

# Santa Rosa Junior College

## Program Resource Planning Process

### Humanities and Interdisciplinary Studies 2014

#### 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 Interdisciplinary Studies in Philosophy, Humanities and Religion (ISPHyR). 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 2008-9 Humanities Department had a total budget of \$514,941.19 (down from \$520,277.71 in 07-08), which is for 2008-9, .43% of the district total of \$121,087,137.57

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 compensat Adjunct instructors for participation in departmental functions, meetings, and retreats.

### 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	01	\$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 acquisitionn 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.

### 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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### 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 Sean Martin was department chair and Philosophy discipline coordinator, and Eric Thompson served as discipline coordinator for Religious Studies and Humanities. Martin received 34 % reassigned time. In past years, we were able to provide other discipline coordinators (for Humanities and Religious Studies) a modest portion of this reassign 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 reassign time for our department has steadily declined. The non-chair discipline coordinator was 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.
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## 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. All are overworked and necessary things get done but often very slowly.

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.

## 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	Classified

## 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. Work in progress. A new Humanities full time faculty position has been approved in 2014, with a starting date of August 2015.

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

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Humanities	2.2000	54.0000	2.6000	46.0000	Judith Thorn has been on 50% reduced load for 2012-13, and is now retired.
Humanities Petaluma	0.0000	0.0000	0.6000	60.0000	No FT faculty in Petaluma.

### 2.3c Faculty Within Retirement Range

Of the two contract faculty in the discipline of Humanities/Interdisciplinary Studies, one is retired as of Spring 2013, and the other is eligible to retire any time. The need for contract faculty to anchor the Humanities programs is absolutely crucial. Were a full-time replacement for the retiree in Humanities be granted now, the one remaining contract faculty member in the discipline will be in her 70's before the tenure review process would be complete.

**A new full time Humanities position has been approved with a starting date of August 2015.**

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

One full time faculty in these programs (speaking for Humanities/Religious Studies) is retiring, and another will be on sabbatical in the fall semester, 2013. We have just hired 4 new adjuncts. This will enable us to staff our classes in the fall of 2013, however we are now very acutely short of contract faculty to do necessary department work such as evaluations. There will be five adjuncts who need to be evaluated in the fall when we are down two full time faculty, one to retirement and one to sabbatical. For those five adjuncts, there will be only one discipline expert on campus to do evaluations. The loss of two-thirds of our full time force in Humanities and Religious Studies for one semester, and when the one returns from sabbatical, still down by one-third, will leave us badly understaffed when it comes to the work of the department. In addition, one of the Philosophy contract faculty members will be on sabbatical in the spring semester of 2014, meaning that next academic year our full time/part time ratio will be very different (see philosophy prpp).

Within the whole ISPhyR department, whereas last year (2011-12) we had 9 contract faculty (6 Philosophy, 2 Humanities, 1 Religion), next year (2013-14) we will have 6--four retirements replaced by only one full time hire. And we will have two sabbatical leaves next academic year, one in the fall (Religion) and another in the spring (Philosophy). The personnel to do the work of shared governance, preparation for accreditation self study, implement student success and SLO assessment initiatives, curricula review, evaluations, etc., is being concentrated on ever fewer individuals.

### 2.3e Faculty Staffing Requests

<b>Rank</b>	<b>Location</b>	<b>SP</b>	<b>M</b>	<b>Discipline</b>	<b>SLO Assessment Rationale</b>
0001	Santa Rosa	02	01	Humanities	This position is urgently needed to meet our department's rigorous SLOs.
0002	Petaluma	02	01	Humanities and/or Religious Studies	This position is urgently needed to meet our department's rigorous SLOs.

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

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

Yes. The classrooms we mostly use are all smart as of now.



### 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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### 2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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### 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	04	01	Urgent	Emeritus	1519	\$0.00	Repair drapes used to darken room. At present, the ropes intended to pull these drapes closed do not function, they are tangled and very difficult to operate when they work at all.

## 2.5b Analysis of Existing Facilities

Two classrooms are dominately assigned to Humanities and Religious Studies on the Santa Rosa campus: 1519 and 1509. The media equipment and technology, while adequate in 1519, is very much less so in 1509. Faculty in these disciplines are often scheduled in other rooms all over campus which have radically different technologies. In some cases it is virtually impossible to make the equipment in a different room work for the curricula that was designed with particular media. Greater stability in scheduling Humanities and Religious Studies classes in rooms whose technology is designed for the purpose would be greatly desireable.

## 3.1 Develop Financial Resources

## 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, and somewhat but 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 - 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>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				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
Course	SLO										
<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 Fall			
<b>RELS 3</b> <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> <b>Formerly</b>	1. Analyze literary, philosophical, and artistic portraits of the Satan					Planned 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 Spring					Planned
<b>RELS 15</b> <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 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 Spring			Planned	
<b>RELS 21</b> <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> <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> <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 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 mathematical 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. We have recently lost an online adjunct instructor and need to train more faculty to bring the number of our online sections back up. In the fall of 2013 we will only have two sections. The programs continue to retain their basic integrity despite budget cuts, and retain hopes of expanding, both by writing new courses and adapting more existing courses to online and hybrid delivery modes.

## 5.2a Enrollment Efficiency

Enrollment efficiency for 2010-2011:

The courses in the HUMANITIES program were all enrolled at more than 90% efficiency when they were offered in 2010-2011 (no sections were offered in the summer of 2011). HUMAN 5 and 6 were both over 100% efficiency.

All the RELIGIOUS STUDIES courses were over 100% enrollment efficiency for the same academic year except HUMAN 10.3, History of God, which was 91.4% in the Spring, though 114% in the Fall.

Only the INTERDISCIPLINARY courses in our programs have low enrollment efficiency. Although INTDIS 2 had 104%, INTDIS 4 had only 74.3%. Looking at a longer view, INTDIS 4 has consistently had a lower enrollment efficiency than other courses in our programs, but it is still usually over 90%.

Analysis: Our courses are, with the exception of INTDIS 4, robustly enrolled, many of them to the point of being mildly impacted. We could only solve that problem by opening more sections. Since fall, 2011 the above described trend continues. Our classes are enrolled between 97.59 % on the low end and 114% at the high end (excluding summer which has a room efficiency in the summer of 2012 of 230.49 %).

## 5.2b Average Class Size

Average class size for Humanities/Religious Studies/Interdisciplinary Studies courses are as follows for successive terms, Fall, Spring and Summer going back to Fall 2008:

Santa Rosa: 35.9, 34.6, 27.0, 33.7, 35.6, 25.5, 35.5, 34.1  
Petaluma courses are slightly lower but similar.

The data suggest continuity. There are no meaningful trends upward or downward. (See 5.2a).

## 5.3 Instructional Productivity

Humanities/Religious Studies/Interdisciplinary Studies Proficiency ratio is about at the district goal of 18.5. We are doing well here.

## 5.4 Curriculum Currency

All Humanities curriculum is current.

## 5.5 Successful Program Completion

Spring 2011 the following degrees were awarded:

97 in Humanities  
1 in Humanities and Fine Arts  
6 in Religious Studies

Spring 2012 the following degrees were awarded

124 in Humanities

5 in Humanities and Fine Arts  
1 in Religious Studies

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

Last academic year, 2010-11, student success (A, B, C, or CR) in Humanities/Religious Studies/Interdisciplinary Studies courses was 70.2 % in Fall for Santa Rosa classes, and 62.4% in the Spring. For Petaluma it 81.6 and 76.1 respectively. Overall our student success rate is average. GPA, Santa Rosa, Fall 2010 2.66, Spring 2.50. Petaluma GPA's were higher: 3.20, and 3.14 respectively. In Santa Rosa we are right at the district average. In Petaluma, however, with no full time presence, only adjunct instruction, our GPA is unusually high.

Since fall 2012, the Sum of Retention for our programs has been: 76.17 %, 78.25 %, 85.56% (summer), 70.77 %. Retention in the summer term is higher, as expected. During the same period the institution-wide Sum of Retention rate is almost the same as our programs. The only meaningful difference is that in Fall of 2012 we were lower than the school wide average by 6 points (70.77 compared to 76.99).

## 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.

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



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
HUMAN 22	Humanities in Africa	3	3B

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

N/A

### 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 of department and disciplinary identify and function, and that clarified our new departmental realities.	Through collegial dialogue, to bring define 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 departmental work load.

## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	<p>Humanities and Philosophy have now merged into ISPhyR. Our various programs are vibrant and successful. We are in the process of establishing our departmental structure and in particular distinguishing the disciplinary boundaries between Religious Studies, now a state academic senate discipline on the disciplines list and Humanities, under which Religious Studies has historically been subsumed. Since we are now one department, the fact of the disciplinary distinctions among our three academic areas of specialty has come especially to the fore. It has presented itself as a problem to solve. This is frontier land and we are pioneers.</p> <p>The above paragraph was composed in spring 2012. In spring of 2013 seven courses were changed to RELS (Religious Studies) which is a very important step to implimenting the above. Under discussion is the development of a TMC for Philosophy.</p>

## 6.2b PRPP Editor Feedback - Optional

**The Humanities and Interdisciplinary Studies department provides solid support for the SRJC General Education program requirements. Faculty of the program should be commended for their ongoing effort to make the subject areas relevant for students. Faculty members of the program are very much dedicated to their disciplines. The student centric approach to teaching is evident both in the classroom activities and in conversations with faculty.**

**The curriculum is up-to-date and transfers to both the UC and CSU systems. Particularly impressive are the numbers of articulation agreements (67) with universities statewide.**

**The program is highly efficient. Due to faculty retirements, the department has a desperate need for additional full time faculty members to share the workload.**

**In the future, professional development funds would also be welcome and well used.**

### 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 of department and disciplinary identify and function, and that clarified our new departmental realities.	Through collegial dialogue, to bring define 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 departmental work load.