Entry #: 78 - Social and Behavioral Sciences   **Status:** Submitted   **Submitted:** 3/25/2024 11:54 AM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Microsoft_List_ID

Discipline Name

Religious Studies (RS)

Department Chair Name

Jose Briceno

Department Chair email

jbriceno@palomar.edu

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

Craig Forney, 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?

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 links shown in red.

Enter the number of 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?	**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**
1.00	0.60

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

Sheri Frankfurth, ADA

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

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

Last year, we set the goal to continue to increase rates coming out of the pandemic. That is our goal, though I do not know that it was expected. We certainly expected to at least maintain the same level of increased success, which we did.

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

Stayed the same

Was this expected? Please explain.

We have maintained the same high level of success as last year and at the significantly increased rate vis-a-vis during the pandemic. Yes, maintaining at the same high level of success was expected.

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

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We continue to give concentrated effort to teach and interact with students with excellence. Heightened responsiveness, clarity, and empathy are of prime emphasis. The goal is to be full attentive to the needs of students and offer continual support in the form of teaching guidance. Such an approach calls for equity of concern for all students and concern for what is specific to each student.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

Religious Studies - Report 0.xls
7 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

Religious Studies - Report 2.xls
6.5 KB

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

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.

The following websites are for CTE related data:

- •Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- •LaunchBoard
- •LaunchBoard Resource Library
- •Chancellor's Office Data Mart
- •Career Coach-San Diego Workforce Partnership
- •EDD Labor Market Info
- •Career One Stop

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

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

Addressed in the above section.

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

Addressed in section two boxes above.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Prior Year PRP Goal 1

Brief Description

Excellence in teaching.

Goal Status

Ongoing

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.

Prior Year PRP Goal 2

Brief Description

Prepare students to be global citizens

Goal Status

Ongoing

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.

Prior Year PRP Goal 3

Brief Description

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

Goal Status

Ongoing

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.

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.

Do you have any new goals you would like to add?

No

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 Vision Plan 2035.

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 requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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.

1. 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?

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Joe Briceno

Date

4/7/2024