Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: LGBT Studies

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

The LGBT Education Program at Napa Valley College is one of only three programs like it in the State of California. The program offers a unique curriculum that specifically supports a variety of career and workforce programs offered by the college including business, hospitality, human services, and child development with special emphasis on education, criminal justice, and health occupations.

The curriculum is contemporary and regularly assessed. Courses transfer to the CSU and UC system and are highly desirable for students looking to meet graduation requirements. Two new 9-unit certificates offer high school students a chance to earn a certificate of achievement on their pathway to college.

The LGBT Education Program directly supports and connects with the LGBT Student Club. Graduates of the program are in leadership positions in the club and are active on campus advocating for change and support for LGBTQ students using knowledge and skills learned in the program.

2. Areas for Improvement:

The program will benefit from additional marketing and community awareness of the learning opportunities available from Napa Valley College. This is especially true for the new degree and two new 9-unit certificates.

3. Projected Program Growth, Stability, or Viability:

Growth: The program is expected to grow in student population especially after the COVID-19 emergency is over and classes can resume on campus with face-to-face meetings.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The LGBT Education Program provides workforce training, helps students meet several legally required training mandates for educators, health occupations, and criminal justice employees, and prepares students for transfer to a 4-year college or university.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The LGBT Education Program prepares students for "evolving roles in a diverse, dynamic, and interdependent world." It serves students by preparing them for transfer and by providing training for a wide variety of careers for both future and incumbent members of the workforce. This includes meeting a number of legally required training requirements for educators, criminal justice professionals, and health occupations professionals.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The LGBT Education Program created two new 9-unit certificates of achievement to support students pursuing a career in education and health occupations. These two new certificate programs strengthen the pathway for students to earn a two-year degree.

The LGBT Education Program is working with New Technology High School to make available the new certificate programs described above on the high school campus so that high school students can earn a certificate of achievement before they graduate high school. Two of the courses involved in these certificates transfer to UC and CSU and meet multiple graduation requirements.

C. New Objectives/Goals:

ACTION PLAN:

1. Focus on regularly marketing certificate and degree program opportunities to area high schools, college counselors, and the LGBT student club.
2. Schedule a rotation of classes to maximize students enrollment and success including face-to-face classes during day time hours, hybrid format classes in the spring, and online classes in the summer.
3. Work with New Technology High School to LGBT-121 on their campus in the spring semester every other year.
4. Work closely with the Sociology Department to ensure SOCI-130 and LGBT-120 are not offered in the same semester so they do not create competition or a conflict in student schedules.
5. Consider scheduling LGBT-190 every semester to expand opportunities for students to complete an internship and over a longer period of time (18 weeks as opposed to only 8 weeks in the summer).
6. Consider replacing LGBT-190 with an independent study to support students who wish an internship as well as expanded opportunities for LGBT studies.
7. Evaluate the effectiveness of new class caps with current course requirements to ensure sufficient time is available within the semester for every student to complete the required presentation work.
8. Explore the possibility of creating a learning community for LGBT Education Program students in partnership with the English Department. This initiative could be supported by student equity grants since LGBTQ+ identified students are among those at risk and, of course, are part of other race and nationality based at risk groups.
9. Work with the NVC LGBT Student club to provide a lavender graduation event supporting LGBTQ+ students as a way to promote degree and certificate opportunities and highlight student success.

10. Support other instructional departments interested in developing a major specific LGBT course.

Program Review Report | Spring 2021

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	LGBT Studies
Degree(s)/Certificate(s)	LGBT Education: AS LGBT Studies: COA LGBT Education for Educators: COA LGBT Education for Health Care Professionals: COA
Courses	LGBT-120
	LGBT-121
	LGBT-122
	LGBT-123
	LGBT-190
	LGBTNC-600
	LGBTNC610

Taxonomy of Programs, July 2020

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount				
Within the Program	56	39	97	73.2%
Across the Institution	8,843	8,176	8,181	-7.5%
Enrollments				
LGBT-120	24	28	61	154%
LGBT-121	40	15	--	-100%
LGBT-122	--	--	29	--
LGBT-123	--	--	13	--
LGBT-190	--	1	--	--
Within the Program	64	44	103	60.9%
Across the Institution	36,115	32,545	33,102	-8.3%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the LGBT Studies Program increased by 73.2% over the past three years, while headcount across the institution decreased by 7.5%. Similarly, enrollment within the LGBT Studies Program increased by 60.9%, while enrollment across the institution decreased by 8.3%.

Enrollment in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Course with an enrollment increase:

- *LGBT-120 (154%)*

Course with an enrollment decrease:

- *LGBT-121 (-100%)*

Program Reflection:

The LGBT Education Program prepares students pursuing careers in a variety of fields that serve LGBTQ populations. This program supports students currently earning certificates or degrees in child development, education, criminal justice, human services, all health occupations, business and hospitality. It is ideal for anyone working with and serving members of the LGBTQ community. The program also prepares students for transfer to colleges and universities offering advanced degrees in LGBT Studies.

While this program review focuses on credit and non-credit certificate and degree programs, it is important to note that the LGBT Education Program does include several fee-based classes supporting the job training needs of educators and criminal justice professionals as required by various California State laws. This includes an LGBT Awareness For Law Enforcement course and an LGBT Awareness For Law Enforcement Training For Trainers course, both offered in partnership with the Criminal Justice Training Center and certified by the California Commission on Peace Officer Standards and Training.

The Program also operates the Napa Valley College Safe Space Program and provides a basic training course open to colleges and universities around the country. Napa Valley College employees have access to this course free of charge.

These fee-based courses often lead students to take a credit course. The non-credit certificate program is new to this program review cycle and our intent is to transition the fee-based classes into non-credit classes in order to make them more accessible to students unable to afford the cost of class fees.

The LGBT Education Degree and three certificate programs directly support a variety of career related majors including business, hospitality, education, child development, human services, criminal justice, and all health occupations. The program provides valuable career training for future and incumbent teachers who are required to deliver curriculum required by California's Fair and Inclusive Education Act and prepares those entering skilled technical careers with information and tools to work within a diverse group of colleagues. Furthermore, it is ideal for anyone interested in working for non-profit organizations related to the LGBT community.

Students take LGBT education courses for a wide variety of reasons including fulfilling graduation requirements, preparing for work in a career, meeting career related training mandates, and for self-discovery.

The goals for the program include:

1. Prepare students to serve and support LGBT people in health care, education, childcare, administration of justice, social services, hospitality, tourism, business and related industries.

2. Prepare teachers with the knowledge required to deliver curriculum required by the Fair and Inclusive Education Act and to effectively support LGBT students.

3. Provide students with a better understanding of themselves and their own relationship as an ally or member of the LGBT community.

Although the LGBT Education Program was born in 2012, the AS Degree and certificates of achievement for educators and health occupations are new and first became available in August of 2020. The requirements for the existing LGBT Studies Certificate were modified with requirements updated also effective in August of 2020. The addition of the degree and two new certificates included the approval of two new courses. Program faculty believe students will become eligible for a degree or one of the new certificates starting in the 2021-2022 school year after each of the required courses has been offered at least once during the regular school year.

Program faculty advertise certificate and degree requirements to students at the start of every LGBT class. Emails are sent to past and present students to make them aware of current certificate options and degree requirements. This program information is also shared with the NVC LGBT Student Club through the close partnership the program has in supporting the operation of this club.

The LGBT Education Program has a robust website and benefited from having a video produced by the college highlighting opportunities in the program for students. Program faculty created and maintain current program brochures and fliers that are regularly provided to college counselors, the college Welcome Center, and to Project Rise staff.

The LGBT Education Program directly supports the LGBT Student Club on campus. Most of the club leaders are graduates of the program and are using skills and knowledge they learned to advocate for programming and support for LGBTQ students on campus. The close connection with the LGBT Student Club provides an opportunity to connect with a largely hidden population on campus and provides a way to share course

information and class availability. It also provides a source for feedback on how the program can best serve the current needs of students. This is an effective and mutually beneficial relationship for the program and student club.

ACTIONS PLANNED:

1. Continue attending the annual high school breakfast event to share information about the LGBT Education with high school counselors.
2. Continue regular sending of course fliers and brochures to college counselors, Project Rise, New Technology HS, the NVC LGBT Student Club, and the Napa LGBTQ Connection.

2. Average Class Size

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
LGBT-120	1	24.0	1	28.0	2	30.5	28.3	27.1%
LGBT-121	2	20.0	1	15.0	--	--	18.3	-100%
LGBT-122	--	--	--	--	1	29.0	29.0	--
LGBT-123	--	--	--	--	1	13.0	13.0	--
LGBT-190	--	--	1	1.0	--	--	1.0	--
Program Average*	3	21.3	3	14.7	4	25.8	21.1	21.1%
Institutional Average*	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

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 LGBT Studies Program has claimed an average of 21.1 students per section. The average class size in the program has been lower than the average class size of 25.0 students per section across the institution during this period. Average class size in the program increased by 21.1% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Course with an increase in average class size:

- *LGBT-120 (27.1%)*

Course with a decrease in average class size:

- *LGBT-121 (-100%)*

Program Reflection:

The one section of LGBT-121 21st Century Issues showing a 100% decline in enrollment was a section offered at night on the main campus. Program faculty believe, based on enrollment trends in other programs that interest in night classes is diminishing in favor of day time classes and online classes. LGBT Education classes have not been scheduled at night since that time. The low number of enrollments in this section appears to be an anomaly as the section of LGBT-121 offered in the spring of 2021 as a hybrid class with synchronous remote instruction one day a week began with full enrollment and a waiting list.

LGBT-122 Transgender Identities and Issue and LGBT-123 AIDS in the LGBT Community and Beyond are new courses that first became available in August 2019. Each has been offered one time during the regular school year. The original planned cycle of course offerings included an annual section of LGBT-120 Introduction to LGBT Studies in the fall and then a rotation of LGBT-121 21st Century Issues, LGBT-122, and LGBT-123 in the spring and summer.

In the spring of 2020, New Technology High School expressed interest in making the two new 9-unit certificates available to high school students by offering classes on their campus. This made good sense since both LGBT-120 and LGBT-121 meet graduation requirements and UC and CSU requirements for social science. The idea was to add an offering of LGBT-120 and LGBT-121 in alternating years on the New Technology High School campus. So far, we've been able to offer LGBT-120 once during the spring semester at the high school. With the COVID-19 health emergency, we have been unable to see how this plan would truly work in terms of interest and enrollment on the high school campus.

Program faculty do believe, based on current enrollment experience, that unless we are able to offer face-to-face classes on campus at New Technology High School, scheduling more than one LGBT studies class each semester is not sustainable. We do believe there is sustainable interest and an ability to fill a rotation of one course each semester by offering LGBT-120 every fall and rotating the offerings of LGBT-121, LGBT-122, and LGBT-123 in the spring and summer semesters.

ACTIONS PLANNED:

1. Schedule face-to-face formats of LGBT classes during daytime hours.
2. Create a rotation of courses to include providing one LGBT course every semester including summers.
3. Schedule spring classes in a hybrid format and summer classes fully online.
4. Work with New Technology High School to LGBT-121 on their campus in the spring semester every other year.
5. Work closely with the Sociology Department to ensure SOCI-130 and LGBT-120 are not offered in the same semester so they do not create competition or conflict for student schedules.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2017-2018	43	95	45.3%
2018-2019	43	95	45.3%
2019-2020	90	135	66.7%
Three-Year Program Total	176	325	54.2%
Institutional Level	91,739	112,746	81.4%
Productivity*			
	FTES	**FTEF**	**Productivity**
2017-2018	4.3	0.4	10.8
2018-2019	4.3	0.4	10.8
2019-2020	9.0	0.6	15.0
Three-Year Program Total	17.6	1.4	12.6
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the LGBT Studies Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 54.2% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, both enrollment and capacity remained stable, resulting in a consistent fill rate. Between 2018-2019 and 2019-2020, both enrollment and capacity increased, resulting in an increase in fill rate (due to the higher rate of increase among enrollments).

Productivity increased from 10.8 to 15.0 over the three-year period. The three-year program productivity of 12.6 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include three LGBT Studies 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:

The data related to fill rates is skewed because of the seat capacity set for the classes was based on the seating capacity of the assigned classroom. Class capacity was evaluated in 2019-2020 based on the course outline of record and required assignments and presentations and appropriately adjusted. Moving forward, program faculty believe this will provide a more accurate assessment of fill rates.

LGBT-120 and LGBT-121 both meet local graduation requirements as well as transfer requirements for social science at the UC and CSU systems. LGBT-120 is the entry-level survey course for the program and will likely always be enrolled at higher levels than the more specialized courses required for the LGBT Education Degree and certificates. Program faculty believe that an annual offering of LGBT-120 in the fall continues to be popular for students and best for program enrollment as evidenced by the stable fill rates. LGBT-121, 122, and 123 can be offered once every two years to meet the current demands of

students. The summer semester can be used to augment offerings of these three classes in order to make them available on a rotating basis.

LGBT-190 is the internship class for the program and is intended to give students pursuing a career serving LGBTQ+ populations actual work experience applying what they have learned in the program in some aspects of the workforce. The course is an elective for the LGBT Education Degree and LGBT Studies Certificate. The class has been offered in the spring and summer semesters, but has not attracted a large number of students. The low enrollment in this elective was further inhibited this year because of COVID-19 and the elimination of internship opportunities by various employers. Since its inception, the organizations that have hosted our students appreciate the unique opportunity we provide and students who participate are highly successful as evidenced by the retention and success data provided in this next section of this report. Program faculty believe that the summer is not the ideal semester to offer the internship class because of the requirement to complete the minimum hours for credit within 8 weeks.

All of the classes in the LGBT Education Program are taught by part time faculty and there is no reliance on this program to fill full time faculty load. Based on enrollment trends, this appears to be the best approach for now until interest and enrollment grows to a level that can sustain, perhaps, a full-time faculty assignment.

ACTIONS PLANNED:

1. Consider scheduling LGBT-190 every semester to expand opportunities for students to complete an internship.
2. Consider replacing LGBT-190 with an independent study to support students who wish an internship as well as expanded opportunities for LGBT studies.
3. Evaluate the effectiveness of new class caps with current course requirements to ensure sufficient time is available within the semester for every student to complete the required presentation work.

4. Labor Market Demand

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

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
LGBT-120	94.6%	--	--	73.0%		X
LGBT-121	98.2%	X		78.2%	X	
LGBT-122	87.0%		X	73.9%	--	--
LGBT-123	92.3%		X	69.2%		X
LGBT-190	100%	X		100%	X	
Program Level	**94.6%**			74.4%		
Institutional Level	90.5%			76.3%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the LGBT Studies Program was significantly higher than the rate at the institutional level. The retention rates of all LGBT Studies courses fell within the range of the program-level rate (without any statistically significant differences). The retention rate for the LGBT Studies Program falls in the 75th 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 LGBT Studies Program was lower than the rate at the institutional level. (The difference was not statistically significant.) The successful course completion rates of all LGBT Studies courses fell within the range of the program-level rate (without any statistically significant differences). The successful course completion rate for the LGBT Studies Program falls in the 31st percentile among program-level successful course completion 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 (20.2%) was significantly higher 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 LGBT Studies courses claimed differences (between retention and successful course completion) that exceeded 10%:

- *LGBT-123 (23.1%)*
- *LGBT-120 (21.6%)*
- *LGBT-121 (20.0%)*
- *LGBT-122 (13.1%)*

Program Reflection:

The retention and success data does not consider the number of sections of each class or total number of students enrolled. LGBT-120 is offered most frequently and has the greatest number of students participating followed by LGBT-121. Program faculty believe that many students underestimate the demands of an LGBT education course. Both LGBT-120 and 121 require weekly writing assignments, a mid-term and final exam, and multiple projects. LGBT-120 and LGBT-121 were each offered once at New Technology High School during this reporting period.

LGBT-122 and LGBT-123 are brand new classes have only been offered once during the regular school year including this fall. Both of LGBT-122 and LGBT-123 have only been offered in a fully online format. Program faculty believe that the data is too limited to accurately interpret the retention and success data of the two new courses.

LGBT-190 has excellent retention and success rates, but the data is based on just a few students who have been able to take this class.

The other influencing factor on both retention and success is the format of the class presentation. This will be addressed in more detail in the section that follows.

ACTIONS PLANNED:

1. Schedule LGBT Education Program classes with at least some regular face-to-face meeting time every week either as a fully face-to-face or hybrid course. Reserve fully online presentations for the summer semester.
2. Schedule LGBT-190 every semester to expand opportunity for accessing internships over a longer period of time (18 weeks as opposed to only 8 in the summer).

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black	70.0%	86.4%	60.0%	65.3%
Hispanic			67.6%	73.9%
First Generation			71.3%	75.0%

Source: SQL Enrollment Files

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.

Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

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 other demographic groups, combined) 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 LGBT Studies Program, the retention rate among African American/Black students was lower than the rate at the institutional level for all three groups. (The difference was not statistically significant.)

Within the LGBT Studies Program, the successful course completion rates at the program level were lower than the rate at the institutional level among the following groups:

- *African American/Black (60.0%)*
- *Hispanic (67.6%)*
- *First Generation (71.3%)*

(The differences for all three groups were not statistically significant.)

The pattern for retention deviates from the finding from the comparison of retention at the program vs. institutional level, where the program-level rate exceeded the institution-level rate for retention. The pattern for successful course completion reflects the finding from the comparison of successful course completion at the program vs. institutional level, where the institution-level rate exceeded the program-level rate for successful course completion. (See Section I.B.1 above).

Program Reflection:

All of the LGBT Education Program classes require a notable amount of reading and writing necessitating college level skills. Classes also require project work and presentations that are evaluated against college level oral communication skills. Program faculty cannot pinpoint any one or combination of course requirements that would impact one of the three groups specifically identified in this section of the report.

There are significant differences in how LGBTQ+ identities are regarded and accepted in communities of color. Program faculty acknowledge individual examples of LGBTQ+ students of color who have experienced an array of struggles that may very well have direct impact on their academic performance, but there is no specific data to point to as a common cause of lower performance. The faculty believe that the disparities in performance are likely more related to students coming to the college unprepared for college level work generally more than any LGBTQ+ related identity.

Planned Actions:

1. Explore the possibility of creating a learning community LGBT Education Program students in partnership with the English Department. This initiative could be supported by student equity grants since LGBTQ+ identified students are among those at risk and, of course, are part of other race and nationality based at risk groups.

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

	Retention Rates (Across Three Years)			**Successful Course Completion Rates (Across Three Years)**		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
LGBT-120	***85.0%***	100%		65.0%	52.6%	
LGBT-121	100%	95.2%		63.2%	85.7%	
Program Total	89.8%	97.5%		64.4%	70.0%	
Institutional Total	93.5%	92.1%		83.4%	82.5%	

Source: SQL Course Sections Files
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.
Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 because most courses shifted to an online/hybrid delivery mode that semester (thereby blurring the distinction between delivery modes that term).

RPIE Analysis: Over the past three years, two courses within the LGBT Studies Program have been offered through at least two delivery modes within the same academic year. In 2017-2018, LGBT-121 was offered through in-person and hybrid formats. In 2019-2020, LGBT-120 was offered through in-person and hybrid formats. This analysis focuses on program-level rates. Details for the course level are included in the table above.

Within the LGBT Studies Program:

- *The retention rate in in-person sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.)*
- *The successful course completion rate in in-person sections was lower than the successful course completion rate in hybrid sections. (The difference was not statistically significant.)*

These patterns within the program – with retention and successful course completion rates in hybrid sections exceeding the corresponding rates in in-person sections of the same courses – deviates from the

finding at the institutional level, where the retention rate in hybrid sections was lower than the rate in in-person sections.

Program Reflection:

LGBT-120 and LGBT-121 have been offered primarily in fully face-to-face formats. LGBT-120 was offered once as a hybrid class onsite at New Technology High School. LGBT-121 has been offered face-to-face and fully online. Face-to-face classes have been scheduled during the evening and during the day time. LGBT-122 and LGBT-123 have only been offered online so far.

Program faculty believe that LGBT-120 and LGBT-121 are most successful when delivered in a face-to-face format during daytime hours. The course content and course requirements are ideally met with at least some regular in-person face-to-face time with an instructor. LGBT-122 and LGBT-123 are most often taken by students who have already completed LGBT-120 or LGBT-121 and who enter the class with a basic understanding of the LGBTQ+ community. We don't have enough experience yet to say whether or not students would perform better in a face-to-face version of LGBT-122 and LGBT-123 because they have only been offered online.

We do know that LGBT-122 and LGBT-123 are unique courses in California. In fact, LGBT-123 is currently the only one of its kind available at a community college in California. Providing these classes in a fully online format makes them available to a wider range of students in the state. Program faculty believe, based on the very limited experience with these classes, that they can be successfully delivered in a fully online format.

The goal would, of course, be to make all of the LGBT Education classes available in a variety of formats. Program faculty believe though that the course content, assignments, and required presentations are likely best delivered in at least a hybrid or entirely face-to-face format. While online courses enable a wider range of students to access the course, the online format limits the impact of face-to-face interactions and student presentations. Video is simply not a great substitute.

ACTIONS PLANNED:

1. Schedule LGBT Education Program classes with at least some regular face-to-face meeting time every week either as a fully face-to-face or hybrid course. Reserve fully online presentations for the summer semester.

C. Student Achievement

1. Program Completion

Although there are degrees and certificates offered by the LGBT Studies Program, the program did not confer any awards over the last three years. See Taxonomy of Programs.

Program Reflection:

The LGBT Education Degree, LGBT Education Certificate In Education, and LGBT Education Certificate for Health Occupations are all brand new (just available in August of 2020). Students have not had enough time

to complete all of the course requirements to meet degree and certificate requirements. Program faculty do anticipate awarding the first degree in 2021 and expect applications for certificates to begin during the 2021-2022 school year.

ACTIONS PLANNED:

1. Obtain and email list annually of all students who took an LGBT Education Program course and send information about the certificates and degree available.
2. Provide information about how to apply for a certificate or petition for a degree every semester to LGBT Education Program students as part of the course orientation.
3. Work with the NVC LGBT Student club to provide a lavender graduation event supporting LGBTQ+ students as a way to promote degree and certificate opportunities and highlight student success.
4. Work with the college's marketing department to highlight LGBT Education Program graduates who gain employment because of having earned an LGBT Education Degree or a certificate from the program.

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

This section does not apply to the LGBT Studies 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**	**Date of Last Review** *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	**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**
LGBT	120	8/11/2014	NO	NS 2021-2022		
LGBT	121	1/16/2015	NO	NS 2021-2022		
LGBT	122	8/12/2019	NO	NONE		XX
LGBT	123	8/12/2019	NO	NONE		XX
LGBT	190	8/14/2020	NO	NONE		XX

*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**
LGBT Education AS Degree	8/14/2020	YES			XX
LGBT Studies Certificate	8/14/2020	YES			XX
LGBT Education For Educators Certificate	8/14/2020	YES			XX
LGBT Education For Health Occupations Certificate	8/14/2020	YES			XX

*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:

The LGBT Education curriculum is contemporary and current. It is heavily focused on preparing future and incumbent workforce professionals to better serve LGBTQ+ people. There is an important emphasis on education and child development that addresses both legally required training for educators as well as an on-going need to support a very vulnerable youth population. The close partnership between LGBT Education, Child Development and Education, and criminal justice training is important for ensuring student success in the program.

Courses are all approved for face-to-face, hybrid, and online presentation. The content for all five classes was reviewed by program faculty during the development of the degree and two low-unit certificate programs. The only update we anticipate needing for LGBT-120 and LGBT-121 is related to textbooks.

There are very few LGBT Education Programs available in California. Napa Valley College offers one of only three degree programs in this major available in the state. Since the program's creation here at the college, program faculty have collaborated closely with faculty at City College of San Francisco, which offers the largest LGBT studies curriculum in the nation. It was also the first public college to offer a two-year degree in LGBT studies. The collaboration with City College of San Francisco includes curriculum development and articulation of courses. Most recently, Napa Valley College faculty collaborated with City College faculty to develop the LGBT-122 and LGBT-123 courses. LGBT-123 is not currently being offered by City College, so students at that institution rely on Napa Valley College for this particular course.

Program faculty believe the LGBT Education Program at Napa Valley College is built out to the size that can be supported by the size of our student body. Any expansion of courses would likely be provided by other instructional departments that create courses within their own majors. For example, the Sociology Department created an SOCI-130 Introduction to Queer Studies as part of their Social Justice Degree. The English Department created ENGL-231 Sexuality in Literature.

ACTIONS PLANNED:

1. Use the next program review cycle to more fully evaluate the effectiveness of curriculum including the newest classes.
2. Support other instructional departments interested in developing a major specific LGBT course.

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
5	5	5	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	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
LGBT Education: AA Degree	4	4	4	100%	100%
LGBT Studies: Certificate of Achievement	4	4	4	100%	100%
LGBT Education for Educators: Certificate of Achievement	2	2	2	100%	100%
LGBT Education for Healthcare Professionals: Certificate of Achievement	2	1	1	50%	50%

B. Summary of Learning Outcomes Assessment Findings and Actions

Student performance has been steady and improved incrementally as changes to instruction were made based on prior assessment results. Some of the adjustments to individual courses included adding detail to rubrics, adding instructional time for topics related to weak performance on an assessment, the addition of periodic quizzing throughout a course, and increasing the complexity of questions on mid-term and final exams used for assessment. Program faculty noted that student performance in classes that meet face-to-face regularly and that are scheduled during day time hours had better overall performance.

Program level outcomes were modified when the two-year degree was implemented. Two of the five courses in the program are new and still require several cycles of assessment to get a good feel for how students will perform against the existing outcomes. The COVID-19 emergency has prevented these two new classes from being offered in a true face-to-face format, so additional assessment will be important once classes can be scheduled on campus.

None of the assessment results indicated a gap in course or program content. No equipment needs were identified as a result of the assessments completed to date.

The most common actions identified following an assessment was to continue collecting more assessment results from future classes in order to gain a more accurate picture of student performance over time and multiple presentations of a class.

Program Reflection:

The LGBT Education for Educators and LGBT Education for Healthcare Professionals are both new certificates that just became available in August of 2020. LGBT-122 and LGBT-123 (required courses) in these certificates are also new. The one program outcome for the LGBT Education for Healthcare Professionals certificate that has not been assessed will be this spring 2021.

Program faculty began indicating related course and program outcomes for every assignment in every course so that students can see clearly a linkage between a learning activity and an outcome. This practice also assists faculty in more easily identifying opportunities for collecting an assessment of student performance in ways other than a traditional mid-term or final exam.

Program faculty complete at least a course level assessment every semester and every time a course is delivered. The goal is to assess at least one course level and one program level outcome every semester.

The assessment of program courses includes collecting student feedback both at the mid-term and end of course through an anonymous survey tool in Canvas. This feedback provides formative and summative evaluation as courses are presented and supports formalized outcomes assessment. All of this data is used to make program decisions. For example, the idea to create LGBT-122 Transgender Identities and Issues came from student demand identified in the end of course evaluation.

ACTIONS PLANNED:

1. Continue identifying course level and program level outcomes for learning activities, assignments, quizzes and exams in all LGBT Education Program courses.

2. Schedule face-to-face format offerings of LGBT-122 and LGBT-123 so outcomes can be compared against fully online format offerings completed to date.

III. 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:

Enrollment in the program has been increasing at a steady pace. The addition of a two-year degree and two new 9-unit specialized certificates offers a wider range of options for students. The addition of two new courses last year will attract more students to the program and expose them to the new certificate and degree opportunities.

The interest of New Technology High School to offer the 9-unit certificates to high school students on their campus will create a wide pathway for high school graduates coming to Napa Valley College and get them started on a path that could lead to the LGBT Education Degree. We won't know how the student population in the program might grow as a result of these offerings until we are able to return to face-to-face instruction at New Technology High School.

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

Program: __LGBT Education Program_____
Plan Years: __2021-2023_____

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
1. Schedule a rotation of LGBT studies classes at New Technology School enabling students to earn one of the two 9-unit certificates of achievement.	I	2022-2024	Award 5 certificates of achievement.
2. Develop an LGBT learning community and explore a partnership with Puente and Umoja in order to increase the success of students of color in the LGBT Education Program.	I, III	2022-2024	Increase student retention and success of measured equity groups by 5% each.

3. Explore converting on-going successful fee-based LGBT training classes or educators and law enforcement to enhanced non-credit courses.	II	2022-2024	Schedule and deliver one non-credit version of each fee-based course currently offered.

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:

The LGBT Education Program is well equipped and has no unmet equipment or resource needs. The Strong Workforce Grant purchased 100 new books in 2020 to add to the existing LGBT book collection in the library. It should be noted that Napa Valley College hosts the largest LGBT book collection in the North Bay Area.

Funding to support the program marketing actions identified in this report can be absorbed using existing division funds. We don't anticipate needing any additional funds to meet our goals.

The only additional resources needed to support the initiatives identified in this plan are related to funding for new non-credit class offerings.

IV. PROGRAM HIGHLIGHTS

A. Recent Improvements

- The implementation of the LGBT Education Associates Degree
- The implementation of two 9-unit LGBT Education for Educators and LGBT Education for Healthcare Professionals certificates of achievement
- The creation of LGBT-122 Transgender Identities and Issues and LGBT-123 AIDS in the LGBT Community and Beyond courses.

B. Effective Practices

- Using a close working relationship with Child Family Studies and Education, criminal justice, and other programs to ensure curriculum aligns and supports other majors.
- Directly supporting the LGBT Student Club on campus.
- Supporting the development of other LGBTQ+ major specific courses outside of the LGBT Education Program in order to expand student learning opportunities.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Date:

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

Areas of concern, if any:

Recommendations for improvement:

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	