

Santa Rosa Junior College

Program Resource Planning Process

Humanities and Interdisciplinary Studies 2019

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 in one department known as Philosophy, Humanities, and Religion Department. 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. We have continued to maintain 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. We offer one or two classes on the Petaluma campus, but our expanding online offerings appear to have siphoned off some of our Petaluma enrollments, and so our program there has had weaker enrollments in recent years.

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.

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). The latter is especially important. As the district has moved to more streaming services, and students have come to expect access via streaming, it is essential that we ensure the titles that are needed in our classrooms are available through the library. We understand that the library has its own limited funds for these purposes, but they are insufficient for our needs.

2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|----------|----|----|------------|--|
| 0001 | ALL | 02 | 04 | \$1,000.00 | Media budget for purchasing titles through Kanopy or other streaming services for in-class and online films. 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. |
| 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 |
|-------------------------------|-------|-------|--|
| Emeritus Service Center Staff | 40.00 | 12.00 | Run the Emeritus Service center and assist department chairs with scheduling, classroom assignments, faculty and staffing paperwork, etc. (Lori Derum currently holds this job, with support from Louise Crabtree) |

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 Alexa Forrester was department chair and Philosophy discipline coordinator, and Eric Thompson served as discipline coordinator for Religious Studies and Humanities. Forrester 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 |

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| | | | 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.

Our only FT Religious Studies faculty member is on significantly reduced load due to his position as Academic Senate president. And one of our two Humanities instructors is on reduced load to serve as SLO coordinator and in preparation for retirement.

With the impending retirement of our core Emeritus Service Center administrative assistant (Lori Derum), many of the day-to-day operations of running a department (filling out PAFs, schedule change requests, substitute paperwork, room reservations, updating scheduling proofs) will require MUCH more work from faculty. Replacing Lori with a qualified classified staff member with strong institutional knowledge will help mitigate this, but providing extra training/support for faculty in these matters will be key.

2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|------|----------|----|----|---------------|--|------|
| 0001 | 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 (20 % teaching) |
| Kelly-Moore, Jill | Humanities Instructor and Discipline Coordinator for Humanities (50% teaching) |
| Raymundo, Jose Emmanuel | Humanities Instructor - Received tenure is Spring 2019 |

2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF Reg | % Reg Load | FTEF Adj | % Adj Load | Description |
|---------------------------|----------|------------|----------|------------|--|
| Humanities ratio | 1.0000 | 36.0000 | 1.6000 | 64.0000 | |
| Interdisciplinary Studies | 0.6000 | 100.0000 | 0.0000 | 0.0000 | This ratio is exactly reversed in the spring |
| Religious Studies | 0.6000 | 42.0000 | 0.8200 | 58.0000 | |
| TOTAL | 2.2000 | 47.0000 | 2.4200 | 53.0000 | We have become more adjunctified since the last PRPP |

2.3c Faculty Within Retirement Range

Our one Eastern Religious Instructor (also an instructor in the philosophy depart) plans to retire at the end of December 2019.

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

Our one full-time Religious Instructor qualifies for retirement, but has no current plans to retire. One Humanities Instructor has just received tenure.

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

Fewer than half of all our Humanities, Religious Studies, and Interdisciplinary Studies courses are taught by full time faculty. With one faculty member retiring this year, and another set to retire within 2 years, these ratios threaten to become even worse. If we are deprived of the full-time professionals needed to shepherd these programs, it is likely that both the quality and the fill-rate of our classes will suffer. Further, in these times of rapid cultural and technological upheaval, a robust humanities program is an absolute necessity, and indispensable to meeting our educational mission.

In addition to these principled rationales, sheer financial interest should motivate the hiring of an additional humanities instructor. A fulltime faculty member in humanities will serve approximately 175 students per semester, without the need for any special equipment or facilities, meaning a fulltime instructor will pay for themselves many times over.

In particular, we are losing expertise in all of the following subject areas at the end of this year, or in the next couple of years:

1. Eastern Philosophical Traditions
2. Eastern Religious Traditions
3. Eastern Humanities
4. Western Humanities
5. U.S. Humanities

2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|-------------|-----------------|-----------|----------|--------------------------------|--|
| 0002 | ALL | 01 | 03 | Humanities & Religious Studies | See "Narrative" submitted as part of the Faculty Staffing Process (forthcoming, Summer 2019) |

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

The chairs in our department common area are falling apart. This area is used for instructional purposes (small study sessions, exam retakes, tutoring) and department functions (meetings, collaborations).

No other equipment is needed at this time.

2.4c Instructional Equipment Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|------------|----|----|-------------------------|-----|-----------|------------|-----------|---------------|-----------------|
| 0001 | Santa Rosa | 01 | 00 | Conference Table Chairs | 8 | \$100.00 | \$800.00 | | Emeritus 1515 | Alexa Forrester |

2.4d Non-Instructional Equipment 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 | Desc |
|------|----------|----|---|------------|----------|-------------|-----------|------|
|------|----------|----|---|------------|----------|-------------|-----------|------|

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. The chairs in our department common area (Emeritus 1515) are falling apart. This area is used for instructional purposes (small study sessions, exam retakes, tutoring) and department functions (meetings, collaborations).

No other equipment is needed at this time.

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.

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 curriculum, 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).

Unfortunately, because of the continuous demand for maximum efficiency in all of our classes, we have been unable to risk offering some of our global humanities courses. Hiring a new fulltime faculty member who can further develop, advertise and champion these courses is the most promising way to help keep our global curriculum alive.

3.3 Cultivate a Healthy Organization

N/A

3.4 Safety and Emergency Preparedness

Safety and Emergency preparedness is handled via Lori Derum in Emeritus Service Center. Since Lori is planning to retire in the coming year, whoever replaces her will presumably take on these duties.

3.5 Establish a Culture of Sustainability

Eric Thompson is working to incorporate environmental religious scholarship into his courses. Carla Grady, who has been our departmental champion of sustainability for the past decade, plans to retire at the end of this year. We hope to find someone to take on that role in our department for the years ahead

4.1a Course Student Learning Outcomes Assessment

All Humanities and Religious Studies course outlines identify SLOs. The following table documents the Humanities SLO Assessments that have been performed since 2016 and are scheduled to be performed between now and 2021:

| | | 2016- 2017 | 2017- 2018 | 2018- 2019 | 2019- 2020 | 2020- 2021 |
|----------------------|--|---------------|---------------|-------------------------|---------------|---------------|
| Course | SLO | | | | | |
| HUMAN 4.1 | 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 | | | Fall Whyly | | |
| HUMAN 4.2 | 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 | |
| HUMAN 5 | 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 | | | Fall Kelly- Moore | | |
| | 2. Compare and contrast the beliefs and values of selected Western and non-Western civilizations as revealed | | | Fall Kelly- Moore | | |

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| | through their artistic and literary records | | | | | |
| | 3. Critique and evaluate explanatory appeals to the existence and activity of "The Devil" | | | | Planned | |
| HUMAN 6 | 1. Articulate the ways in which the study of American Cultures provides diverse ways of understanding human thought, creativity, and aesthetics | | | Fall Kelly-Moore | | |
| | 2. Interpret and evaluate art forms and ideas (e.g. visual art, architecture, literature, philosophy, film, music, dance and theater) from at least three distinct American cultural/ethnic groups | | | Fall Kelly-Moore | | |
| HUMAN 7 | 1. Articulate the ways in which the study of Humanities provides diverse ways of understanding human thought, creativity, and aesthetics in a global and/or historical context | | | | Planned | |
| | 2. Demonstrate an increased ability to critically interpret and evaluate art forms and ideas from diverse cultures and historical periods (e.g.. visual art, architecture, literature, philosophy, film, music, dance and theater) | | | | Planned | |
| | 3. Demonstrate how understanding the Humanities can enhance our own creativity and our appreciation of our own and other cultures | | | | Planned | |
| HUMAN 8 | 1. Analyze and critique a myth for its ideological content and values | | | | Planned | |

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| | 2. Identify the source of a myth and evaluate interpretive changes with respect to its function and purpose within a cultural context | | | | Planned | |
| | 3. Distinguish the shared/universal aspects in a myth from its local particularities | | | | Planned | |
| HUMAN 20 | 1. Identify, contextualize and discuss the socio-cultural and aesthetic values of representative works of Asian visual arts, drama, music, literature, and philosophy/religion in an historical context | | | | | Planned |
| | 2. Using artistic and literary records, compare and contrast the beliefs and values of selected Asian civilizations | | | | | Planned |
| | 3. Demonstrate knowledge of the diversity and chronological development of Asian cultures | | | | | Planned |
| HUMAN 21 | 1. Identify, contextualize and discuss the socio-cultural and aesthetic values of representative works of visual arts, drama, music, literature, philosophy or religion in the region variously known as the Middle East (aka Near East) | | | | | Planned |
| | 2. Compare and contrast the beliefs and values in selected regions variously known as Middle Eastern (aka Near Eastern) as revealed through artistic and literary records | | | | | Planned |
| HUMAN 22 | 1. Identify, contextualize and discuss the sociocultural and aesthetic values of representative works from African | | | | | Planned |

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| | visual arts, drama, music, literature, philosophy and religion within a global perspective | | | | | |
| | 2. Compare and contrast the beliefs and values of selected African civilizations as revealed through their artistic and literary records | | | | | Planned |
| HUMAN 49 | 1. Demonstrate expanded knowledge of the special studies topic orally, in writing or via a research or other project | | | | | ??? |
| INTDIS 2 | 1. Critique the representative elements of popular culture as it relates, interacts and changes the contemporary culture. | | | | Planned | |
| | 2. Analyze theoretical issues relevant to understanding the dynamic interactions between social class, ethnicity and gender in United States culture. | | | | Planned | |
| INTDIS 4 | 1. Analyze and critique the interaction between European cultures and the indigenous cultures of the Americas. | | | | Planned | |
| | 2. Identify the contributions of African and indigenous societies to the cultural formation of Latin America and the Caribbean. | | | | Planned | |
| | 3. Explore the nature of revolutions and struggles for civil rights in Latin America and the Caribbean and how it differs from those in the United States. | | | | Planned | |

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:

| | | 2016- 2017 | 2017- 2018 | 2018- 2019 | 2019- 2020 | 2020- 2021 |
|------------------|--|---------------|---------------|---------------|---------------|---------------|
| Course | SLO | | | | | |
| RELS 1 | 1. Identify and explain various methods and theories used in explicating the meaning, origins, functions, and elements of religions | | | | Planned | |
| | 2. Describe, compare and contrast corresponding elements of different kinds of religions from different parts of the world and different periods of history | | | | Planned | |
| | 3. Demonstrate appreciation for the diversity of religious expression | | | | Planned | |
| RELS 3 | 1. Explain texts of Jewish, Christian and Islamic scripture in terms of their historical and social context | | | | Planned | |
| | 2. Use the vocabulary of critical scholarship to evaluate the monotheistic religions' claims, rituals and narratives | | | | Planned | |
| | 3. Demonstrate a sensitive and detailed understanding of the diversity within and among the monotheistic religious traditions | | | | Planned | |
| RELS 6.66 | 1. Analyze literary, philosophical, and artistic portraits of the Satan character in relation to their historical, geographical, social, and cultural contexts | | | | Planned | |

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| | 2. Name the sources of the major evolutionary stages of Satan's development and list them in chronological order | | | | Planned | |
| | 3. Critique and evaluate explanatory appeals to the existence and activity of "The Devil" | | | | Planned | |
| RELS 7 | 1. Describe several religious practices, beliefs, and major tenets of religions originating from South Asia: Hinduism, Jainism, Sikhism, and Buddhism. | | | | Planned | |
| | 2. Describe several religious practices, beliefs, and major tenets of religions originating from East Asia: Chinese folk traditions, Taoism, and Shinto. | | | | Planned | |
| RELS 8 | 1. Explain at least four of the historical Buddha's major teachings. | | | | Planned | |
| | 2. Explain three features (each) of Theravada, Mahayana, and Vajrayana Buddhism which illustrate the major differences in their respective doctrines and forms of practice. | | | | Planned | |
| RELS 15 | 1. List and describe the main sacred texts, diverse schools of thought, tenets, rituals and practices of Islam, and major religious offshoots of Islam | | | | Planned | |
| | 2. Summarize and evaluate the evidence for the historical Muhammad | | | | Planned | |
| | 3. Describe the diverse global distribution of Muslims in the contemporary world, and their historical roots and development | | | | Planned | |

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| | 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 | |
| RELS 21 | 1. Use a critical-historical vocabulary to describe the composition, history and socio-historical context of a book in the Hebrew Bible | | | | Planned | |
| | 2. Compare and contrast the different religious ideas among texts of the Hebrew Bible | | | | Planned | |
| | 3. Evaluate competing claims made by the various schools of thought represented in the Hebrew Bible | | | | Planned | |
| RELS 22 | 1. Locate on a continuum the Christological content of Christian Gospels, Letters, Acts and Apocalypses both within and outside of the New Testament | | | | Planned | |
| | 2. Summarize and evaluate the evidence for the historical Jesus | | | | Planned | |
| | 3. Explain and assess the canonical process and the triumph of Orthodoxy | | | | Planned | |
| RELS 32 | 1. Describe and analyze the spectrum of American religious culture in its historical development | | | | Planned | |
| | 2. Examine and evaluate the diverse cultural and ethnic roots of religious expression in America | | | | Planned | |
| | 3. Distinguish and describe the diversity of religious expression in America | | | | Planned | |

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| | 4. Critically evaluate the arguments and viewpoints under consideration | | | | Planned | |
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4.1b Program Student Learning Outcomes Assessment

RELIGIOUS STUDIES

The Religious Studies Major was assessed using the cumulative, or "bottom-up" method in 2012-13. See https://slo.santarosa.edu/sites/slo.santarosa.edu/files/RELS_Major_SLO_Assess.pdf

This department plans on updating this assessment in the 2019-2020 school year.

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 2: World Religions | | 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 |
| Rels 7: Asian Wisdom Trad. | | X | X | X | X | | X | X | X | X | X | X | X | X | X | X |

4.2b Narrative (Optional)

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)

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, as well as hybrid and fully online.

We would like to reinvigorate our Petaluma offerings, which have suffered some in competition with our online offerings.

We would like to offer some of our more specialty courses (e.g., Hebrew Bible, Asian Humanities).

5.2a Enrollment Efficiency

| Discipline | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 | X2018 | F2018 | S2019 |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Humanities | 86.7% | 84.6% | 78.2% | 83.8% | 80.8% | 72.7% | 91.4% | 85.9% | |
| IntDis Studies | 0.0% | 80.4% | 69.8% | 88.6% | 84.7% | 74.7% | 102.9% | 82.5% | |
| Religious Studies | 73.3% | 73.7% | 75.4% | 77.1% | 63.4% | 71.4% | 77.1% | 72.4% | |
| ALL Disciplines | 80.0% | 81.9% | 75.8% | 82.4% | 77.0% | 72.9% | 88.6% | 81.6% | |

5.2b Average Class Size

| Discipline | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 | X2018 | F2018 | S2019 |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------|
| Humanities | 30.3 | 29.4 | 27.8 | 29.3 | 28.2 | 25.4 | 32.0 | 29.9 | |
| IntDis Studies | 0.0 | 27.3 | 26.2 | 31.0 | 29.0 | 28.0 | 36.0 | 28.3 | |
| Religious Studies | 25.7 | 25.8 | 26.4 | 27.0 | 22.0 | 25.0 | 27.0 | 25.1 | |
| ALL Disciplines | 28.0 | 28.4 | 27.2 | 28.8 | 26.8 | 25.9 | 31.0 | 28.3 | |

5.3 Instructional Productivity

| Humanities | | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 | X2018 | F2018 | S2019 |
|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------|
| | FTEF | 8.55 | 52.64 | 49.32 | 8.44 | 49.74 | 42.33 | 9.26 | 43.42 | |
| | FTEF | 0.58 | 3.40 | 3.60 | 0.59 | 3.20 | 3.21 | 0.59 | 2.80 | |
| | Ratio | 14.66 | 15.49 | 13.72 | 14.20 | 15.55 | 13.19 | 15.58 | 15.53 | |

| IntDis Studies | | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 | X2018 | F2018 | S2019 |
|----------------|--------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------|
| | FTEF | 0.00 | 8.35 | 15.78 | 3.10 | 11.85 | 16.88 | 3.60 | 11.38 | |
| | FTEF | 0.00 | 0.40 | 1.00 | 0.21 | 0.60 | 1.00 | 0.21 | 0.60 | |
| | Ratio | 0.00 | 20.87 | 15.78 | 15.07 | 19.75 | 16.88 | 17.50 | 18.96 | |

| Religious Studies | | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 | X2018* | F2018 | S2019 |
|-------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|--------------|-------|
| | FTEF | 7.57 | 13.47 | 13.76 | 5.40 | 15.91 | 15.43 | 3.50 | 18.54 | |
| | FTEF | 0.61 | 1.00 | 1.01 | 0.41 | 1.41 | 1.21 | 0.40 | 1.42 | |
| | Ratio | 12.49 | 13.47 | 13.68 | 13.13 | 11.32 | 12.80 | 8.75 | 13.03 | |

*Please note that data in the column for X2018 is incorrect, and our productivity for that term represented as much lower than it actually is.

*Please note -- the idea that 'productivity' can be measured in terms of FTES/FTEF is misguided.

5.4 Curriculum Currency

All Humanities & Religious Studies 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

Student Pass Rates (C or higher)

| Discipline | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 | X2018* | F2018 | S2019 |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|--------------|-------|
| Humanities | 87.6% | 76.6% | 76.7% | 90.8% | 82.4% | 74.9% | 0.0% | 67.7% | |
| IntDis Studies | 0.0% | 73.2% | 75.2% | 73.3% | 68.7% | 64.5% | 0.0% | 66.4% | |
| Religious Studies | 61.8% | 70.0% | 74.0% | 71.2% | 73.1% | 76.0% | 0.0% | 65.3% | |
| ALL Disciplines | 75.8% | 75.0% | 76.0% | 81.7% | 78.3% | 72.7% | 0.0% | 66.9% | |

Student Retention Rates

| Discipline | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 | X2018 | F2018 | S2019 |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|--------------|-------|
| Humanities | 87.6% | 78.6% | 79.9% | 92.0% | 85.3% | 78.6% | 0.0% | 73.0% | |
| IntDis Studies | 0.0% | 78.0% | 81.5% | 83.3% | 76.5% | 68.6% | 0.0% | 71.7% | |
| Religious Studies | 63.2% | 70.8% | 74.8% | 71.2% | 76.9% | 78.7% | 0.0% | 68.2% | |
| ALL Disciplines | 76.4% | 77.1% | 79.4% | 84.0% | 82.2% | 76.3% | 0.0% | 71.6% | |

*Please note that data in the column for X2018 was missing as of the time this PRPP was completed. The IT department is working to fix this.

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.

We are not able to assess this because the district has not made relevant data (right most column) available at this time.

Humanities

| Ethnicity | 2015-16 | % | 2016-17 | % | 2017-18 | % | 2018-19 | % | SRJC |
|------------------|---------|--------|---------|--------|---------|--------|---------|--------|------|
| White | 653 | 56.1% | 457 | 48.9% | 393 | 45.2% | 398 | 46.3% | |
| Asian | 60 | 5.2% | 43 | 4.6% | 51 | 5.9% | 39 | 4.5% | |
| Black | 24 | 2.1% | 28 | 3.0% | 19 | 2.2% | 33 | 3.8% | |
| Hispanic | 316 | 27.1% | 296 | 31.7% | 283 | 32.6% | 277 | 32.2% | |
| Native American | 9 | 0.8% | 7 | 0.7% | 4 | 0.5% | 5 | 0.6% | |
| Pacific Islander | 7 | 0.6% | 5 | 0.5% | 0 | 0.0% | 4 | 0.5% | |
| Filipino | 11 | 0.9% | 10 | 1.1% | 11 | 1.3% | 8 | 0.9% | |
| Other Non-White | 73 | 6.3% | 47 | 5.0% | 59 | 6.8% | 47 | 5.5% | |
| Decline to state | 11 | 0.9% | 41 | 4.4% | 49 | 5.6% | 49 | 5.7% | |
| ALL Ethnicities | 1164 | 100.0% | 934 | 100.0% | 869 | 100.0% | 860 | 100.0% | |

Interdisciplinary Studies

| Ethnicity | 2015-16 | % | 2016-17 | % | 2017-18 | % | 2018-19 | % | SRJC |
|------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------|
| White | 44 | 43.1% | 106 | 50.0% | 118 | 45.4% | 138 | 43.8% | |
| Asian | 4 | 3.9% | 6 | 2.8% | 5 | 1.9% | 13 | 4.1% | |
| Black | 1 | 1.0% | 6 | 2.8% | 11 | 4.2% | 3 | 1.0% | |
| Hispanic | 48 | 47.1% | 79 | 37.3% | 92 | 35.4% | 123 | 39.0% | |
| Native American | 0 | 0.0% | 1 | 0.5% | 2 | 0.8% | 1 | 0.3% | |
| Pacific Islander | 1 | 1.0% | 0 | 0.0% | 1 | 0.4% | 1 | 0.3% | |
| Filipino | 1 | 1.0% | 0 | 0.0% | 2 | 0.8% | 2 | 0.6% | |
| Other Non-White | 3 | 2.9% | 8 | 3.8% | 16 | 6.2% | 12 | 3.8% | |
| Decline to state | 0 | 0.0% | 6 | 2.8% | 13 | 5.0% | 22 | 7.0% | |
| ALL Ethnicities | 102 | 100.0% | 212 | 100.0% | 260 | 100.0% | 315 | 100.0% | |

Religious Studies

| Ethnicity | 2015-16 | % | 2016-17 | % | 2017-18 | % | 2018-19 | % | SRJC |
|-----------|---------|---|---------|---|---------|---|---------|---|------|
|-----------|---------|---|---------|---|---------|---|---------|---|------|

| | | | | | | | | |
|------------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| White | 166 | 59.7% | 161 | 59.0% | 168 | 55.6% | 172 | 49.4% |
| Asian | 11 | 4.0% | 11 | 4.0% | 13 | 4.3% | 17 | 4.9% |
| Black | 5 | 1.8% | 4 | 1.5% | 9 | 3.0% | 9 | 2.6% |
| Hispanic | 72 | 25.9% | 76 | 27.8% | 63 | 20.9% | 98 | 28.2% |
| Native American | 5 | 1.8% | 0 | 0.0% | 0 | 0.0% | 3 | 0.9% |
| Pacific Islander | 0 | 0.0% | 0 | 0.0% | 3 | 1.0% | 1 | 0.3% |
| Filipino | 0 | 0.0% | 3 | 1.1% | 3 | 1.0% | 0 | 0.0% |
| Other Non-White | 19 | 6.8% | 12 | 4.4% | 20 | 6.6% | 25 | 7.2% |
| Decline to state | 0 | 0.0% | 6 | 2.2% | 23 | 7.6% | 23 | 6.6% |
| ALL Ethnicities | 278 | 100.0% | 273 | 100.0% | 302 | 100.0% | 348 | 100.0% |

2. Our classes appear to be slightly more popular among female students than male students, but not to the point where strategic intervention would be called for.

Humanities

| Gender | 2015-16 | % | 2016-17 | % | 2017-18 | % | 2018-19 | % |
|--------------------|-------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| Male | 506 | 43.5% | 410 | 43.9% | 319 | 36.7% | 328 | 38.1% |
| Female | 643 | 55.2% | 512 | 54.8% | 532 | 61.2% | 518 | 60.2% |
| Unknown | 15 | 1.3% | 12 | 1.3% | 18 | 2.1% | 14 | 1.6% |
| ALL Genders | 1164 | 100.0% | 934 | 100.0% | 869 | 100.0% | 860 | 100.0% |

Interdisciplinary Studies

| Gender | 2015-16 | Percent | 2016-17 | Percent | 2017-18 | Percent | 2018-19 | Percent |
|--------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| Male | 35 | 34.3% | 80 | 37.7% | 120 | 46.2% | 112 | 35.6% |
| Female | 66 | 64.7% | 131 | 61.8% | 134 | 51.5% | 199 | 63.2% |
| Unknown | 1 | 1.0% | 1 | 0.5% | 6 | 2.3% | 4 | 1.3% |
| ALL Genders | 102 | 100.0% | 212 | 100.0% | 260 | 100.0% | 315 | 100.0% |

Rels Studies

| Gender | 2015-16 | Percent | 2016-17 | Percent | 2017-18 | Percent | 2018-19 | Percent |
|--------|---------|---------|---------|---------|---------|---------|---------|---------|
|--------|---------|---------|---------|---------|---------|---------|---------|---------|

| | | | | | | | | |
|--------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| Male | 139 | 50.0% | 106 | 38.8% | 123 | 40.7% | 131 | 37.6% |
| Female | 133 | 47.8% | 159 | 58.2% | 169 | 56.0% | 206 | 59.2% |
| Unknown | 6 | 2.2% | 8 | 2.9% | 10 | 3.3% | 11 | 3.2% |
| ALL Genders | 278 | 100.0% | 273 | 100.0% | 302 | 100.0% | 348 | 100.0% |

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

4. 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

As mentioned above, some of our more specialized electives have been left off the schedule in recent years. We would like to rectify this situation. Doing so would require a collaborative and cooperative effort led by tenured Humanities and Religious Studies faculty, with the support of part time instructors.

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.

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

NA

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

| Course/Service | IGETC |
|--------------------------------|-------|
| Human 20 (Asia) | 3B |
| Human 21 (Middle East) | 3B |
| Human 22 (Africa) | 3B |
| Human 49 (Independent) | |
| Human 4.1 (Early Western) | 3B |
| Human 4.2 (Modern Western) | 3B |
| Human 5 (World Humanities) | 3B |
| Human 8 (Comparative Myth) | 3B |
| Human 6 (United States) | 3B |
| Human 7 (Intro) | 3B |
| INDIS 2 (U.S. Popular Culture) | 3B |
| INDIS 4 (Latin America) | 3B |
| RELS 1 (Intro) | 3B |
| RELS 15 (Islam) | 3B |
| RELS 21 (Hebrew Bible) | 3B |
| RELS 22 (Early Christian) | 3B |
| RELS 3 (God) | 3B |
| RELS 32 (Rels in America) | 3B |
| RELS 6.66 (Satan) | 3B |
| RELS 7 (Asian Wisdom) | 3B |
| RELS 2 (World Religions) | 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 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. | | Two courses have been created: Rels 8 (Buddhism), and Rels 7 (Asian Religious Traditions); Special Expertise have been attached to all Rels Studies courses. |

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.

The merger of Philosophy, Humanities, and Religious Studies programs into one Department has been challenging at times, and 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.

As anticipated, this became a problem in scheduling for Fall 2019. Our department used the “special expertise” designations available through the contract to try to maintain discipline standards within Religious Studies. However, we plan to continue to work with AFA for the right to be allowed to maintain discipline-specific LOS lists.

Note from Dean Kerry Loewen

During spring 2019 a discipline vote was taken on the proposed special expertise requirements (DSPs) for Religious Studies. The motion passed and later approved by AFA and the VPAA.

6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|----|---|--|-------------|----------------------|
| 0001 | ALL | 00 | 00 | Establish discipline-specific Length of Service Lists | Work with AFA to make this a contractual possibility | 1 - 2 years | More hours in a day. |