

**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:

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

feature course content and other material that are inclusive of people of color and LGBTQ+ voices, and a multiplicity of critical methodologies: Feminist, Marxist,

2019, San Francisco, CA). The tenth slide in this presentation suggests that HUMA systems

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			

2) Greater outreach to community organizations serving underrepresented populations

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-

Consider live, hybrid, and evening course offerings similar to what the department offered prior to Covid19

Full-

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

Humanities Spring
and 2008
Philosophy:
AA

Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
8	7	7	87.5%	

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

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	

		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

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

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,

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.