

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Humanities

Term/Year of Review: Fall 2019

Summary of Program Review:

A. Major Findings

1. Strengths:

The major strengths of the HUMA Department are the following:

- Highly competent, approachable, and charismatic instructors whose pedagogy is culturally responsive to student needs and interests
- Course content includes the experiences of and/or contributions of communities such as African-Americans, Mexican/Latina(o)-Americans, Asian Pacific Islander-Americans, those of multiracial descent, the LGBT community, and the intersections thereof; diversity of religion, socioeconomic status and physical ability are also incorporated into course material
- A variety of innovative teaching methods (i.e. lecture, small/large group work/exercises, films, skits, circle discussions) are used to address the differences in learning styles amongst students (kinesthetic, visual, tactile and auditory learners) and bring about transformative learning
- Relationship with NVUSD schools

The major successes of the HUMA Department are:

- Creating AA Degree in Ethnic Studies (2018)
- Creating Social Justice Studies-Ethnic Studies: AA-T Degree (2019)
- Establishing the Cultural Center in 2016
- 100% of courses have been assessed
- PLOS in progress through upward assessment process
- Large enrollment increases in Huma 125,151, 160
- Class size increases in Huma 151 and 113
- HUMA productivity exceeds the target level for the institution
- Retention and successful course completion rates exceed the corresponding institution rates for all 7 courses in the department.
- Successful course completion rate for the program is significantly higher than the rate at the institutional level.
- Successful course completion rate in HUMA-100 is significantly higher than the program-level rate.
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Hispanic, and first generation students

2. Areas for Improvement:

- Implement strategies for improving enrollment, class size, and fill rates
- Implement strategies for increasing publicity about degrees

3. Projected Program Growth, Stability, or Viability:

HUMA Program exhibits qualities associated with “Growth.” Below are highlights demonstrating “Growth”:

- Large enrollment increases in Huma 125,151, 160. (I.A.1)
- Class size increases in Huma 151 and 113 (I.A.2)
- HUMA productivity exceeds the target level for the institution (I.A.3)
- Retention and successful course completion rates exceed the corresponding institution rates for all 7 courses in the department. (I.B.1)
- Successful course completion rate for the program is significantly higher than the rate at the institutional level. (I.B.1)
- Successful course completion rate in HUMA-100 is significantly higher than the program-level rate. (I.B.1)
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Hispanic, and First generation students (I.B.2)

B. New Objectives/Goals:

- Increase enrollment, class size, fill rates for HUMA courses
- Increase publicity about degrees
- Ethnic Studies Learning Community
- Filipina/o/x Learning Community
- Peer Education and Community Empowerment (PEACE) Program

Program Review Report

Fall 2019

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Humanities
Degrees / Certificates	Ethnic Studies: AA Humanities and Philosophy: AA Social Justice Studies-Ethnic Studies: AA-T (new)
	HUMA-100 HUMA-101 HUMA-112 HUMA-113 HUMA-114 HUMA-115 HUMA-125 HUMA-151 HUMA-160 HUMA-199 HUMA-298
Courses	

Taxonomy of Programs, July 2019

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2016-2017	2017-2018	2018-2019	% Change over 3-Year Period
Headcount				
Within the Program	699	660	674	-3.6%
Across the Institution	8,930	8,843	8,177	-8.4%
Enrollments				
HUMA-100	177	130	147	-16.9%
HUMA-101	164	164	99	-39.6%
HUMA-112	106	77	103	-2.8%
HUMA-113	168	172	173	3.0%
HUMA-125	43	94	63	46.5%
HUMA-151	22	40	54	146%
HUMA-160	57	44	66	15.8%
Within the Program	737	721	705	-4.3%
Across the Institution	36,525	36,115	32,545	-10.9%
<i>Source: SQL Enrollment Files</i>				

RPIE Analysis: The number of students (headcount) in the Humanities Program decreased by 3.6% over the past three years, while headcount across the institution decreased by 8.4%. Similarly, enrollment within the program decreased by 4.3%, while enrollment across the institution decreased by 10.9%.

Enrollment in the following courses changed by more than 10% (±10) between 2016-2017 and 2018-2019:

Courses with enrollment increases:

- HUMA-151 (145.5%)
- HUMA-125 (46.5%)
- HUMA-160 (15.8%)

Courses with enrollment decreases:

- HUMA-101 (-39.6%)
- HUMA-100 (-16.9%)

Program Reflection:

The decrease in headcount across the institution consequently had an impact on headcount in the Humanities program. Fortunately, the decrease in headcount experienced by the program was less than half of the decrease experienced by the institution. Decrease in headcount can be attributed lower unemployment rates; as unemployment rates decrease, more students may seek employment, resulting in fewer students enrolling at the institution.

Strengths of the Program

- Large enrollment increases in Huma 125,151, 160.

Concern

- Enrollment decreases in Huma 100 and 101. (It is also important to note that fewer sections of Huma 100 and 101 were offered in 2018-19 in comparison to previous two years).

Areas for Improvement

- Greater outreach to community organizations serving underrepresented populations,
- Greater outreach to high schools in NVUSD as well as high schools in Vallejo and Fairfield areas,
- Increase the number of sections for Huma 100 & 101, and
- Consider offering hybrid humanities courses and evening offerings
- Virtual and/or in-person open house for the Humanities department courses and degrees can assist raising awareness about program offerings and positively impact enrollment in courses across the program

2. Average Class Size

	2016-2017		2017-2018		2018-2019		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
HUMA-100	4	44.3	3	43.3	3	49.0	45.4	2.5%
HUMA-101	4	41.0	5	32.8	3	33.0	35.6	-13.2%
HUMA-112	2	53.0	2	38.5	3	34.3	40.9	-22.8%
HUMA-113	6	28.0	4	43.0	4	43.3	36.6	30.7%
HUMA-125	1	43.0	2	47.0	2	31.5	40.0	-7.0%
HUMA-151	1	22.0	1	40.0	2	27.0	29.0	31.8%
HUMA-160	2	28.5	2	22.0	3	22.0	23.9	-16.1%
Program Average*	20	36.9	19	37.9	20	35.3	37.0	-4.3%
Institutional Average*	1,474	24.8	1,406	25.7	1,313	24.8	25.1	1.2%

Source: SQL Enrollment and Course Sections Files

*Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Humanities Program has claimed an average of 37.0 students per section. The average class size in the program has exceeded the average class size of 25.1 across the institution during this period. The average class size in the Humanities Program decreased by 4.3% over the past three years. Average class size at the institutional level increased by 1.2% over the same period.

Average class size in the following course changed by more than 10% ($\pm 10\%$) between 2016-2017 and 2018-2019

Courses with increases in average class size:

- *HUMA-151 (31.8%)*
- *HUMA-113 (30.7%)*

Courses with decreases in average class size:

- *HUMA-112 (-22.8%)*
- *HUMA-160 (-16.1%)*
- *HUMA-101 (-13.2%)*

Program Reflection:

Strength of the Program

- Class size increases in Huma 151 and 113

Areas for Improvement

- In order to increase the average class size in Huma 112, 101, and 160, strategies mentioned in the reflection portion of Section I.A.1.

3. Fill Rate and Productivity

	Enrollments	Capacity	Fill Rate
2016-2017	703	890	79.0%
2017-2018	705	880	80.1%
2018-2019	690	931	74.1%
Three-Year Program Total	2,098	2,701	77.7%
Institutional Level	94,614	117,777	80.3%
Productivity			
	FTEs	FTEF	Productivity
2016-2017	70.7	3.6	19.6
2017-2018	70.8	3.6	19.7
2018-2019	69.3	3.8	18.2
Three-Year Program Total	210.8	11.0	19.2

Source: SQL Enrollment and Course Sections Files

RPIE Analysis: Fill rates within the Humanities Program tend to be lower than the fill rates at the institutional level. [Compare program-level rate of 77.7% to institution-level rate of 80.3% over the past three years.] Between 2016-2017 and 2017-2018, enrollment and capacity remained stable, resulting in a consistent fill rate. Between 2017-2018 and 2018-2019, capacity increased while enrollment decreased, resulting in a decrease in fill rate.

Productivity decreased from 19.6 to 18.2 over the three-year period. The three-year program productivity of 19.2 is higher than the target level of 17.5, which

reflects 1 FTEF accounting for 17.5 FTES across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.) Productivity has not been calculated at the institutional level.

**Note: Fill rates and productivity reported do not include three Humanities section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

Strengths of the Program

- HUMA productivity exceeds the target level for the institution

Concern

- Productivity decrease over three-year period
- HUMA fill rates being 3% lower than fill rates at institutional level

Areas for Improvement

- Course offerings in evenings
- Full-time tenure track HUMA/PHIL faculty this year should satisfy the demand for HUMA courses reflected in 2016 PEP report (2015 PEP cycle)
- Use strategies mentioned in the reflection portion of Section I.A.1

4. Labor Market Demand

This section does not apply to the Humanities Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
HUMA-100	94.5%	--	--	86.6%	X	
HUMA-101	91.8%		X	81.3%	--	--
HUMA-112	94.1%	--	--	79.0%		X
HUMA-113	94.3%	--	--	79.3%		X
HUMA-125	95.5%	X		83.5%	X	
HUMA-151	94.0%	--	--	81.0%		X

HUMA-160	92.8%	X	83.2%	X
Program Level	93.8%		82.0%	
Institutional Level	89.8%		75.1%	
<p><i>Source: SQL Enrollment Files</i></p> <p>-- Indicates a value that is within 1% of the program level value.</p> <p><i>Bold italics</i> denote a statistically significant difference between the course-level rate and the program-level rate.</p> <p>Bold denotes a statistically significant difference between the program-level rate and the institutional rate.</p>				

***RPIE Analysis:** Over the past three years, the retention rate for the Humanities Program was significantly higher than the rate at the institutional level. Retention rates at the course level reflected the rate at the program level (i.e., no statistically significant differences). The retention rate for Humanities falls in the 72nd percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

Over the past three years, the successful course completion rate for the Humanities Program was significantly higher than the rate at the institutional level. The successful course completion rate in HUMA-100 was significantly higher than the program-level rate. The successful course completion rate for Humanities falls in the 64th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (11.8%) was lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP). The following Humanities courses claim differences (between retention and successful course completion) exceeding 10%:

- HUMA-112 (15.1%)
- HUMA-113 (15.0%)
- HUMA-151 (13.0%)
- HUMA-125 (12.0%)
- HUMA-101 (10.5%)

Program Reflection:

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Black/African American	93.1%	85.8%	77.7%	64.2%
Hispanic			80.1%	72.9%
First Generation			81.8%	73.9%
<i>Source: SQL Enrollment Files</i>				

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all students) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Humanities Program, retention and successful course completion rates were significantly higher than the rates at the institutional level for all three groups.

This pattern reflects the findings from the comparison of retention and successful course completion at the program vs. institutional level (with the institution-level rates exceeding the program-level rates). (See Section I.B.1 above).

Program Reflection:

Strengths of the Program

Retention rates and successful course completion rates exceed the institution-wide rates for the above three groups. These high retention rates can be attributed to the following approaches/techniques employed in the classroom:

- Variety of teaching approaches meeting the needs of the different learning modalities (i.e. auditory, kinesthetic, visual, and tactile).
- Approachability of instructors
- Positive learning environment allowing students to reflect, share, and listen
- Positive relationships built within the classroom
- Learning environment that inspires them to grow and apply what they have learned to everyday relationships beyond the classroom
- Learning course content that reflects their own ethnic/cultural background(s) and/or the ethnic/cultural background(s) of their acquaintances, friends and/or relatives (i.e. culturally responsive education)

As mentioned in the Section I.B.1., the above strategies will continue to be employed as well as maintaining strong relationship with student services, and the Cultural Center.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

This section does not apply to the Humanities Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2016-2017 through 2018-2019.

C. Student Achievement

1. Program Completion

	2016-2017	2017-2018	2018-2019
Degrees	--	5	3
Ethnic Studies: AA	--	--	--
Humanities and Philosophy: AA	--	5	3
Social Justice Studies-Ethnic Studies: AA-T	--	--	--
Institution: AA Degrees	88	51	58
Institution: AA-T Degrees	118	144	144
Average Time to Degree (in Years) ⁺			
Ethnic Studies: AA	--	--	--
Humanities and Philosophy: AA	--	*	*
Social Justice Studies-Ethnic Studies: AA-T	--	--	--
Institutional: AA	4	5	4
Institutional: AA:T	4	3	4
<p><i>Source: SQL Award Files</i></p> <p>*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.</p> <p>+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.</p>			

RPIE Analysis: The number of AA degrees conferred by the Humanities Program decreased by 40% between 2017-2018 and 2018-2019. Over the same period, the number of AA degrees conferred by the institution increased by 13.7%. Humanities accounted for 9.8% of the AA degrees conferred by the institution in 2017-2018 and 5.2% of those conferred in 2018-2019.

Program Reflection:

Humanities and Philosophy AA Degree will be discontinued (effective Fall 2019). The Ethnic Studies: AA Degree (implemented 8/13/2018) and the Social Justice Studies-Ethnic Studies: AA-T Degree (implemented 8/12/2019) are a new degrees which will require some time to build momentum. The department will focus on strategies to increase publicity about these degrees. Possible strategies can include: creating HUMA brochure, include ArtReach promotional video in outreach presentations to high schools NVUSD, NVC and high school faculty forums sponsored by Arts Council of Napa Valley, virtual and/or in-person Humanities Department open house, and discussion about an Ethnic Studies learning community and a Filipina/o/x American learning community. In addition, beginning in 2012, through the work of the Napa Valley Ethnic Studies Advocates, NVUSD and St. Helena USD faculty expressed a need for more Ethnic Studies education to equip them to create Ethnic Studies curriculum for K-12 students. Including outreach efforts to such faculty would also be important.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Humanities Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM
A. COURSES

Subject	Course Number	Approval Date	Has Prerequisite* Yes/No	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
HUMA	100	01/16/2018	N			X
HUMA	101	01/16/2018	N			X
HUMA	112	01/16/2018	N			X
HUMA	113	01/26/2018	N			X
HUMA	125	01/26/2018	N			X
HUMA	151	01/16/2018	N			X
HUMA	160	01/16/2018	N			X
HUMA	199	01/01/1986	N	NS		
HUMA	298	01/01/1986	N		Obsolete	

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. DEGREES AND CERTIFICATES⁺

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
Ethnic Studies: AA	08/13/2018	Yes			X
Humanities and Philosophy: AA	Spring 2008			Obsolete (2019-2020)	
Social Justice Studies-Ethnic Studies: AA-T	08/12/2019	Yes			X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

⁺Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

All courses with the exception of Huma 199 have been updated. Huma 199 is an Independent Study course which may require non-substantive revisions to remain up-to-date. HUMA 114 and HUMA 115, which are

listed in the taxonomy on page 1, have not been currently approved; these courses were intended to be cross-listed with the MUSIC Department; the courses should be MUS 112 (HUMA 175) and MUS 114 (HUMA 180). Roberto-Juan Gonzalez and I will remain in dialogue about moving forward with this possibility (or considering alternatives) and making necessary adjustments to course numbers. Based on student interest/demand, the department will be in conversation regarding the development of new courses on topics such as: multiracial identity, environmental justice, and the Cuba Educational Project.

C. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
9	8	8	89%	89%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Ethnic Studies AA Degree	3	3	3	100%	100%
Social Justice Studies-Ethnic Studies AA-T	3	1	1	33%	33%
Humanities and Philosophy AA Degree	2	1	1	50%	50%

Program Reflection:

All HUMA courses have been assessed including: HUMA 100, 101, 112, 113, 125, 151, 160, and 199. HUMA 298 has not been assessed since this is a course that will be archived (as reflected in the Curriculum Section II.A.) Upward assessment for PLOs is in progress.

B. Summary of Learning Outcomes Assessment Findings and Actions

Findings

- Need for increased level of reading completion
- Need for greater consistency between student performance and student feedback regarding personal impact of course content
- PLOs assessment: the need to ensure that one of the SLOs for HUMA 125 and 160 is aligned with PLO #3 (“Critically assess the interplay between gender, class, religion, ethnicity, and sexuality when examining women of various ethnic backgrounds in the U.S.”)
- Continue to or include more interactive activities

Actions:

- Implement new assessment tool monitoring reading completion
- Continue to or increase the number of interactive activities to strengthen student engagement
- Align HUMA 125 and 160 with PLO #3

Program Reflection:

- 100% of courses have been assessed
- Upward assessment for PLOs is in progress; major finding was the need to align HUMA 125 and 160 with PLO #3 (as mentioned in Curriculum Section II.C.B. above)
- The HUMA program will discuss revising assessment tools in order to obtain qualitative data from students. This will provide more meaningful findings regarding the personal transformative impact particular assessments in the course have on students' lives.

D. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

According to the Program Review User’s Manual, “stability” is defined as a program that is consistently strong and currently thriving; “growth” is defined as a program that is currently expanding to meet increased need. Though HUMA program exhibits characteristics of both, it leans more toward “growth”. Below are highlights demonstrating “growth”:

- Large enrollment increases in Huma 125,151, 160. (I.A.1)
- Class size increases in Huma 151 and 113 (I.A.2)
- HUMA productivity exceeds the target level for the institution (I.A.3)
- Retention and successful course completion rates exceed the corresponding institution rates for all 7 courses in the department. (I.B.1)
- Successful course completion rate for the program is significantly higher than the rate at the institutional level. (I.B.1)
- Successful course completion rate in HUMA-100 is significantly higher than the program-level rate. (I.B.1)
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Hispanic, and first generation students (I.B.2)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: HUMANITIES

Plan Years: 2020-2021 through 2022-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase enrollment, class size, fill rates for HUMA courses	I.A.1 I.A.2 I.A.3	2020-2021: Research and implement strategies; 2021-2022: Refine and implement strategies	<ul style="list-style-type: none"> • Increase in given indicators over three-year period

		2022-2023: Evaluate impact	<ul style="list-style-type: none"> Exceed the institutional rates for indicators
Increase publicity about degrees	I.C.1	2020-2021: Research and implement strategies; 2021-2022: Refine and implement strategies 2022-2023: Evaluate impact	Increase in degrees conferred
Ethnic Studies Learning Community	I.C.1	2020-2021: Discuss structure, partners, viability, resources etc. 2021-2022: Discussion (cont.) 2022-2023: Possible implementation	Increased support, understanding across ethnic groups; increased retention and successful course completion, graduation, transfer rates (particularly among disproportionately impacted groups)
Filipina/o/x Learning Community	I.C.1	2020-2021: Discuss structure, partners, viability, resources etc. 2021-2022: Discussion (cont.) 2022-2023: Possible implementation	Increased support, understanding across ethnic groups; increased retention and successful course completion, graduation and transfer rates (particularly among Filipina/o/x Americans)
PEACE Program	I.B.1	2020-2021: Implementation 2021-2022: Evaluate, refine and implement 2022-2023: Evaluate impact	HUMA students' demonstrate ability to apply their knowledge by learning to teach and creating support networks for their peers regarding race, culture, ethnicity, immigration status,

			socioeconomic status, gender identity, gender expression, sexual orientation, age, spirituality, ability, and the intersections thereof (excerpt from CC Mission).
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Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above. Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

<p><u>Anticipated Program Resources</u></p> <p>-Classified Personnel Classified: Part-time assistant in the Cultural Center</p> <p>-Personnel Admin: Full-time, Director of Cultural Center (who collaborates with Program Coordinator of Humanities to develop programming/planning of Cultural Center events)</p> <p>-Facilities (for The Cultural Center)</p> <ul style="list-style-type: none"> ▪ Torsion on the Go! Nesting Chairs ▪ Uniframe cafeteria table (round) ▪ Datalink table system ▪ Cultural Center Sign ▪ Retractable Banner ▪ Couches <p>-Operating Budget</p> <ul style="list-style-type: none"> ▪ Special Projects Stipends (Cultural Center Events) ▪ Guestspeaker Funds (Instructional and Cultural Center) <p>-Library and Learning Materials: Book and audio-visual materials (Instructional and Cultural Center collection)</p>

E. PROGRAM HIGHLIGHTS

A. Recent Improvements

- Creating AA Degree in Ethnic Studies (2018)
- Creating Social Justice Studies-Ethnic Studies: AA-T (2019)
- Establishing the Cultural Center in 2016
- Large enrollment increases in Huma 125,151, 160. (I.A.1)
- Class size increases in Huma 151 and 113 (I.A.2)
- HUMA productivity exceeds the target level for the institution (I.A.3)
- Retention and successful course completion rates exceed the corresponding institution rates for all 7 courses in the department. (I.B.1)
- Successful course completion rate for the program is significantly higher than the rate at the institutional level. (I.B.1)
- Successful course completion rate in HUMA-100 is significantly higher than the program-level rate. (I.B.1)
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Hispanic, and First generation students (I.B.2)

B. Effective Practices

- Highly competent, approachable, and charismatic instructors whose pedagogy is culturally responsive to student needs and interests
- Course content includes the experiences of and/or contributions of communities such as African-Americans, Mexican/Latina(o)-Americans, Asian Pacific Islander-Americans, those of multiracial descent, the LGBT community, and the intersections thereof; diversity of religion, socioeconomic status and physical ability are also incorporated into course material
- A variety of innovative teaching methods (i.e. lecture, small/large group work/exercises, films, skits, circle discussions) are used to address the differences in learning styles amongst students (kinesthetic, visual, tactile and auditory learners) and bring about transformative learning
- Relationship with NVUSD schools

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Van Der Velde, Senior Dean, Arts & Sciences

Date:

11/15/2019

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Two key strengths of the Humanities program are the faculty and the curriculum. Program faculty are highly regarded, well qualified, and take pride in innovative instruction. The curriculum is fresh and relevant to a widely diverse student body, with a new Associates in Arts for Transfer in Social Justice Studies (Ethnic Studies) that has good prospects for growth. As a result of these strengths, the program has excellent success rates consistently high across demographic groups, as well as good success in maintaining healthy enrollment management. The recent addition of a new fulltime faculty member (not reflected in the data for the period under review) will only serve to continue these trends.

Areas of concern, if any:

The Humanities program has been an essential ingredient in the establishment of the Cultural Center, but that closely connected co-curricular support program is funded through grant funding directed by Student Affairs, where there has been a personnel vacancy in Equity. Institutional support for the Cultural Center must be carefully coordinated in the unit plan process to ensure continued viability of these efforts. Budgetary and staffing needs for the Cultural Center have been identified above, and those requests should be included in the Student Affairs planning process as well as in Academic Affairs.

Recommendations for improvement:

In addition to maintaining a relevant and fresh curriculum, the program should focus on promotion of the newly implemented AA-T in Social Justice Studies (Ethnic Studies) and collaborate with other departments to explore additional AA-T in Social Justice Studies options such as Gender Studies or LGBTQ Studies.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Continued recruitment and retention of strong part-time faculty.
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	Support for promotional materials to inform prospective students of new Social Justice – Ethnic Studies A.S. degree

Professional Development/ Training	
Library & Learning Materials	Support for instructional materials for Cultural Center not funded through other sources.