

# Santa Rosa Junior College

## Program Resource Planning Process

### Humanities and Interdisciplinary Studies 2017

#### 1.1a Mission

The Humanities Program is dedicated to the study of works of human thought and creativity, including works from the visual arts, literature, music, film, dance, philosophy, and religion within their cultural contexts. We seek to engage our students' minds, hearts, and senses through an examination of the beauty and transformative power of arts and ideas. We encourage dialogue between the ideas, values, and aesthetic expressions of Western and non-Western cultures. We provide students with the opportunity to examine their own beliefs, values, and assumptions and to consider their own individual perceptions of all aspects of creative human endeavors. The aim of the Humanities Program is to help students achieve a broader understanding of themselves and the world around them.

The Religious Studies Program is dedicated to the scholarly--academically rigorous--historical/critical approach to religious texts, traditions, experience, phenomena, and other religious expressions. All of the Religious Studies courses promote critical thinking as applied to religions, cultivate cross-cultural understanding and appreciation of diversity, teach students to challenge and evaluate their own world view and perceptions, and give them training and practice in research and communication skills. Our Religious Studies courses provide excellent general education in human history, cultures, and creative expression and so relate to and support the university humanities curricula. The AA in Religious Studies prepares students to transfer to four year institutions in the discipline, and gives them foundational knowledge and skills for graduate study as well.

#### 1.1b Mission Alignment

Humanities and Religious Studies are consistent with the College's stated Mission:

1. Humanities and Religious Studies provide lower division academic education to support transfer to four-year institutions.
2. Humanities and Religious Studies provide basic skills, including English language skills acquisition.
3. Humanities and Religious Studies serve the educational needs of our students and our community through courses that maintain high academic standards and develop a respect for learning in all of our students.
4. Humanities and Religious Studies courses encourage intellectual curiosity and integrity, and recognizing accomplishment in an atmosphere of academic freedom.
5. Humanities and Religious Studies provide courses which reflect academic excellence and integrity and which serve the variety of needs and abilities of our students.
6. Humanities and Religious Studies respond to economic, demographic, intellectual, and technological changes through educational program development and staff development.
7. Humanities and Religious Studies challenge students to participate fully in the learning

process by teaching students to be responsible for their academic success.

8. Humanities and Religious Studies provides preparation for students for participation as citizens at the local, national and global levels.

9. Humanities and Religious Studies promote awareness of and maintaining sensitivity to ethnic, cultural and gender diversity within our student body, faculty, staff, administration and course offerings.

10. Humanities and Religious Studies contribute to the cultural life of our community by presenting enrichment opportunities to our students and community members.

11. Humanities and Religious Studies strive to provide SRJC with faculty and staff who are knowledgeable and current in their fields.

12. Humanities and Religious Studies faculty contribute to participatory governance within the institution through processes that are inclusive and respectful of all participants and in which information and decision-making are shared.

13. Humanities and Religious Studies faculty maintains a safe learning and working environment.

14. Humanities and Religious Studies faculty periodically review the College and Departmental mission statement.

## 1.1c Description

The Humanities Program, the Interdisciplinary courses in the Humanities program, and the Religious Studies program are now, with the Philosophy program, one department known as Philosophy, Humanities, and Religious Studies. On the analogy of Behavioral or Social sciences, we are one department consisting of three distinct disciplines: Philosophy, Humanities (including Interdisciplinary Studies) and Religious Studies. Philosophy has a separate PRPP. Humanities and Religious Studies programs provide academic instruction for transfer students in all disciplines for which humanities courses are required for the GE pattern. Humanities and Religious Studies provide lower division courses for students pursuing two majors: Humanities, and Religious Studies. Humanities and Religious Studies provide academic instruction for life-long learners as well. Religious Studies and Humanities courses are offered for students at the Santa Rosa and Petaluma Campuses and online. Some of our efforts have been severely hampered by the recent economic downturn. Despite this we have continued to write global curricula and have completed the plan to have a set of global curricula covering Asia, the Middle East, Africa and a general course, World Humanities. The former SRJC Humanities Department has one of the most complete sets of global curricula in the California CC system.

## 1.1d Hours of Office Operation and Service by Location

Humanities, Religious and Interdisciplinary Studies courses are offered ten months per year and during summer sessions. During Fall and Spring terms the programs offer classes Monday through Thursdays during the day and in the evening (and some Fridays) at the Santa Rosa Campus, and four classes at Petaluma. The programs also offers distance education classes.

The Emeritus Service Center is open Mondays through Thursdays 8 -4:30 pm for the use of faculty. The Service Center assists faculty by directing students to appropriate offices, office hours or telephone numbers, accepting papers and materials for instructor's inboxes and providing a kindly and welcome environment for faculty, staff and students.

## 1.2 Program/Unit Context and Environmental Scan

These programs provide mostly general education, and secondarily feed two majors as required or restricted elective courses: Religious Studies, and Humanities, the last being a very broad degree with no specific requirements. Our courses are also listed as electives in the Philosophy and History majors. Our courses articulate with UC and CSU courses. In the spring of 2013, 8 courses were fully revised and the disciplinary designation of 6 of those were changed from HUMAN to RELS to reflect current practice and conform with the State Academic Senate's Discipline List.

### 2.1a Budget Needs

The budget for Humanities and Religious Studies is mainly used for copying, supplies and purchasing media (i.e. DVD/videos for classroom instruction).

Is the budget allocated/used effectively? Such as it is, yes.

How do your budget statistics compare to the district-wide range? In 2013-14 the total expenditure was \$1,258,219. The faculty payroll increased 18.92% from 2012-13, the total management payroll grew 9.6%, the total non-personnel costs were down by 34% (\$3,447).

Describe areas where your budget might be inadequate to fulfill your program/unit's goals and purposes. (Not in prioritized order)

1. Travel money for purposes of faculty professional development.
2. Reimbursement money for speakers in our classes.
3. Additional dollars needed for purchase of media due to the development of to new global curriculum. DVD's for subject areas outside the West tend to be more expensive. With the addition of ADA requirements, all purchases must either be CC or subtitled, or the Department must pay to have the media CC or subtitled by media services at cost per minute.
4. Funds to compensate Adjunct instructors for participation in departmental functions, meetings, and retreats.
5. Tutoring funds for student tutors.

### 2.1b Budget Requests

| Rank | Location | SP | M  | Amount     | Brief Rationale  |
|------|----------|----|----|------------|--|
| 0001 | ALL      | 02 | 04 | \$3,000.00 | DVD's and other forms of media. Due to ADA requirements, these funds are needed to both secure media and to provide closed captioning for film and media that is not ADA compliant. Since most of the independent film industry does not provide closed captioning, the acquisition of relevant (especially foreign) media has become increasingly difficult for our department. Just as an example, our most recent available DVDs on African studies are from the 1980s. |
| 0002 | ALL      | 02 | 01 | \$500.00   | Increase in honoraria for in-class speakers.   |
| 0002 | ALL      | 02 | 01 | \$3,000.00 | Travel fund for faculty development.   |

### 2.2a Current Classified Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------|-------|-------|------------|
|          | 0.00  | 0.00  | NA         |

### 2.2b Current Management/Confidential Positions

| Position                | Hr/Wk | Mo/Yr | Job Duties  |
|-------------------------|-------|-------|---|
| Discipline Coordinators | 3.00  | 10.00 | Under the merger, one faculty member serves as department chair as well as discipline coordinator of that person's discipline. This year Michael Aparicio was department chair and Philosophy discipline coordinator, and Eric Thompson served as discipline coordinator for Religious Studies and Humanities. Aparicio received 40% reassigned time. In past years, we were able to provide other discipline coordinators (for Humanities and Religious Studies) a modest portion of this reassigned time for administering their autonomous programs. This was a part of the protocols we developed as a result of the forced merger of our programs. However, this arrangement has proven untenable as the Chair reassigned time for our department has steadily declined. The non-chair discipline coordinators were intended to oversee scheduling, curricula, and hiring for the minority disciplines. During the current academic year, however, this work has been completed by the Chair, or by other department faculty without compensation. |

## 2.2c Current STNC/Student Worker Positions

| Position                   | Hr/Wk | Mo/Yr | Job Duties |
|----------------------------|-------|-------|------------|
| No STNC or student workers | 0.00  | 0.00  |            |

## 2.2d Adequacy and Effectiveness of Staffing

Staffing in all areas is generally inadequate. Humanities and Religious Studies have no STNC employees. These programs share the Emeritus Service Center staff--2 Administrative Assistants--with several other departments. We have no assistants for grading, tutoring or other academic support.

Humanities/Religious Studies combined have a Contract/Hourly ratio (FTE-AF:FTE-CF) of 1.0. Reliance on adjunct faculty for teaching is lower than the district average but higher than it should be, especially given the complexity and diversity of our courses, along with the writing intensive nature of our assignments.

During 2013-14 the adjunct FTEF was 2.6, the total FTEF was 4.0. The courses were taught by 35% full time faculty and 65% part time faculty.

## 2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M  | Current Title | Proposed Title                             | Type |
|------|----------|----|----|---------------|--|------|
| 0001 | ALL      | 02 | 01 |               | Humanities Tutor                           | STNC |
| 0002 | ALL      | 02 | 01 |               | STNC position to update Humanities website | STNC |

## 2.3a Current Contract Faculty Positions

| Position                | Description  |
|-------------------------|--|
| Thompson, Eric          | Religious Studies Instructor, Discipline Coordinator for Religious Studies |
| Kelly-Moore, Jill       | Humanities Instructor and Discipline Coordinator for Humanities            |
| Raymundo, Jose Emmanuel | Humanities Instructor - Second year tenure review                          |

### 2.3b Full-Time and Part-Time Ratios

| Discipline                 | FTEF<br>Reg | % Reg<br>Load | FTEF<br>Adj | % Adj<br>Load | Description |
|----------------------------|-------------|---------------|-------------|---------------|-------------|
| Humanities ratio           | 2.0000      | 35.0000       | 2.6000      | 65.0000       |             |
| Interdisciplinary Students | 0.0000      | 0.0000        | 0.2000      | 100.0000      |             |
| Religious Studies          | 1.0000      | 15.0000       | 1.2000      | 86.0000       |             |

### 2.3c Faculty Within Retirement Range

One Humanities Instructor is on reduced-load, qualifies for retirement, and plans to retire in the next couple years.

The other Humanities Instructor is a first year, tenure-review instructor and nearly 20 years away from qualifying for retirement.

The Religious Studies Instructor will qualify for retirement in one more year.

### 2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

With a Humanities Instructor planning to retire within a couple of years, the program will need to review its reliance on adjunct instructors at that time.

The Religious Studies program continues to diversify its course offerings, with a new Buddhism course beginning in Fall 2016. The hope is to grow student interest in Asian religions. As this develops, the program will need to assess its reliance on adjunct instruction.

### 2.3e Faculty Staffing Requests

| Rank | Location | SP | M  | Discipline | SLO Assessment Rationale |
|------|----------|----|----|------------|--------------------------|
| 0002 | ALL      | 00 | 00 |            |                          |

## 2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Is existing equipment adequate and meeting the needs of the instructional program?

Yes.

### 2.4c Instructional Equipment and Software Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|

### 2.4d Non-Instructional Equipment, Software, and Technology Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|

### 2.5a Minor Facilities Requests

| Rank | Location   | SP | M  | Time Frame | Building | Room Number | Est. Cost | Description |
|------|------------|----|----|------------|----------|-------------|-----------|-------------|
| 0001 | Santa Rosa | 00 | 00 | 3+ Yr      |          |             | \$0.00    |             |

## 2.5b Analysis of Existing Facilities

Two classrooms are dedicated to Humanities and Religious Studies on the Santa Rosa campus: 1519 and 1509. The media equipment and technology is adequate.

## 3.1 Develop Financial Resources

The Dean of the cluster in partnership with the Chair will continue to look for outside funding for both Humanities and Religious Studies. Two grant proposals have been written but were not funded this year.

## 3.2 Serve our Diverse Communities

In all hiring, these programs emphasize sensitivity to diversity. Candidates for any teaching position, adjunct, regular or temporary must submit a diversity statement which is given weight in hiring decisions. Humanities and Religious Studies, as well as the two Interdisciplinary Courses comprise a markedly global curricula, embracing diversity. Examples include: Humanities 5, World Humanities, Humanities 20, Humanities in Asia, Humanities 21 Humanities in the Middle East and Humanities 22; Humanities in Africa; Humanities 20 is being offered online as of Spring 2011; the Religious Studies program now offers Islam (HUMAN 10.5--now RELS 15), History of Satan (HUMAN 10.66--now RELS 6.66)--a thoroughly cross-cultural course, as well as other courses of global scope that have been offered for years (Comparative Mythology, History of God). Our faculty regularly bring guest speakers, conduct fora, and offer lectures showcasing cultural diversity within the US and globally.

The faculty in these programs is diverse with respect to gender, but somewhat less so in respect to color or ethnicity. Greater diversity is always a goal.

## 3.3 Cultivate a Healthy Organization

N/A

## 3.4 Safety and Emergency Preparedness

Lori Derum.

## 3.5 Establish a Culture of Sustainability

See Philosophy prpp.

## 4.1a Course Student Learning Outcomes Assessment

All Humanities course outlines identify SLOs. The following table documents the Humanities SLO Assessments that have been performed since 2010 and are scheduled to be performed between now and 2020:

|                  |  | 2010<br>-<br>2011 | 2011<br>-<br>2012 | 2012<br>-<br>2013 | 2013<br>-<br>2014 | 2014<br>-<br>2015 | 2015<br>-<br>2016 | 2016<br>-<br>2017 | 2017<br>-<br>2018 | 2018<br>-<br>2019 | 2019-<br>2020 |
|------------------|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------|
| <b>Course</b>    | <b>SLO</b>   |                   |                   |                   |                   |                   |                   |                   |                   |                   |               |
| <b>HUMAN 4.1</b> | 1. Identify the major artists, writers, and thinkers of Western culture ca. 3000 B.C.E. to 1450 C.E.   |                   |                   |                   |                   |                   |                   |                   |                   |                   | Planned       |
|                  | 2. Demonstrate knowledge of the chronological development of Western culture   |                   |                   |                   |                   |                   |                   |                   |                   |                   | Planned       |
| <b>HUMAN 4.2</b> | 1. Analyze the chronological development of Western culture, including the cultural eras of the Baroque, the Neoclassical, the Romantic, the Modern and the Postmodern                                     |                   |                   |                   |                   |                   |                   |                   |                   |                   | Planned       |
|                  | 2. Identify and evaluate the contributions of major artists, writers and thinkers of these periods   |                   |                   |                   |                   |                   |                   |                   |                   |                   | Planned       |
| <b>HUMAN 5</b>   | 1. Identify, contextualize and discuss the socio-cultural and aesthetic values of representative works of non-Western visual arts, drama, music, literature or philosophy/religion in a global perspective |                   |                   |                   | Spring            |                   |                   |                   |                   |                   |               |







|                 |  |  |  |  |  |  |  |  |  |  |         |
|-----------------|--|--|--|--|--|--|--|--|--|--|---------|
|                 | 2. Compare and contrast the beliefs and values of selected African civilizations as revealed through their artistic and literary records |  |  |  |  |  |  |  |  |  | Planned |
| <b>HUMAN 49</b> | 1. Demonstrate expanded knowledge of the special studies topic orally, in writing or via a research or other project                     |  |  |  |  |  |  |  |  |  | ???     |

All Religious Studies course outlines identify SLOs. The following table documents the Humanities SLO Assessments that have been performed since 2010 and are scheduled to be performed between now and 2020:

|               |   | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016      | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---------------|---|-----------|-----------|-----------|-----------|-----------|----------------|-----------|-----------|-----------|-----------|
| <b>Course</b> | <b>SLO</b>  |           |           |           |           |           |                |           |           |           |           |
| <b>RELS 1</b> | 1. Identify and explain various methods and theories used in explicating the meaning, origins, functions, and elements of religions |           | Fall      |           |           |           |                |           | Planned   |           |           |
|               | 2. Describe, compare and contrast corresponding elements of different kinds of religions from different                             |           |           |           |           |           | Planned Spring |           |           |           |           |

|  |   |  |  |      |  |                   |  |                 |  |         |         |
|--|---|--|--|------|--|-------------------|--|-----------------|--|---------|---------|
|  | parts of the world and different periods of history   |  |  |      |  |                   |  |                 |  |         |         |
|  | 3. Demonstrate appreciation for the diversity of religious expression   |  |  |      |  |                   |  | Planned<br>Fall |  |         |         |
| <b>RELS 3</b><br><b>Formerly HUMA N 10.3</b> | 1. Explain texts of Jewish, Christian and Islamic scripture in terms of their historical and social context                   |  |  | Fall |  |                   |  |                 |  | Planned |         |
|  | 2. Use the vocabulary of critical scholarship to evaluate the monotheistic religions' claims, rituals and narratives          |  |  | Fall |  |                   |  |                 |  | Planned |         |
|  | 3. Demonstrate a sensitive and detailed understanding of the diversity within and among the monotheistic religious traditions |  |  | Fall |  |                   |  |                 |  | Planned |         |
| <b>RELS 6.66</b><br><b>Formerly</b>          | 1. Analyze literary, philosophical, and artistic portraits of the Satan   |  |  |      |  | Planned<br>Spring |  |                 |  |         | Planned |

|   |  |  |  |        |  |                   |  |  |         |         |
|---|--|--|--|--------|--|-------------------|--|--|---------|---------|
| <b>HUMAN 10.66</b>                        | character in relation to their historical, geographical, social, and cultural contexts   |  |  |        |  |                   |  |  |         |         |
|   | 2. Name the sources of the major evolutionary stages of Satan's development and list them in chronological order                                       |  |  | Spring |  |                   |  |  |         | Planned |
|   | 3. Critique and evaluate explanatory appeals to the existence and activity of "The Devil"  |  |  |        |  | Planned<br>Spring |  |  |         | Planned |
| <b>RELS 15</b><br><b>Formerly HUMAN 5</b> | 1. List and describe the main sacred texts, diverse schools of thought, tenets, rituals and practices of Islam, and major religious offshoots of Islam |  |  | Spring |  |                   |  |  | Planned |         |
|   | 2. Summarize and evaluate the evidence for the historical Muhammad   |  |  |        |  | Planned<br>Spring |  |  | Planned |         |
|   | 3. Describe the diverse global distribution  |  |  |        |  | Planned           |  |  | Planned |         |

|   |  |  |  |      |        |  |                   |  |  |         |         |
|---|--|--|--|------|--------|--|-------------------|--|--|---------|---------|
|   | of Muslims in the contemporary world, and their historical roots and development   |  |  |      |        |  | Spring            |  |  |         |         |
|   | 4. Examine references in contemporary popular media about Muslims and place these references into specific historical, geographical, political and sectarian contexts of Islam's diversity |  |  |      |        |  | Planned<br>Spring |  |  | Planned |         |
|   |  |  |  |      |        |  |                   |  |  |         |         |
| <b>RELS 21</b><br><b>Formerly HUMA N 10.1</b> | 1. Use a critical-historical vocabulary to describe the composition, history and socio-historical context of a book in the Hebrew Bible  |  |  | Fall |        |  |                   |  |  | Planned |         |
|   | 2. Compare and contrast the different religious ideas among texts of the Hebrew Bible  |  |  |      | Spring |  |                   |  |  |         | Planned |
|   | 3. Evaluate competing claims made by the various schools of  |  |  |      | Spring |  |                   |  |  |         | Planned |

|   |  |  |        |  |                   |  |  |  |         |  |
|---|--|--|--------|--|-------------------|--|--|--|---------|--|
|   | thought represented in the Hebrew Bible  |  |        |  |                   |  |  |  |         |  |
| <b>RELS 22</b><br><b>Formerly HUMA N 10.2</b> | 1. Locate on a continuum the Christological content of Christian Gospels, Letters, Acts and Apocalypses both within and outside of the New Testament |  | Fall   |  |                   |  |  |  | Planned |  |
|   | 2. Summarize and evaluate the evidence for the historical Jesus  |  | Fall   |  |                   |  |  |  | Planned |  |
|   | 3. Explain and assess the canonical process and the triumph of Orthodoxy   |  | Fall   |  |                   |  |  |  | Planned |  |
| <b>RELS 32</b><br><b>Formerly HUMA N 10.4</b> | 1. Describe and analyze the spectrum of American religious culture in its historical development   |  | Spring |  |                   |  |  |  | Planned |  |
|   | 2. Examine and evaluate the diverse cultural and ethnic roots of religious expression in America   |  |        |  | Spring<br>Planned |  |  |  |         |  |
|   | 3. Distinguish and describe the  |  | Spring |  |                   |  |  |  | Planned |  |

|                   |  |  |  |        |  |  |  |  |  |         |  |
|-------------------|--|--|--|--------|--|--|--|--|--|---------|--|
|                   | diversity of religious expression in America   |  |  |        |  |  |  |  |  |         |  |
|                   | 4. Critically evaluate the arguments and viewpoints under consideration                    |  |  |        |  |  |  |  |  |         |  |
| <b>RELS MAJOR</b> | 1. Demonstrate greater awareness of global religious traditions and their origins          |  |  | Spring |  |  |  |  |  | Planned |  |
|                   | 2. Apply the appropriate lexicon to discuss religions in socio-historical contextual terms |  |  | Spring |  |  |  |  |  | Planned |  |
|                   | 3. Demonstrate skills in critical analysis of religious claims                             |  |  | Spring |  |  |  |  |  | Planned |  |
|                   | 4. Identify the major world religions and their branches in order to distinguish           |  |  | Spring |  |  |  |  |  | Planned |  |

|  |                                    |  |  |  |  |  |  |  |  |  |  |  |
|--|------------------------------------|--|--|--|--|--|--|--|--|--|--|--|
|  | among different types of religions |  |  |  |  |  |  |  |  |  |  |  |
|  |                                    |  |  |  |  |  |  |  |  |  |  |  |

## 4.1b Program Student Learning Outcomes Assessment

### RELIGIOUS STUDIES

The Religious Studies Major has now been assessed using the cumulative, or "bottom-up" method. Using the course assessments for all required and restricted elective courses in the program--RELS 1, PHIL 8, PHIL 11, HUMAN 8, HUMAN 10.1, 10.2, 10.3, 10.4, 10.5, and 10.66. See the Sharepoint site for details.

The HUMANITIES major is not this department's jurisdiction, and the HUMANITIES and FINE ARTS major will be discontinued.

### 4.1c Student Learning Outcomes Reporting

| Type              | Name                          | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|-------------------|-------------------------------|--------------------------------|-----------------------------|--------------------|
| Course            | Human 20: Asia                | N/A                            | N/A                         | N/A                |
| Course            | Human 21 Middle East          | Fall 2011                      | Fall 2010                   | Spring 2011        |
| Course            | HUMAN 22 Humaniteis in Africa | N/A                            | N/A                         | N/A                |
| Course            | Human 4.1                     | N/A                            | N/A                         | N/A                |
| Course            | Human 4.2                     | N/A                            | N/A                         | N/A                |
| Course            | Human 48                      | N/A                            | N/A                         | N/A                |
| Course            | Human 49                      | N/A                            | N/A                         | N/A                |
| Course            | Human 5 World Humanities      | Spring 2010                    | Spring 2010                 | Fall 2011          |
| Course            | Human 6 American              | Fall 2011                      | Fall 2011                   | N/A                |
| Course            | Human 7                       | N/A                            | N/A                         | N/A                |
| Course            | Human 8: Myth                 | Fall 2009                      | Spring 2010                 | Spring 2013        |
| Course            | INTDIS 1                      | N/A                            | N/A                         | N/A                |
| Course            | INTDIS 2                      | N/A                            | N/A                         | N/A                |
| Course            | INTDIS 4                      | N/A                            | N/A                         | N/A                |
| Course            | RELS 1: Intro Rel St          | Summer 2012                    | Fall 2012                   | Spring 2013        |
| Course            | RELS 15: Islam                | Spring 2012                    | Summer 2012                 | Spring 2013        |
| Course            | RELS 21: Hebrew Bible         | Spring 2011                    | Fall 2011                   | Spring 2013        |
| Course            | RELS 22: Early Christian Li   | Spring 2011                    | Spring 2011                 | Spring 2012        |
| Course            | RELS 3: History of God        | Spring 2009                    | Spring 2009                 | Fall 2009          |
| Course            | RELS 32: Rel in America       | Fall 2010                      | Fall 2010                   | Spring 2013        |
| Course            | RELS 6.66 Satan               | Fall 2010                      | Fall 2010                   | Spring 2013        |
| Certificate/Major | Humanities                    | N/A                            | N/A                         | N/A                |
| Certificate/Major | Humanities and Fine Arts      | N/A                            | N/A                         | N/A                |
| Certificate/Major | Religious Studies             | Fall 2012                      | Spring 2013                 | Spring 2013        |

### 4.2a Key Courses or Services that address Institutional Outcomes

| Course/Service                | 1a | 1b | 1c | 2a | 2b | 2c | 2d | 3a | 3b | 4a | 4b | 5 | 6a | 6b | 6c | 7 |
|-------------------------------|----|----|----|----|----|----|----|----|----|----|----|---|----|----|----|---|
| Human 20 (Aisa)               |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| Human 21; Middle East         |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| HUman 22 Africa               |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| Human 22 Humaniteis in Africa |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| Human 48                      |    |    | X  | X  |    |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| Human 49                      |    |    | X  | X  |    |    | X  |    |    | X  | X  | X | X  | X  | X  | X |
| Human 5 World Humani          |    |    | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| Human 8;Comparative Myth      |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| Humanities 6 America          |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| Humanities 7; Intro           |    | X  | X  | X  | X  |    | X  | X  | X  | X  |    |   | X  | X  | X  | X |
| INDIS 2: Popular Cul          |    |    | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| INDIS 4: Latin America        |    | X  | X  | X  | X  |    | X  | X  |    | X  |    |   | X  | X  | X  |   |
| RELS 1: Intro                 |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| RELS 15: Islam                |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| RELS 21: Hebrew Bible         |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| RELS 22: Early Christian      |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| RELS 3: God                   |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| RELS 32: Rel America          |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |
| RELS 6.66: Satan              |    | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X | X  | X  | X  | X |

## 4.2b Narrative (Optional)

Besides promoting health and mathmatical calculations, our courses promote and assess critical thinking, appreciation and understanding of diversity, communication skills, time and resource management skills, and creativity. These skills are taught and or required in all these courses.

## 5.0 Performance Measures

Not applicable.

## 5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Yes Humanities and Religious Studies offer a full, balanced, and diverse class schedule.

Humanities and Religious Studies offer a wide variety of courses in Santa Rosa, Petaluma as well as hybrid and fully online.

## 5.2a Enrollment Efficiency

The department courses most recently were enrolled at more than 80.3% efficiency, continuing its nearly decade long trend of 80% or above. The numbers vary greatly between the campuses and disciplines.

The Religious Studies courses continue to have an efficiency above 70%.

Humanities continues to have an efficiency above 84%.

Interdisciplinary Studies continue to have an efficiency above 74%.

Analysis: These numbers are remarkably high and raise concerns about how they may impact these programs' educational missions.

## 5.2b Average Class Size

The HUMANITIES courses continue to average over 28.

The RELIGIOUS STUDIES courses continue to average over 25.

The INTERDISPLINARY STUDIES courses continue to average over 25.

Analysis: These enrollment numbers are remarkably high and raise concerns about how they may impact these programs' educational missions.

## 5.3 Instructional Productivity

The HUMANITIES PROGRAM's productivity continues to be above 25.

The RELIGIOUS STUDIES PROGRAM's productivity continues to be above 25.

The INTERDISPLINARY STUDIES PROGRAM's productivity continues to be above 25.

Analysis: This stat is misleadingly named. For, high so-called Productivity numbers merely mean we are teaching in large classes. These numbers are high enough that they raise concerns about how they may impact these programs' educational missions.

## 5.4 Curriculum Currency

All Humanities curriculum is current.

## 5.5 Successful Program Completion

Humanities is a very large degree program which we do not oversee but contribute courses to. The other degrees are small programs numerically but steady with no statistical direction over time. All our courses contribute to the GE pattern for all degrees.

## 5.6 Student Success

The HUMANITIES courses continue to average over 70%.

The RELIGIOUS STUDIES continue to average over 63%.

The INTERDISPLINARY STUDIES continue to average over 75%.

## 5.7 Student Access

1. Students from diverse ethnic backgrounds enroll in Humanities disciplines at rates equal to their participation rates in the District as a whole.

In 2008-9 Humanities students served by Ethnicity: 67% White, 5.9% Asian, 2.6% Black, 11% Hispanic, 1.0% PI and 8.1% decline to state.

In 2008-9 INDIS students served by Ethnicity: 57% White, 7% Asian, 4.3% Black, 16.3% Hispanic, 1.3% PI and 9% decline to state. By 2010-11, The proportion of Hispanic students rose slightly to 11.2% while all others decreased or remained constant (Pacific Islanders). The largest change was the increase in students who did not state their ethnicity, with the percent rising to 19.1%, making trend interpretation problematic.

By 2013-14 Humanities had a Hispanic student population of 24.3%, white 57.9%, Asian 5.8%, black 3.3% and other 7.3%. Interdisciplinary Studies had a student population of 49% white, 37.8% Hispanic and 8.2% other non-white.

Religious Studies had a white student population of 61.9%, Asian 2.6%, Hispanic 24.3%, and 6.6% other non-white.

2. Do male or female students constitute 75% or more in this discipline? If so, what strategies are being used or planned to increase enrollment of the non-traditional gender?

Students served by Gender.

In 2008-9 Humanities students served by Gender: 41.3% male, 57.8% female, .8% unknown, For 2010-2011 Humanities enrolled 41.3% males, 57.1% females, 1.6% unknown.

In 2013-14 the department served 56.1% females, 43.7% males.

In 2008-9 INDIS students served by Gender: 42.% male, 56.7% female, 0.7% unknown.

In 2013-14 the department served 70.4 % females, 27.6 % males.

Religious Studies served 49.1% males and 50.6 females in the Fall of 2014.

3. Humanities / INDIS has experienced changes to its student population with more Latino students in our classes, as well as DRD students.

4. Individual Humanities/INDIS faculty engage in outreach or retention efforts to better serve underserved or under-represented populations in this program?

The interdisciplinary nature of Humanities with its global focus has always served the needs of the underrepresented in college including various ethnic groups, lower socioeconomic groups, and we are sensitive to and attentive to the needs of English Language Learners.

As the data collection changes and evolves, the courses in our programs continue to provide access and reflect the diversity that is the institution as a whole. We are mostly white, slight majority female, Latino/as making the largest and growing minority. We serve DRD students, and have seen in our classes students in wheel chairs, those with Cerebral Palsy, the sight-impaired all successfully completing our courses.

## 5.8 Curriculum Offered Within Reasonable Time Frame

All Humanities and INDIS courses are offered within a two year rotation so that any student wishing to complete a degree in two years is offered the appropriate classes.

## 5.9a Curriculum Responsiveness

Humanities and INDIS classes respond to changing student needs by assuring that ALL classes are GE/UC and CUS transferrable.

Humanities and Religious Studies have complied with the State requirement that every general education course that transfers to a CSU or UC campus must include objectives and content related to gender, global perspectives, and American cultural diversity.

All HUMAN, INDIS and RS curriculum is part of majors and programs. ALL HUMAN RS and INDIS courses serve the vocational and/or transfer needs of students.

HUMAN 22, Humanities in Africa, has been approved for transfer to UC/CSU and will be offered when the schedule permits.

## 5.9b Alignment with High Schools (Tech-Prep ONLY)

NA

## 5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The following courses are IGETC and therefore articulate with the CSU/UC campuses:

|           |                            |   |    |
|-----------|----------------------------|---|----|
| HUMAN 4.1 | Western Humanities: Arts,  | 3 | 3B |
| HUMAN 4.2 | Western Culture: Arts,     | 3 | 3B |
| HUMAN 5   | World Humanities: Arts,    | 3 | 3B |
| HUMAN 6   | American Cultures          | 3 | 3B |
| HUMAN 7   | Introduction to the Human  | 3 | 3B |
| HUMAN 8   | Comparative Mythology      | 3 | 3B |
| RELS 21   | The Hebrew Bible           | 3 | 3B |
| RELS 22   | Early Christian Literature | 3 | 3B |
| RELS 3    | History of God             | 3 | 3B |
| RELS 32   | Religion in America        | 3 | 3B |
| RELS 15   | Islam                      | 3 | 3B |
| RELS 6.66 | History of Satan           | 3 | 3B |
| RELS 1    | Introduction to Religious  | 3 | 3B |
| HUMAN 20  | Humanities in Asia         | 3 | 3B |
| HUMAN 21  | Humanities in Middle East  | 3 | 3B |

### 5.11a Labor Market Demand (Occupational Programs ONLY)

According to the Department of Labor statistics, there will be a 2.7% increase in the number of jobs for religion teachers in the post-secondary area between now and 2022, with a median salary of \$63,300. Directors of religious activities positions will grow at a rate of 4.4% with a median salary of \$48,000. For other religious workers the outlook is good. The expected growth rate is 7.1% with a median hourly rate of \$14.4.

### 5.11b Academic Standards

Faculty in the Humanities, RS and INDIS program regularly engage in dialogue about academic standards, pedagogy, course currency, classroom environments, teaching strategies. We plan to continue this practice.

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M  | Goal   | Objective  | Time Frame | Progress to Date  |
|------|----------|----|----|--|--|------------|---|
| 0000 | ALL      | 00 | 00 | Curriculum revision and staffing that reflects our department and disciplinary identity and function, and that clarifies our new departmental realities. | Through collegial dialogue, to bring defined courses by discipline further, to develop new courses, and specify special expertise for all those courses for which it is important. New courses under discussion: Science and Religion; Buddhism; Philosophy of Religion. |            | More full-time faculty to carry the departmental workload.                            |
| 0000 | ALL      | 00 | 00 |  |  |            | Note from the Dean: a new full time Humanities position was added and filled in 2015. |

## 6.2a Program/Unit Conclusions

| Location | Program/Unit Conclusions   |
|----------|--|
| ALL      | Four years ago Humanities and Religious Studies was merged with Philosophy. We continue to face issues distinguishing the disciplinary boundaries between the programs, especially when faculty are required to evaluate an instructor who isn't in one's own discipline, or when reviewing curriculum and scheduling needs. The merger burdens the department's full-timers to deliberate over matters that ordinarily would not require such effort. While the full-time faculty in the department should be recognized for their efforts, it's worth noting that the merger continues to create unnecessary obstacles and work. |

## 6.2b PRPP Editor Feedback - Optional

The Humanities, Religious Studies, and Interdisciplinary faculty provide vital instruction for both general education students and for majors in those fields.

We know that the relatively recent merger of the Philosophy, Humanities, and Religious Studies programs into one Department has been difficult at times, but we commend the faculty for their professionalism as they work together to form a coherent and inclusive Department.

One particular challenge for the merged PHR Department has been handling length-of-service lists and hourly assignments. Although the AFA insists that LOS lists be “departmental” (and not by discipline) Philosophy, Humanities, and Religious Studies are recognized by the state as three distinct disciplines each with their own minimum qualifications. This is further complicated in that the definition of Humanities as a discipline has changed from what it once was (from broad-based and inclusive, to very specific), and that there is some overlap between Philosophy and Religious Studies but less so with Humanities. These concerns have prompted the Academic Senate to re-examine how courses are assigned to disciplines, and whether individual courses need to be reassigned. The expertise to solve this problem lies within the Department, and the Dean’s Office offers our support. It would also be helpful for the Department to develop a Special Expertise document as outlined in Article 16 of the District/AFA contract for highly specialized courses.

In the Fall, the Department Chair position will pass from Michael Aparicio to Alexa Forrester. We thank Michael profusely for his dedicated service and welcome Alexa with every offer of assistance we can provide.

### 6.3a Annual Unit Plan

| Rank | Location | SP | M  | Goal   | Objective  | Time Frame | Resources Required  |
|------|----------|----|----|--|--|------------|---|
| 0000 | ALL      | 00 | 00 | Curriculum revision and staffing that reflects our department and disciplinary identity and function, and that clarifies our new departmental realities. | Through collegial dialogue, to bring defined courses by discipline further, to develop new courses, and specify special expertise for all those courses for which it is important. New courses under discussion: Science and Religion; Buddhism; Philosophy of Religion. |            | More full-time faculty to carry the departmental workload.                            |
| 0000 | ALL      | 00 | 00 |  |  |            | Note from the Dean: a new full time Humanities position was added and filled in 2015. |