness 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 persistently and frequently come closer and closer to the all important goal.

Goal 2

Brief Description

Prepare students to be global citizens

Goal Status
○ Completed ◉ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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.

Goal 3

Brief Description

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

Goal Status
○ Completed ◉ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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 for collaborative efforts.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

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.

Click here to access the Strategic Plan 2022.

Describe any changes to your goals or three-year plan as a result of this annual update.

The goals have brought continual refinement of course content and presentation. This is the result of ever deepening and broadening attentiveness to the facilitation of excellent learning in the academic study of religion. The established goals have inspired persistent reading and learning about how religion is relevant in current settings across the globe. We are collaborating more closely especially with Philosophy and with new connections in religious communities across San Diego County.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
○ Yes ⦿ No

Are you requesting AA, CAST for Classified Staff?
⦿ Yes ○ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the Benefits Worksheet for additional costs related to benefits for the position.

Title of new position

ADA, Behavioral Sciences

Is the position request for AA, CAST, or Classified staff?

Is this request for a full-time or part-time position?
○ Full Time ⦿ Part-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.)

The number of ADAs at the college has been reduced from 35 to 13 over the last five years. Because of the size of Behavioral Sciences, we long had two full time ADAs. Our last ADA retired three years ago and was not replaced by the administration to save costs. Since that time, our current ADA has taken on all of the responsibilities of that second full time position. That means she is now responsible for the following disciplines: Anthropology, Archeology, Alcohol and Other Drug Studies, Philosophy, Psychology, Religious Studies, Sociology, Social Work, and Women's Studies. We require a part time ADA for twenty hours per week in order to support our ADA with the administrative tasks within our department. This includes all inputting of scheduling, staffing, budget support, purchasing, student support, faculty support (80 full and part time instructors), and website maintenance to name just a few things. Certain duties can be performed only by full time ADAs such as inputting the schedule and staffing. However, the following are areas where our current ADA requires support that can be performed by an hourly hire:

Answer phones
Post cancelled classes
Process absence reports
Process honorariums
Assist faculty (copy work)
Comet Copy pick up
Pick up and distribute mail (daily)
Assist students
Contact I.S., A.V., Konica repair, Facilities, Campus Police for varies issues
Receive syllabi and post on SBS Division Teams
Email reminders to faculty (new semester starting, syllabi, textbook adoptions, etc.)
Make reservations thru Facilitron
Follow up on work orders (Facilities & I.S.)
Process and follow up with Human Resources on new hires (PT faculty, student workers, etc.)
Contact faculty with new hire information and workshops
User Access request for new hires (email, Peoplesoft)
Run enrollment – Dept Look Up
Maintain updated information on main department bulletin boards
Update on-campus class spreadsheet
Collect office hours from full time faculty and post on SBS Division Teams

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

The current workload for our ADA means that her attention is distributed over so many disciplines that this position cannot reasonably be performed by a single person. The result is backlogs and inefficiencies. Thus, a part time hire will increase efficiency since the tasks noted can be performed by the part time hire, thereby allowing our current ADA to focus on eliminating inefficiencies in the most important areas of her position.

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

Describe how this position helps implement or support your three-year PRP plan.

An additional ADA in Behavioral Sciences is imperative for the success of each discipline within behavioral sciences and their respective PRPs. The new part-time ADA would provide needed additional support for excellence in teaching and learning in Religious Studies classes as well as for increased collaboration within the college and local community.

Strategic Plan 2022 Objective

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

Refer to the Palomar College https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf

If the position is not moved forward for prioritization, how will you address this need?

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
○ Yes ⊙ No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February.

Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⊙ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?
○ Yes ⊙ No

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

Enter your email address to receive a copy of the PRP to keep for your records.

cforney@palomar.edu