

## **Section 1: The Program Overview for the Humanities Department**

### **1. A. The Mission of the Program and its Link to the College's Mission and Goals**

The Mission Statement of the Humanities Program :

*To foster intellectual growth through examination and evaluation of the themes and issues that link the diverse expressions of the western Mind. By analyzing the representative achievements of the broad spectrum of philosophy, literature, and the arts, students will gain understanding about the development of the Western consciousness, providing a dynamic environment for analysis for growth for the individual and the community.*

The Mission Statement of the Humanities Program links to the Saddleback College Mission Statement in its desire to promote student success, to foster intellectual growth, individual expression and character development by supporting a dynamic environment of innovation and collegiality through its purpose of challenging student's awareness of the diversity represented in the development of Western Culture and examining the applications of those diverse implications on the western mind. It also encourages individual expression through assessment of prior civilizations' contributions to modern thought. This leads to a more comprehensive understanding of the development of the western consciousness. The classroom provides a dynamic environment which provides motivation for further study and a sense of collegiality as faculty and students together study the emergence of the western consciousness.

The Humanities Program meets student and college goals by offering an Associate of Arts degree in Humanities and one in Humanities and Languages. In addition Humanities coursework meets General Education requirements by being part of the transfer pattern. It also encourages lifelong learning.

### **1. B. Historical background and unique characteristics of the program:**

The Humanities Program serves a diverse student population, one that is composed of those seeking an AA degree or those planning to transfer to a four year institution. Students in the program may also be taking courses for personal growth and interest, and Humanities coursework may be successfully completed by students seeking a vocational education certificate. Humanities courses have been successfully offered for several decades at Saddleback College.

### **1. C. Progress since last Program Review:**

N/A

## **1. D. Current Strengths, Opportunities, and Challenges**

The strengths of the Humanities Program can be seen in the increasing enrollments and interest displayed by students in the subject matter. Humanities classes also reflect a high retention rate for each semester. In the last 5 years, we have increased the number of classes being offered and the variety of classes being offered as well. New courses include Humanities 3, Medieval and Renaissance Europe, as well as Humanities 102 which will be offered in the fall of 2007 for the first time. The coursework in Humanities 102 focuses on Greek and Roman cultures. The extremely competent faculty teaching the Humanities 1 courses reflects the many diverse approaches such a subject matter requires. Currently approximately 80% of the faculty members are full time teachers from other disciplines such as History, English, and Philosophy, and we have approximately 20% of our courses being taught by part time faculty. While this variety of backgrounds is admirable, it also reflects one of the program's challenges.

One of the challenges facing the Humanities program lies in the fact that we don't have any full time faculty member hired specifically to teach Humanities and to offer leadership in the department. Having a person with such a background would certainly help the department find a more focused path to growth. We are also aware that we need to start adding courses that focus on non-western cultures as well. To that purpose, plans are underway to develop a non-western culture course in the next two years or so. Also, Humanities courses could look at distance education as a mode of delivery and this is being discussed in a preliminary way by the department. In terms of determining Student Learning Outcomes, we face another challenge in the department. Since all the instructors teach with a different perspective—a strength—we also have a challenge in finding areas of commonality. Through our SLO process, though, we are working to find areas/ideas that all instructors cover while allowing the courses to reflect the great varieties of backgrounds and academic strengths of the faculty.

The opportunities for growing the department course list are endless. The study of the past always leads to a stronger understanding of the present. Humanities, with its large variety of areas of inquiry, provides a strong background for any and every major, any and every learner.

## **Section II: Review Report**

### **2. A. Faculty and Staff**

1. Currently the Humanities Department shares a Chair with the Philosophy Department and is a part of the Liberal Arts Division. Faculty members who teach in the Humanities Program are selected from full time faculty members who teach in English, Philosophy and/or History. Occasionally, full time faculty members from Art History or Music have taught Humanities courses as well. When courses are available, part time faculty members are recruited from English, History, and Philosophy to teach those courses. Currently, the department does not have any classified staff. The Liberal Arts Department secretary serves as support for the department.

This current staffing structure works in terms of having sufficient faculty members to teach available courses. Many of the faculty teaching a Humanities course would like to teach more sections if they were available. The shared Chair position works fine, but the department would certainly benefit from a full time faculty member who would assume responsibility for the department and its growth. Clearly, as evidenced by the growth in the number of sections being offered and the retention rates, the Humanities faculty members are doing a great job.

2. The ratio of full time faculty to part time faculty is 100% part time faculty. There is no one person whose sole responsibility is to teach Humanities. However, we do have 6 full time faculty members (84%) teaching 11 courses and 2 part time faculty members (16%) teaching one course each for a total of 13 courses for fall semester 2006. This does not reflect the 3 sections of Honors Humanities which are staffed by the Honors department. The Humanities Department is able to fulfill its mission in a very positive way with this ratio.
3. While the department is thriving under the current staffing model, it might help the department grow if a full time faculty member whose main assignment is to teach Humanities was designated.

### **2. B. Curriculum and Instruction**

1. Humanities courses provide a path to an Associate's degree, to fulfilling both UC and CSU transfer requirements, to general education requirements, and to life long learning goals.
2. All of the courses offered by the Humanities Department contribute to the

department's mission and goals by meeting the goal of providing access to learning opportunities that promote student success. In addition, all courses taught in the Humanities Department challenge the student to grow intellectually, develop individual expression, and recognize the themes and issues that define our western mind.

3. The methods used for evaluating the program's offerings include regular evaluation of faculty by the Dean of Liberal Arts, department meetings, and evaluating enrollment trends. Our current Student Learning Outcomes are helping in us to see the effectiveness of our program and our curriculum.
4. Student Learning Outcomes are being implemented and assessed to help with program development and improvement. Our first challenge as a department is finding areas of commonality in our individual course curriculum while not changing the strong curriculum developed by the faculty. Humanities courses cover broad subject areas and each faculty member brings specific strengths to the department and to his or her courses. The second challenge for SLOs is getting all faculty members to participate in data collection and SLO design but the department is working on improving that participation.
5. The Humanities Department is looking at offering Humanities 1 as a Distance Education class in the next two years or so. In addition, all of the classroom lecturers have incorporated technology into their curriculum—whether through power point lectures or the use of audio or video supplements to course work. Humanities lectures lend themselves to multi media presentations and the use of the Blackboard platform
6. Since the last review, the Humanities department has begun offering Humanities 3, Medieval and Renaissance Europe. This course was developed out of faculty interest in the importance of this time period to the development of western culture and a desire to look at this era in more detail. The course has proved very successful with students as evidenced by the enrollment numbers. In the fall of 2007 we are offering Humanities 102, Greek and Roman Culture—again because of student interest and faculty interest.
7. The program is strong in the survey courses in terms of curriculum. Our Humanities classes are articulated with UC and CSU campuses. In terms of instruction, all of the Humanities classes are taught by faculty from other disciplines. The program has several very competent full time instructors who teach Humanities as part of their semester load and when needed, it can rely on sufficient part time resources to cover any sections that might need coverage. In terms of weaknesses in curriculum, the Humanities program would benefit from having Hum 102 become UC eligible.
8. The most important changes regarding curriculum and instruction would lie in having a full time faculty member assigned to Humanities and in finding ways

to articulate further new course offerings with the UC system. The Humanities Program might also consider offering a Study Abroad program in the future as the curriculum of the courses lends itself to such a program.

## **2. C. Student Success**

1. No significant trends are noticeable in the demographics of the Humanities Program student population. For the last five years, the number of students taking a Humanities course has increased from 827 students in the spring and fall 2001 semesters to 1061 in the 2005 spring and fall semesters. The percentage of students from the various ethnic and gender groups identified has stayed about the same over the five year period with some minor fluctuations. Summer enrollments have showed a decline of about 50% over the same period in the number of enrollees yet the percentage of the various ethnic and gender groups has remained similar each year and the retention rate has been in the low 90% range. The number of students in the 36-50 year old age group has shown a small decline in enrollments over the five year period; otherwise, the age distribution has remained fairly constant.
2. The Humanities Department has not made any significant changes in the program based on the review of the demographics and success rates of the students enrolled in Humanities courses. The student success rate is consistently at the 60% or higher level, with only three semesters (fall 2001, summer 2003, and spring 2004) in the last five years showing a lower rate.
3. Instructors in the Humanities Program continually work with support services for students (e.g. counseling, DSPS, EOPS, Early Alert, and tutoring services).
4. In the area of student services, the Humanities Program's strength lays in its strong student success rates and in its high student retention rates.
5. The Humanities program has increased the number of class offerings over the last five years and has maintained high retention rates. Since the courses, with the exception of the Honors courses only have a recommended preparation of English 1A, Humanities courses offer general education requirements that are accessible to all students.

## **2. D. Facilities, Technical Infrastructure, and Resources**

1. Currently, Humanities courses are taught in general education classrooms—and they have been taught in drafting rooms, in labs, and in computer classrooms. To be most effective, Humanities classes require adequate space for 45 students and access to classroom technology to succeed.
2. If a Humanities course is taught in a smart classroom—one with a computer and projector, access to the internet, and cd rom capability, it is possible to

present the varied curriculum in a variety of modes. This variety of presentations adds to the mission of the program to examine the development of the western consciousness by allowing students to listen to the progression of music, observe the changes in art and architecture and discuss and examine the philosophical and literary changes that highlight this development. Most of the faculty members in the department use Blackboard in some manner—whether as an adjunct to the classroom lecture or as a place to house assignments and photo images or for lecture delivery. A humanities course could be offered through distance education with the right support and training.

3. The library seems to have adequate support for the courses being taught in the Humanities program.
4. Campus resources seem to meet the needs of the program and allow it to fulfill its educational mission.
5. The major changes that the program currently faces have to do with the mold abatement procedures that are occurring in the BGS building. As a result, most of the Humanities course offerings are either in the Health Science Building, the Math, Science, and Engineering Building or in the new Village instead of the BGS Building.
6. The Humanities program would certainly benefit from having a designated classroom for the study of humanities. This classroom would need internet access, high quality audio equipment, computer and projector, and it could even house resources needed in the teaching of the courses such as videos and cd roms and dvds. The program would also benefit from having a departmental space where files could be kept and departmental meetings could be held.

## **2. E. Service, community Outreach, and Economic Development (optional)**

This is not a part of the Humanities Department's mission.

### **Section 3: Needs Assessment**

**The needs of the Humanities Department in terms of Human Resources include the hiring of full time faculty member in the department to lead the program into the future. With most of the faculty members who teach in the department teaching in Humanities on a part time basis, the growth of the department relies on student demand and not on curriculum development.**

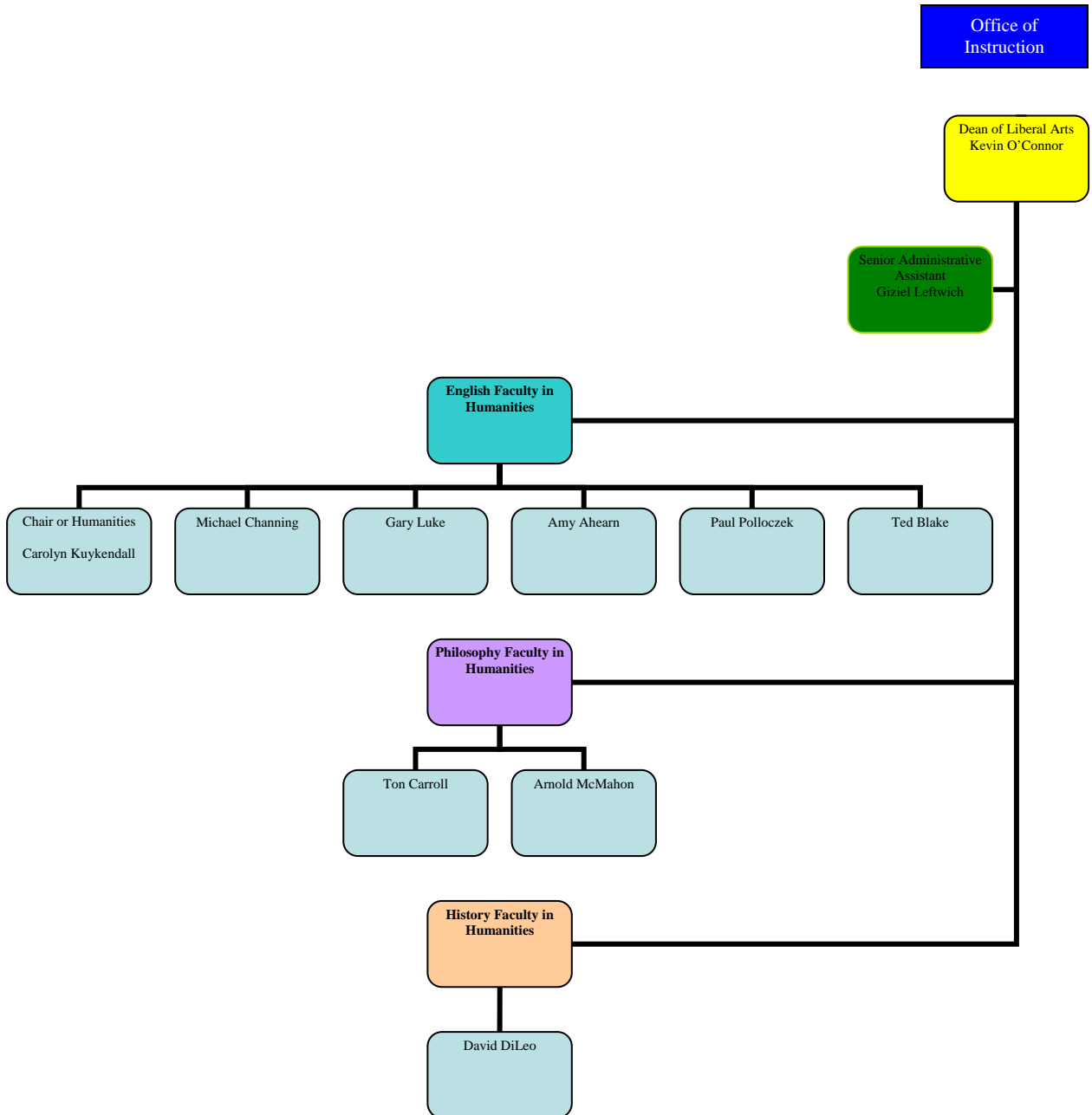
**The needs of the Humanities Department in terms of Instructional/Service needs is to continue to build rapport between the various faculty members who teach in the department and to build on areas of consensus through the development and implementation of SLOs. Finding areas of commonality will improve the quality of instruction for the students while allowing the diverse faculty members to continue to teach to their strengths in this complex area. In addition, support would be needed to create online instruction in this area.**

**The needs of the Humanities Department in terms of Research needs would lie in the ongoing data generated by the SLO measurements and by using the Research department to help in making decisions regarding number of sections to offer.**

**Our technical, equipment and other resource needs include designating a classroom for the Humanities Department and finding some central office space for program needs. Each classroom that houses a Humanities course must have access to the internet, a computer projector, cd rom and video players, and stereo equipment that is functioning. We would also need support for any online courses we might offer.**

**Our facilities needs rely on adequate classroom space for classes of 45 students. Having a dedicated Humanities classroom would benefit the program and the instruction, thus benefiting the students.**

# Organizational Chart



### Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2001	2002	2003	2004	2005	
Administration	1	1	1	1	1	0
Bargaining Classified Staff FT	1	1	1	1	1	0
Bargaining Classified Staff PT						
Non-bargaining Classified Staff FT						
Non-bargaining Classified Staff PT						
Student Workers						
Faculty FT						
Faculty PT	8	9	9	9	9	11%