

**Program Review Summary Page
Fall 2022**

Program or Area(s) of Study under Review:

Humanities

Summary of Program Review:

A. Major Findings

1. Strengths:

The following are the major findings and significant strengths of the HUMA Department:

- Instructors, administrators, and staff with a commitment to equity and inclusivity make student needs and well-being a priority
- Dedicated instructors, administrators, and staff continue to develop professionally by attending and presenting at webinars and national conferences; completing distance education training, receiving certificates in LGBTQIA brave and safe space certificate programs, and are up to date on new student services such as TimelyMD
- Encouraging and competent instructors with many years of experience teaching the disciplines of Humanities and Ethnic Studies are rooted in the local community and support a variety of learning styles among students (kinesthetic, visual, tactile, and auditory learners)
- Charismatic and innovative instructors are relied on as experts at the institution due to their research and advanced application of culturally responsive pedagogy and critical theories of social and environmental justice
- Innovative instructors employ a variety of teaching methods (i.e., lectures, small/large group projects, online discussion posts, community service projects, arts-based responses to readings, film/theater monologues, and self-reflective writing)
- Instructors develop and revise course content to include the experiences and contributions of communities such as African Americans, Mexican/Latina/x/o Americans, Asian Pacific Islander Americans, and Native Americans with the following intersections; socioeconomic status, disability/ableism, religion, immigration status, language, and LGBTQIA and non-binary representation

The major successes of the HUMA Department are:

- Creation of the AA Degree in Ethnic Studies (2018)
- Creation of the Social Justice Studies-Ethnic Studies AA-T Degree (2019)

- The birth of the new ETHS department (Fall 2022), the transition of five HUMA courses to ETHS courses, and the development of four new ETHS courses and one new HUMA course (2022)
- Establishment of the Cultural Center (2016)
- 100% of courses have been assessed
- PLOS in progress through the upward assessment process
- Large enrollment increases in HUMA 125
- Class size increases in HUMA 125 and 151
- Retention and successful course completion rates exceed the corresponding institution rates for HUMA 125 and 151
- Successful course completion rate for the program is significantly higher than the institutional rate
- Successful course completion rate in HUMA 151 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, Mexican/Latina/x/o Americans, and first-generation students

2. Areas for Improvement:

- Work with the institution to innovate new strategies to boost enrollment, class size, and fill rates with consideration for the factors that will contribute to low enrollment in the local area for the next three years. Factors such as; high cost of living, low birth rates, lack of pay equity, and a "lack of adequate affordable housing" ([Booth, 5 October 2022, Press Democrat](#))
- Implement strategies for increasing publicity about degrees
- Rekindle relationships with local High Schools and community organizations

3. Projected Program Growth, Stability, or Viability:

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

- Large enrollment increases in HUMA 125 (I.A.1)
- Class size increases in HUMA 125 and 151 (I.A.2)
- Retention and successful course completion rates in HUMA 125 and 151 exceed the institutional rates (I.B.1)
- Successful course completion rate for the program is significantly higher than the institutional rate (I.B.1)

- Successful course completion rate in HUMA 151 is significantly higher than the program-level rate and the institutional rate (I.B.1)
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Mexican/Latina/x/o Americans, and first-generation students (I.B.2)

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

As an institution, Napa Valley College has a mission to prepare students for “evolving roles in a diverse, dynamic, and interdependent world” ([NVC Website](#))

The mission of the HUMA department, housed with ETHS and PHIL, is to equip students with the tools to critically examine the interplay between artistic, philosophical, historical, political, religious, and cultural issues influencing humanity and the spectrum of human expression. Therefore, the HUMA program's mission aligns with the NVC mission. HUMA courses strengthen students' understanding of global cultures and cultivate an appreciation of the contributions and perspectives of individuals from diverse ethnicities, gender identities, sexual orientations, dis/abilities, socioeconomic, and religious backgrounds. HUMA courses prepare students for career paths and community engagement in a rapidly changing world.

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

Between 2019-2022, some instructors teaching in the HUMA department aligned their Course Objectives to the [NVC Institutional Learning Outcomes and General Education Learning Outcomes](#) and included a rubric in their syllabi. By aligning course objectives to institutional learning outcomes, HUMA instructors clarify how HUMA courses are part of the NVC community and thus make these connections visible to the students. For example, HUMA 151, HUMA 174/THEA 105, and HUMA 125 syllabi have a rubric to display this information. The rubric also contains two additional columns: Course Topics That Advance Learning Goals and How Assignments are Assessed, for a clear picture of the NVC mission, NVC Institutional Learning Outcomes, Course Objectives, and how the Course Themes and Assignments are in alignment with institutional goals.

** Please note, although HUMA 174/THEA 105 is referenced a few times in the HUMA Program Review, it is part of the Theater Taxonomy and therefore does not appear in the assessment data or other HUMA data in this report.

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

- The example above on page 3, HUMA Course Objectives aligned to the NVC Institutional Learning Outcomes rubric
- Charismatic and innovative instructors are relied on as experts at the institution due to their research and application of culturally responsive pedagogy and critical theories of social and environmental justice who serve on task force subgroups, and develop culturally responsive curricula within the Academic Senate Center for Equity and Excellence in Teaching and Learning (C.E.E.T.L.)

C. New Objectives/Goals:

- Continue to connect with the learning communities on campus such as: Puente, Umoja, and Kasaysayan the new Filipina/o/x Learning Community to ensure they are aware of course offerings and Cultural Center events
- Continue hosting online and live Cultural Center events such as; guest speakers, and workshops from esteemed scholars, educators, artists, poets, authors, dancers, lawyers, doctors, and activists to immerse students, faculty, staff and administrators in the discipline of HUMA and ETHS
- Explore the potential of a HUMA and ETHS Enrollment Focus Group among part-time (with a stipend) and full-time faculty
- Develop a new HUMA course, Peace Studies
- Explore the prospect of Peace Studies in the HUMA Department through the creation of the Community Advisory for Peace in Education (C.A.P.E.) with a focus on equity, inclusivity, and peace
- Learn more about the [Asian American and Native American Pacific Islander-Serving Institutions Program](#) at the U.S. Department of Education. Specifically the AANAPISI grant. This would potentially allow the HUMA and ETHS department to plan a Kasaysayan conference and invite national Filipina/x/o learning communities to NVC 2025 or 2026
- Research and apply for the [National Endowment for the Humanities Grant](#) in 2023, or other Humanities grants

D. Description of Process Used to Ensure “Inclusive Program Review”

Although one can never eliminate bias, the HUMA program review used an ethical and Indigenous decolonized research lens ([Smith, 2016, Decolonized Methodologies](#)) by employing the following techniques: sharing knowledge, receiving feedback, and implementing changes through multiple drafts. The HUMA program at NVC uses equitable and inclusive processes in developing all curricula, reports, reading

assignments, and community events. These processes, as you will read below, help to reveal the structural systems and conditions contributing to oppression and discrimination.

Why This is Important

In 2019, the Academic Senate for California Community Colleges gave a presentation in San Francisco entitled, [Addressing Equity in the Arts and Humanities Through Curriculum](#). Participants were encouraged to review their CORs from an equity perspective. Next, they were asked the following question: “Does the COR and syllabus feature course content and other material that are inclusive of people of color and LGBTQ+ voices, and a multiplicity of critical methodologies: Feminist, Marxist, Psychoanalytic, Deconstruction, Queer Theory, Black Liberation Theory?” (ASCCC, 2019, San Francisco, CA). The tenth slide in this presentation suggests that HUMA instructors should “Celebrate knowledge, art and beauty, but reveal the structural systems and conditions which created these products” (ASCCC).

Program Review Report

2022

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
Courses	HUMA 125
	HUMA 151
	HUMA 199

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2019-2020	2020-2021	2021-2022	Change over 3-Year Period
Headcount				
Within the Program	201	223	212	5.5%
Across the Institution	8,181	7,208	6,714	-17.9%
Enrollments				
HUMA-125	136	180	154	13.2%
HUMA-151	68	55	64	-5.9%
Within the Program	204	235	218	6.9%
Across the Institution	33,102	30,409	25,580	-22.7%
<i>Source: SQL Enrollment Files</i>				

***RPIE Analysis:** The number of students enrolled (headcount) in the Humanities Program increased by 5.5% over the past three years, while headcount across the institution decreased by 17.9%. Enrollment within the Humanities Program increased by 6.9%, while enrollment across the institution decreased by 22.7%.*

Enrollment in the following course changed by more than 10% ($\pm 10\%$) between 2019-2020 and 2021-2022:

Course with an enrollment increase:

- *HUMA-125 (13.2%)*

Program Reflection:

Between 2019 and 2022, the institution experienced an enrollment decline of 22.7%. Although this decline concerns all faculty, staff, and administrators at Napa Valley College, it is promising that the HUMA program did not experience an enrollment decline. As stated above, enrollment within the HUMA program increased by 6.9%.

The 2019 program review noted that there had been a decrease in enrollment across the institution as well as within the HUMA program. At that time (2017-2019), the decrease in headcount experienced by the program was less than half of the enrollment decline experienced by the institution. Therefore, the current 6.9% increase in enrollment is a sign of the HUMA program improvement and growth.

Strengths of the Program

- Large enrollment increase in HUMA 125

Concern

- The 2017-2019 Humanities program review included nine HUMA courses (100, 101, 112, 113, 125, 151, 160, 199, and 298). HUMA 199 has not been offered since 2019 and is not included in this program review. It is an Independent Study course, and we could not offer it due to Covid19. HUMA 298 was archived.
- In 2021 the Humanities department worked hard to review and revise many of the HUMA courses and changed them to Ethnic Studies courses. The Ethnic Studies department, part of the Humanities and Philosophy department, was launched successfully this fall. Therefore the following are now ETHS courses: 100, 101, 112, 113, and 160. Four new ETHS courses were created in 2022 (111, 114, 115 and 161).

Areas for Improvement

- Over three years, HUMA 125 experienced an enrollment increase of 13.2%. An improvement would be offering more sections of HUMA 125 each semester
- Work to increase enrollment in HUMA 151
- The Curriculum Committee approved HUMA 166 Environmental Justice and the Humanities in Spring 2022. HUMA 166 will move through the standard articulation approval process for UC-TCA review and the CSU GE/IGETC approval process. The course has been submitted for TCA approval to begin in 2023-24. It will go through GE submission in December 2022. The goal is to have approval on HUMA 166 in April/May 2023, in time for inclusion in the 2023-24 catalog. HUMA 166 may attract new students to the HUMA program, especially at a time when global warming and climate disasters are happening locally and globally. (Earth sciences is interested in a collaboration).
- Other areas of improvement to consider are:

1) Offering hybrid HUMA courses and adding evening courses

- 2) Greater outreach to community organizations serving underrepresented populations
- 3) Greater outreach to high schools in NVUSD and high schools in Napa, Calistoga, St. Helena, Vallejo, and Fairfield areas
- 4) Continue to hold virtual and in-person open houses for the Humanities program courses
- 5) Improve Humanities program marketing strategies and connections in the local community to positively impact enrollment in courses across the program

2. Average Class Size

	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
HUMA-125	5	27.2	5	36.0	4	38.5	33.6	41.5%
HUMA-151	2	34.0	2	27.5	2	32.0	31.2	-5.9%
Program Average*	7	29.1	7	33.6	6	36.3	32.9	24.7%
Institutional Average*	1,348	24.6	1,171	25.9	1,105	23.1	24.6	-6.1%

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:

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

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 32.9 students per section. The average class size in the program has been higher than the average class size of 24.6 students per section across the institution during this period. Average class size in the program increased by 24.7% between 2019-2020 and 2021-2022. Average class size at the institutional level decreased by 6.1% over the same period.*

Average class size in the following course changed by more than 10% ($\pm 10\%$) between 2019-2020 and 2021-2022:

Course with an increase in average class size:

- *HUMA-125 (41.5%)*

Program Reflection:

Strength of the Program

- Class size increases in Huma 125 and 151

Areas for Improvement

- Apply strategies mentioned in the reflection portion of Section I.A.1. to increase the average class size in Huma 151.

B. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2019-2020	204	335	60.9%
2020-2021	188	300	62.7%
2021-2022	176	200	88.0%
Three-Year Program Total	568	835	68.0%
Institutional Level	79,507	106,455	74.7%
Productivity*			
	FTES	FTEF	Productivity
2019-2020	20.3	1.4	14.5
2020-2021	23.6	1.4	16.9
2021-2022	21.7	1.3	16.7

Three-Year Program Total	65.6	4.1	16.0
<i>Source: SQL Enrollment and Course Sections Files</i>			

RPIE Analysis: Fill rates within the Humanities Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 68.0% to institution-level rate of 74.7% over the past three years.] Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity). Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).

Productivity ranged from 14.5 to 16.9 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 16.0 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 two 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

- Strong student interest in HUMA courses
- Increase in fill rate throughout 3 year period with substantial increase from 2020-21 to 2021-22

Concern

- HUMA productivity decreased over the three-year period
- HUMA fill rates are 6.7% lower than fill rates at the institutional level

Areas for Improvement

- Consider live, hybrid, and evening course offerings similar to what the department offered prior to Covid19
- Full-time tenure track ETHS/ HUMA/PHIL faculty should satisfy the demand for HUMA courses reflected in the 2019 Program Review, and the 2016 PEP report (2015 PEP cycle)
- Implement and utilize 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-125	94.1 %		X	74.5%		X
HUMA-151	98.4 %	X		88.5%	X	
Program Level	95.3%			78.5%		
Institution al Level	90.4%			74.8%		
<p><i>Source: SQL Enrollment Files</i></p> <p>-- Indicates a value that is within 1% of the program-level rate.</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> <p>Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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.</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. The retention rate for HUMA-151 was significantly higher than the program-level rate. The retention rate for the Humanities Program falls in the fourth quartile (Q4) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Humanities is among the top 25% of retention rates among NVC programs.*

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 for HUMA-151 was significantly higher than the program-level rate. The successful course completion rate for the Humanities Program falls in the third quartile (Q3) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Humanities falls within the 50%-75% range of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (16.8%) was higher than the difference at the institutional level (15.6%). (The difference was not statistically significant.) This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Humanities Program course claimed a difference (between retention and successful course completion) that exceeded 10%:

- HUMA-125 (19.6%)

Program Reflection:

Strengths of the Program

The Humanities retention rates are among the top 25% of retention rates at the institution. These high retention rates are attributed to the approaches/techniques employed in the classroom that are described in the Program Reflection for Section 2. Student Equity.

- HUMA productivity exceeds the target level for the institution

Concern

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

Areas for Improvement

- Consider live, hybrid, and evening course offerings similar to what the department offered prior to Covid19
- Full-time tenure track ETHS/ HUMA/PHIL faculty should satisfy the demand for HUMA courses reflected in the 2019 Program Review, and the 2016 PEP report (2015 PEP cycle)
- Implement and utilize strategies mentioned in the reflection portion of Section I.A.1

C. 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	95.2%	87.5%	85.7%	66.6%
Latinx/Hispanic			76.8%	71.2%
First Generation			75.2%	73.9%
Veteran			68.5%	72.6%
19 or less			80.0%	73.1%

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: Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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 five 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 five groups listed above.*

Within the Humanities Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.)

Within the Humanities Program, the successful course completion rate among Veteran students was lower than the rate at the institutional level. (The difference was not statistically significant.) The successful course completion rates among African Americans/Blacks, Latinx/Hispanics, and students ages 19 or less were significantly higher than the corresponding rates at the institutional level. The successful course completion rate among First Generation students was higher than the rate at the institutional level. (The difference was not statistically significant.)

These patterns are consistent with the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

Strengths of the Program

The Humanities program retention rates and successful course completion rates exceed the institution-wide rates for the three groups above that have been historically underserved and under-resourced in our local community. These high retention rates are attributed to the approaches/techniques employed below:

- Many ETHS and HUMA instructors have completed equity and inclusivity training such as the Culturally Responsive Pedagogy Training offered by the Academic Senate IDI. Therefore the course content reflects their own ethnic/cultural background(s) and/or the ethnic/cultural background(s) of the students, their acquaintances, friends and/or relatives (i.e., culturally responsive education)
- Humanities instructors research learning modalities (i.e., auditory, kinesthetic, visual, and tactile) and offer a variety of culturally relevant teaching approaches that meet these learning needs
- Approachability of instructors

- Positive learning environment allowing students to reflect, share, and listen empathetically
- Supportive semester-long relationships encouraged among classmates, primarily via group assignments, discussion posts, and presentations
- Creative learning environment that inspires students and educators to grow and apply what they have learned to everyday relationships beyond the classroom, such as at work, at home, and within their friend groups
- Students who take HUMA courses may be part of the following learning communities: Puente, Umoja, MESA Stem, and the new Filipina/x/o learning community Kasaysayan.
- As mentioned in Section I.B.1, the above strategies will continue to be employed and maintain strong relationships with student services, the learning communities, student groups on campus, and the Cultural Center

D. 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 2019-2020 and 2021-2022.

C. Student Achievement

1. Program Completion

This section does not apply to the Humanities Program, as the program does not confer any degrees or certificates, based on the most recent taxonomy (July 2022).

E. 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

F. Courses

Subject	Course Number	Date of Last Review <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S) & Academic Year</i>	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year	No Change
DISC	HUMA 125	1/26/2018	N	NS	N	X
DISC	HUMA 151	1/16/2018	N	NS	N	X

*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+ <i>and/or Missing Documentation</i> & Academic Year	To Be Archived* <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year	No Change
Ethnic Studies: AA	08/13/2018	Y			X

Humanities and Philosophy: AA	Spring 2008			Obsolete (2019-2020)	X
Social Justice Studies Ethnic Studies: AA-T	8/12/2019	Y			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, except for Huma 199, have been updated. Huma 199 is an Independent Study course that requires non-substantive revisions to remain up-to-date.
- The Curriculum Committee approved Huma 166 Environmental Justice and the Humanities in Spring 2022. Huma 166 will move through the standard articulation approval process for UC-TCA review and the CSU GE/IGETC approval process. Stacey Howard, the articulation officer, submitted this course for TCA approval to begin in 2023-24. It will go through GE submission in December 2022. We hope to have approval on this course in April/May 2023, in time for inclusion in the 2023-24 catalog. This NEW Huma course may attract new students to the Humanities program, especially at a time when global warming and climate disasters are happening locally and globally.

III. LEARNING OUTCOMES ASSESSMENT

G. 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
8	7	7	87.5%	87.5%

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
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 (Obsolete)					

Program Reflection:

All HUMA courses have been assessed, including HUMA 100, 101, 112, 113, 125, 151, 160, and 199. HUMA 298 was not assessed as it was archived. Upward assessment for PLOs is in progress. From 2022 – 2025 only HUMA 125, 151, and HUMA 174/THEA 105 will be assessed as the other HUMA courses are now ETHS courses.

H. Summary of Learning Outcomes Assessment Findings and Actions:

Findings

- Need for instructors to include the assessment of reading completion and assessment

- Need for greater consistency between student performance and student feedback regarding the personal impact of course content
- Recent conversations with the Director of Equity and Inclusivity regarding the development of tools to assess student responses to Culturally Responsive Pedagogy

PLOs Assessment

- Need to ensure that one of the SLOs for HUMA 125 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.”)
- Include interactive activities in online, hybrid, and live courses

Actions

- Work with ETHS, HUMA, and PHIL faculty to develop and later implement new assessment tool monitoring reading comprehension and completion
- Work with ETHS, HUMA, and PHIL faculty to develop and later implement a new assessment tool to assess student responses to Culturally Responsive Pedagogy (if deemed appropriate upon ongoing conversations and task force collaborations)
- Continue to or increase the number of interactive activities to strengthen student engagement
- Align HUMA 125 with PLO #3

Program Reflection:

- 100% of courses have been assessed
- Upward assessment for PLOs is in progress; the significant finding in 2019 was the need to align HUMA 125 with PLO #3 (as mentioned in Curriculum Section II.C.B. above)
- The HUMA program will review assessment tools to obtain qualitative data from students to supplement the above quantitative data
- Qualitative data provides more detailed findings regarding the personal transformative impact courses have on the lives of students, the lectures, and required reading that they felt strongly connected to

IV. PROGRAM PLAN

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

	Viability
	Stability
X	Growth

*Please select ONE of the above.

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

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

According to the 2022 Program Review User's Manual, "stability" is defined as a program that is consistently strong and currently thriving; "growth" is defined as a program currently expanding to meet an increased need. In many places, such as retention and equity, the HUMA program exhibits characteristics of both stability and growth. Prior to Covid19 and an institutional (and in some cases national) trend of lower enrollment, the HUMA program leaned more toward "growth".

Below are highlights demonstrating "growth":

- Large enrollment increases in Huma 125 (I.A.1)
- Significant enrollment increase or stability in Huma 151 (I.A.1)
- Class size increases in Huma 125 and 151 (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 three 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 151 is significantly higher than the program-level rate and the institutional rate. (I.B.1)
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Mexican/Latina/x/o Americans, 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: 2023-2024 through 2025-2026

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, productivity for HUMA courses	I.A.1 I.A.2 I.A.3	2023-2024: Explore potential of a HUMA & ETHS Enrollment Focus Group to research and market enrollment strategies; 2024-2025: Refine and implement strategies 2025-2026: Evaluate impact	Increase in given indicators over three-year period, Exceed the institutional rates for indicators
Increase publicity about degrees	I.C.1	2023-2024: Research analytics & design strategies; 2024-2025: Refine and implement strategies 2025-2026: Evaluate impact	Increased enrollment, increase in degrees conferred; increase in students transferring into the UC and CSU systems
ETHS and HUMA Enrollment Focus Group	I.C.1	2023-2024: Use the GTD method (or another productivity framework) to: <u>Capture</u> ideas in an emergent document; <u>Clarify</u> notes by themes, course offerings, and	Increased support, understanding within the department, increased enrollment, increase in degrees conferred, increased retention and successful course completion, graduation, transfer

		teaching expertise, <u>Organize</u> projects that will lead to increased enrollment assign dates, 2024-2025: <u>Engage</u> and prepare to implement with the goal to exceed the institutional rates for indicators, 2025-2026: <u>Review</u> and assess	rates (particularly among disproportionately impacted and under served groups)
Kasaysayan Filipina/o/x Learning Community	I.C.1	2023-2024: Celebrate and assess success, viability, resources, etc. 2024-2025: Find funding in order to plan a Kasaysayan conference and invite national learning communities to NVC, 2025-2026: Hold the conference	Increased support, understanding across ethnic groups; increased retention and successful course completion, graduation and transfer rates (particularly among Filipina/o/x Americans), Increased collaboration and visibility and potential to create alliances with other campuses
Cultural Center programming	I.B.1	2023-2024: Continue to hold events both online and live, including one off-site field trip, 2024-2025: Clarify and implement the Cultural Center as the hub for the C.E.E.T.L.	HUMA students' Are inspired and build peer and mentor networks when attending Cultural Center events 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).

Community Advisory for Peace in Education (CAPE)	I.B.1	<p>2023-2024: Brainstorm the necessity and criteria for CAPE in the spirit of the 13 Grandmothers with a focus on equity, inclusivity, and peace after the rise in gun violence on campuses nationwide,</p> <p>2024-2025: Review applications and meet with potential C.A.P.E. members,</p> <p>2025-2026: Find funding in order to welcome the C.A.P.E. and create a resolution for education in a peaceful setting</p>	<p>Work with consideration for the sensitive nature of this project and design a questionnaire to gather feedback from students, faculty, staff, and administrators on the times they have felt unsafe while learning, teaching, or at work. Disaggregate and code the data using inductive and deductive buckets. Use the themes to create C.A.P.E. from an abundance mindset to offset unspoken fears that merely being in a space of higher learning places one in imminent danger. Work with experts to ensure the process and deliverables are ethical, inclusive, and in alignment with program mission</p>
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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:

Anticipated Program Resource Needs:

- Classified Personnel and/or Student Worker: Part-time, to staff and shelve books in the Cultural Center
- Facilities (for The Cultural Center)
- IT (for The Cultural Center computer maintenance)

- Torsion on the Go! Nesting Chairs in a dark color (also requested in the 2019 P.R.)
- Uniframe cafeteria table (round with wheels, folds in the middle for easy adjustment). (also requested in the 2019 P.R.)
- 4 Folding tables
- 16 stackable folding chairs
- Carpets and chairs shampooed annually. Weekly: empty trash, clean and dust the space, especially the windows and bookshelves
- Stipend for the ETHS and HUMA Enrollment Focus Group
- Operating Budget
- Line in the Operating Budget for CAPE
- Line in the Operating Budget for Special Projects Stipends - annual field trip and film festival (Cultural Center Events)
- Guest Speaker Funds (Instructional and Cultural Center)
- Cultural Center Library and Learning Materials: Paperback, digital books, and audio-visual materials (Instructional and Cultural Center collection)
- Guest parking passes
- Cultural Center Swag for giveaways such as T-shirts, pens, water bottles, etc.

V. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2019) included the following initiatives:

- Increase enrollment, class size, fill rates for HUMA courses
- Increase publicity about degrees
- Ethnic Studies Learning Community
- Filipina/o/x Learning Community
- Cultural Center events and support for educators who complete the Culturally Responsive Pedagogy Training which is part of the Academic Senate C.E.E.T.L.

I. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

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

J. Recent Improvements

- Class size increases in Huma 125 and 151
- 100% of courses have been assessed
- PLOS in progress through the upward assessment process
- Large enrollment increases in Huma 125
- Retention and successful course completion rates exceed the corresponding institution rates for both HUMA courses
- Successful course completion rate for the program is significantly higher than the institutional rate
- Successful course completion rate in HUMA 151 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, Mexican/Latina/x/o Americans, and first-generation students

K. Effective Practices

- Competent instructors with many years of experience teaching the disciplines of Humanities and Ethnic Studies who are also deeply connected in the surrounding North and East Bay communities
- Encouraging instructors with advanced knowledge of culturally responsive pedagogy, decolonizing methodologies, and critical social, environmental, and research justice. HUMA faculty are relied on as experts, serve on task force subgroups, and develop culturally responsive curricula within the Academic Senate C.E.E.T.L.
- Instructors, administrators, and staff who actively attend professional development opportunities such as conferences, webinars, distance education training, TimelyMD training sessions, and LGBTQIA brave and safe space certificate programs rooted in equity and inclusivity
- A variety of innovative teaching methods (i.e., lectures, small/large group projects, online discussion posts, arts-based responses to readings, film/theater, and self-reflection) support the different learning styles among students (kinesthetic, visual, tactile, and auditory learners) and bring about transformative learning
- Course content includes the experiences of and contributions of communities such as African Americans, Mexican/Latina/x/o Americans, Asian Pacific Islander Americans, those of multiracial descent, the LGBTQIA community, and

the intersections thereof; diversity of religions, socioeconomic status, and disability/ableism are incorporated into the course material

Closing Rationale:

This program review envisions a new pathway for the HUMA program in 2022/23 – 2025/26. HUMA has three remaining courses, with the birth of five revised and four new ETHS courses, and one new HUMA course in 2022. The HUMA department looks forward to exploring the potential of creating a new HUMA course in Peace Studies and the CAPE.

Feedback and Follow-up Form

Humanities Fall 2022

Completed by Supervising Administrator:

Robert Van Der Velde,
Senior Dean

Date:

11/14/22

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

HUMA courses have been popular, attracting a diverse student population and achieving strong student success for many students. The full-time and part-time faculty have provided exceptional instruction, and are dedicated to student success.

Areas of concern, if any:

The advent of Ethnic Studies course and the revision of ETHS courses to become the core of ETHS curriculum has left a few HUMA courses to fill the need of curriculum more global than the US-focused ETHS classes.

Recommendations for improvement:

Because HUMA courses do not satisfy the new CSU and US Ethnic Studies requirement, it is important to carefully schedule offerings and to recruit from ETHS students seeking a more global perspective for further study.

The Cultural Center has been an important co-curricular component of Humanities in recent years. It requires a stable operating budget and institutional support to continue to be a vital aspect of the program and its outreach to the community.

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	The Cultural Center, as a co-curricular component of Humanities instruction, requires a consistent budget for programming as well as a refresh of the physical environment.
Professional Development/ Training	
Library & Learning Materials	