

The major strengths of the HUMA Department are the following:

- Highly competent, approachable, and charismatic instructors whose pedagogy is culturally responsive to student needs and interests
- Course content includes, but is not limited to, Latin American, African, Asian, Pacific Islander, and American studies, those of multicultural, descent, the LGBTQ+ and physical ability intersections are crafted into course material
- A variety of innovative teaching methods (i.e. lecture, small/large group work/exercises, films, skits, circle discussions) are used to address the differences in learning styles amongst students (kinesthetic, visual, tactile and auditory learners) and bring about transformative learning
- Relationship with NVUSD schools

The major successes of the HUMA Department are:

- Creating AA Degree in Ethnic Studies (2018)
- Creating Social Justice Studies-Ethnic Studies: AA-T Degree (2019)
  - Class size increases in Huma 151 and 113

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

3.

## Program Review Report

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):





Concern

- Enrollment decreases in Huma 100 and 101. (It is also important to note that fewer sections of Huma



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

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

**Program Reflection:**

Strengths of the Program

- HUMA productivity exceeds the target level for the institution

Concern

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

Areas for Improvement

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

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

*RPIE Analysis: Over the past three years, the retention rate for the Humanities Program*





	2016-2017	2017-2018	2018-2019
<b>Degrees</b>	--	5	3
Ethnic Studies: AA	--	--	--
Humanities and Philosophy: AA	--	5	3
Social Justice Studies-Ethnic Studies: AA-T	--	--	--
<b>Institution: AA Degrees</b>	<b>88</b>	<b>51</b>	<b>58</b>
<b>Institution: AA-T Degrees</b>	<b>118</b>	<b>144</b>	<b>144</b>
<b>Average Time to Degree (in Years) <sup>+</sup></b>			
Ethnic Studies: AA	--	--	--
Humanities and Philosophy: AA	--	*	*
Social Justice Studies-Ethnic Studies: AA-T	--	--	--
<b>Institutional: AA</b>	<b>4</b>	<b>5</b>	<b>4</b>
<b>Institutional: AA:T</b>	<b>4</b>	<b>3</b>	<b>4</b>

Source: SQL Award Files

\*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to

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

**II. CURRICULUM**  
**A. COURSES**

<b>Subject</b>	<b>Course Number</b>	<b>Approval Date</b>	<b>Has Prerequisite* Yes/No</b>	<b>In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S) &amp; Academic Year</i></b>	<b>To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> &amp; Academic Year</b>	<b>No Change</b>
HUMA	100	01/16/2018	N			X
HUMA	101	01/16/2018				

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

**C. LEARNING OUTCOMES ASSESSMENT**

**A. Status of Learning Outcomes Assessment**

Learning Outcomes Assessment at the Course Level

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



**D. PROGRAM PLAN**

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

- Viability
- Stability
- Growth

\*Please select ONE of the above.

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

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

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

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

Program: HUMANITIES

Plan Years: 2020-2021 through 2022-2023

**Strategic Initiatives  
Emerging from Program  
Review**

**Relevant  
Section(s) of  
Report**

**Implementation  
Timeline:  
Activity/Activities &**







## E. PROGRAM HIGHLIGHTS

### A. Recent Improvements

Creating AA Degree in Ethnic Studies (2018)

Creating Social Justice Studies-Ethnic Studies: AA-T (2019)

Establishing the Cultural Center in 2016

Large enrollment increases in Huma 125,151, 160. (I.A.1)

Class size increases in .9 (.8 oc9rϕ)Tj-0.q72.4.6 (CID 2CID 27 BDC 5))TJ0 Tc 0 Tw d01 Tc 0i)

## Feedback and Follow-up Form

### Completed by Supervising Administrator:

Robert Van Der Velde, Senior Dean, Arts & Sciences

### Date:

11/15/2019

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

Two key strengths of the Humanities program are the faculty and the curriculum. Program faculty are highly regarded, well qualified, and take pride in innovative instruction. The curriculum is fresh and relevant to a widely diverse student body, with a new Associates in Arts for Transfer in Social Justice Studies (Ethnic Studies) that has good prospects for growth. As a result of these strengths, the program has excellent success rates consistently high across demographic groups, as well as good success in maintaining healthy enrollment management. The recent addition of a new fulltime faculty member (not reflected in the data for t2 Tc 0 Tw 5.Tw eg1T3094

