Verification Team Report  
Fall 2009

Program: Humanities

PEP Team Members: Janet Stickmon, with input from Sharon Gocke and part-time Humanities instructors

Verification Team Members: Emily Cosby, Laura Ecklin, Marlene Holden

Statement of Completion:

This is to verify that the Humanities Program Evaluation and Planning Report (PEPR) is complete and accurate. It contains and addresses all of the applicable elements of program review.

The Humanities faculty reviewed and updated all curricula in the spring and fall 2009, with only one course requiring substantive revisions (HUMA 125). A program level SLO has been developed, and SLO’s have been identified for all courses in the discipline as demonstrated in the SLO matrix. The primary Humanities faculty member is working with the SLO Assessment Coordinator to develop an SLO assessment plan in accordance with the campus schedule.

Strengths of the Program:

With relation to retention and successful course completion rates for equity groups, the analysis of the data does not indicate that any equity group is consistently performing at a lower rate in Humanities than the group does among the college as a whole. The retention rate for Humanities is 87.3%, while the successful course completion rate is 79.9% for academic year 2008-2009. These rates exceed the averages for NVC credit programs for 2008-2009, which are 86.4% and 69.8%, respectively.

It is interesting to note that student enrollments in Humanities courses represent a high percentage of non-white students as compared with the general student population. Additionally, 90% of students enrolled in Humanities courses are under age 30. This may be related to the fact that degree-seeking students who are required to take Humanities courses are likely to be younger. The number of disabled students enrolling in Humanities courses is relatively low, at just under 4%. The Humanities faculty has identified this as an area to be monitored.

The Humanities faculty should be commended on their high retention and successful completion rates. Comments from students indicate a high level of satisfaction with the Humanities faculty and curriculum. The Humanities faculty utilize a variety of teaching methods and exercises to address the diverse learning needs of NVC students to ensure that students have a full sensory experience with the courses.
Based on student comments, it appears that the part-time faculty could expand their use of diverse teaching techniques. It should be noted that Humanities courses explicitly address the influences of cultural contexts within the course material. The Verification Team commends the Humanities faculty on their commitment to diversity and cultural awareness. This commitment supports the college’s mission and values, particularly with regard to preparing students for their roles in a diverse and interdependent world, as well inclusivity and respect for others. Students comment that they appreciate the free exchange of different ideas, learning about different cultures, and becoming a better critical thinker.

The Verification Team supports the Humanities faculty’s desire to build and strengthen connections with local high schools and the community. The Verification Team also supports the department’s goal of working closely with DSPS, counselors, and other student services faculty and staff to better assist the disabled students enrolled in Humanities classes.

Areas for Program Improvement:

The Humanities faculty addressed a concern about the retention and successful course completion rates for HUMA 104. The faculty have an interest in increasing these rates by discussing effective retention strategies, providing training to part-time instructors in diverse teaching techniques, developing an introductory religion course, and bringing in guest speakers so students get a better understanding of different religions and religious beliefs.

Enrollments of disabled students and students over age 30 are low as compared to the general population, so the Humanities faculty may wish to engage in outreach efforts to increase enrollments in these areas. Increased outreach efforts are identified as an objective in the Humanities Unit Plan (Schedule A). The Humanities faculty have also identified an interest in increasing enrollments in HUMA 125 and 151 which could be accomplished through outreach activities and coordination with student services programs as noted in the Unit Plan.

The number of total sections offered has remained somewhat stable over the past four years, with an increase in the number of different Humanities classes offered as a result of new curriculum development. With 19 sections of Humanities classes offered in 2008-2009 and one full-time Humanities instructor, along with a full-time Philosophy who typically teaches one section of Humanities per semester, 12 of the 19 sections of Humanities courses are taught by full-time faculty, which represents 63%. Based on Fall 2008 data, 61.46% of credit sections were taught by full-time faculty, so the percentage of Humanities courses taught by full-time faculty is consistent with the college’s current ratio.
At this time, the Verification Team does not support an additional full-time faculty member in the Humanities Department, but the team does recognize that, without additional full-time faculty specifically dedicated to Humanities, the ability to develop curriculum may be limited. In particular, it may be difficult to develop courses related to specific ethnic groups or culture. It should be noted that students indicated a desire for courses, including but not limited to: African-American Studies, Chicano-Latino Studies, and Asian/Pacific Islander Studies, so this is an issue that needs to be monitored.

**Summary of Verification Team Recommendations:**

The Verification Team supports:

1. Developing strategies to increase retention in HUMA 104, which could include additional training for part-time faculty and stipends for guest speakers.

2. Expansion of part-time faculty pool.

3. Continued development of SLO assessment measures.

4. The purchase of media materials and maps for approximately $2,600.

5. Support from the institution to ensure that technology in the classroom is operational.

6. Coordination with other departments/divisions in the purchase and use of “Clicker Technology” in an effort to utilize funds more efficiently.

7. Coordination with Outreach Committee, DSPS, and other student services programs to increase enrollments of disabled students and students over 30 and to increase retention, particularly in HUMA 104.

The Verification Team supports the development of new curriculum. However, given the current fiscal crisis in California, the team recommends cautious expansion of the program. It is recommended that the Humanities faculty ensure that new courses articulate with courses at the four-year institution, particularly since NVC will be focusing on course offerings that meet general education, major, and degree and certification requirements during these difficult budget times. Further, to maintain adequate enrollments in Humanities courses, the faculty may wish to develop a scheduling plan to ensure that each Humanities course is offered at least once per year. This might be one way to expand the number of courses offered, while ensuring that enrollments remain steady.

Respectfully submitted by Emily Cosby, Laura Ecklin, and Marlene Holden on December 15, 2009.
Instructional Program Evaluation  
Part 1

Program: HUMANITIES
Date: SPRING 2009

1. Mission

A. Program Mission Statement
This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service/department contribute to Napa Valley College’s (NVC) Mission. Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

The mission of the Humanities Department is to teach students how to study and analyze the interplay of significant philosophical, artistic, historical, political, religious, and cultural issues. This department strives toward helping students gain a historical understanding of major civilizations and cultures, both Western and non-Western. Students will also have an understanding and appreciation of the contributions and perspectives of prominent intellectual women and men, including those of ethnic and other minorities.

B. The program falls within one or more of the following categories (check all that apply):

- [X] Transfer/Degree
- [ ] Vocational
- [ ] Remediation
- [ ] Non-Credit/Community Services

2. Accreditation and External Reviews

A. Review NVC’s Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.

B. Indicate the sources of information used in Question 2.A.

- [ ] Accreditation Self-Study Planning Agenda
- [ ] Accreditation Final Report
- [ ] Previous program evaluation recommendations

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how
the program responded.

D. Reflect on your responses in Section 2. Accreditation and External Reviews and write objectives for improvement on Schedule A. Program/Discipline Plan.

3. Curriculum and Instruction

A. Prepare/revise the Student Learning Outcomes Matrix.

Attached.

B. Review the course outlines of record.

1) Assess the appropriateness of the degree and certificate requirements.

Currently the Associate’s Degree in Humanities and Philosophy is under review by Sharon Gocke and I. To ensure that the degree becomes approved, we are re-examining the degree to determine what baccalaureate degree it will feed into and how students may benefit from the degree if it is classified as a local degree. We are also exploring the possibility of having it classified as both a transfer and local degree. This decision will be made Spring 2009.

2) Evaluate the appropriateness of courses to the program.

Currently the Humanities and Philosophy departments offer an AA Degree in Humanities and Philosophy. To obtain this degree, students must complete three humanities courses from the following choices: Humanities 100 American Mind 1, Humanities 101 American Mind II, Humanities 104 Comparative Religions, Humanities 125 Hispanic Civilizations, Humanities 151 Women’s Ethnic Heritage, and Humanities 160 Filipina/o-American Heritage. Students are also expected to complete three philosophy courses from the following list: Philosophy 120 Introduction to Philosophy 1, Philosophy 121 Introduction to Philosophy 2, Philosophy 125 Introduction to Ethics, Philosophy 130 Introduction to Logic, Philosophy 133 World Philosophy, Philosophy 134 Philosophy of Religion. These course choices will give the students a sufficient background in these two disciplines.

3) Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have the pre- and co-requisites been validated through the NVC curriculum process?

Currently English 100 (retooled to ENGL 90) is the recommended preparation for students enrolling in Humanities 100 and 101. The recommended preparation for HUM 100 and 101 will be changed to ENGL 90. This course helps students develop college-level reading and writing skills and will enhance their ability to excel in HUM 100 and 101.

4) Determine which course outlines have not been updated since the last program evaluation or within the past five years.
Course outlines of record for Humanities 100, 101, 151 have been revised and approved by the Curriculum Committee as of Spring 2007. Humanities 160, a new course, was developed and approved by the Curriculum Committee in Spring 2007. Revisions for Humanities 104 have been submitted as of Spring 2009 and revisions for Humanities 125 will be revised and submitted to the Curriculum Committee Fall 2009. Humanities 125 will also be crosslisted as an anthropology course.

5) Write SLOs for the program and for each course.

   See attached.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.

   Curriculum Action Plan attached.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

   Currently each instructor submits the course syllabus to the Social Science Division Chair at the beginning of each semester.

   If syllabi are incongruent with the course outline, the instructor will be referred to the full-time instructor within the specific department to ensure that the syllabus will be consistent with the Course Outline of Record.

E. Assess Student Learning Outcomes

   1) Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).

      In general, reflection papers and/or reading response papers, quizzes, questions sheets, film notes, skit performances, midterms and final projects/papers/examinations are among the methods by which the student learning outcomes were/are assessed.

      Comprehension of the material is assessed through the methods that may include, but are not restricted to reflection papers (and/or reading response papers), quizzes, questions sheets, film notes, skit performances, and/or midterms in Humanities 100, 101, 151 and 160. Final projects in Humanities 100, 101, and 160 are used to assess the students' application of the material and the critical thinking tools acquired throughout the semester.
For Humanities 104, periodic essays and/or objective tests, a final examination, and an optional oral presentation are the current methods of assessment.

For Humanities 125, essays and/or quizzes, midterm, and final examination are the methods of assessment. This course will be revised by Fall 2009.

All assessment occurs in the classroom. Formal assessment procedures will be further developed in accordance with recommendations by the Ad Hoc Assessment Committee.

2) Summarize your findings from the data.

Not applicable.

3) Describe how you used the data and the results to improve teaching and student learning?

Not applicable.

4) An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:

- X Syllabi
- ☐ Catalog
- ☐ Brochure
- ☐ Articulation/Transfer agreements
- X Website
- ☐ Other_____________________________

F. Instructional Methods

1) Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

As the single full-time faculty member in the humanities department, I ensure similar standards of academic rigor of the course outline of record are followed by all instructors via email, phone, or personal contact.

2) Discuss the instructional methods used by the program faculty to address the diverse student population and to encourage retention and persistence?

The course material in all humanities courses uses material that includes the experiences of and/or contributions of communities (i.e. written by and about the members of these communities) including but not restricted to the following: African-Americans, Chicana(o)/Latina(o)-Americans, Asian Pacific Islander Americans (particularly Filipina/o-, Chinese-, and Japanese-American), those of multiracial descent, L/G/B/T community, and the intersections thereof. Diversity as it applies to religion, socioeconomic status, and physical ability are also incorporated into the course material. If the material is relevant to the student
population (and reflects the interests of that student population), then enrollment is likely to increase and interest in the subject matter is maintained. Ensuring that course material and methods are diverse is essential. For example, when considering Humanities 160 Filipina/o-American Heritage, when Filipina/o-American students learn about their history of the contributions of their ancestors, they feel connected to a long legacy of achievement and are motivated to excel in other core courses within mathematics, the physical sciences, and the social sciences.

3) Discuss the instructional methods used by the program faculty to address the differences in learning styles and to encourage retention and persistence?

A variety of teaching methods (i.e. lecture, group work/exercises, films, skits) are used to address the differences in learning styles among students (i.e. kinesthetic, visual, tactile learners, etc.). Among these are PowerPoint presentations, group work, circle discussions, film, listening/analyzing musical selections, and performing skits. Such instructional techniques help students to get a full sensory experience of the subject at hand, and therefore, become more likely to retain the material.

Individual techniques are well-suited for students with a particular learning style. For example, circle discussions may be good for a student who learns by being verbal, or performing skits may be good for a kinesthetic learner who better retains information when s/he is physically active. While such techniques are beneficial for specific individuals (based on their needs/learning styles), these same techniques are equally beneficial for students who may be accustomed to the traditional lecture format.

G. On-line Services

1) List the on-line and hybrid courses that are offered in this program.

None at this time.

2) Is 50% or more of the program offered through a mode of distance or electronic delivery? Yes______ No _X_

3) Discuss the program’s plans for future on-line offerings.

There are no plans to create online humanities courses. Given the modes of class instruction used in the Humanities courses including Powerpoint presentations, performing skits, listening to musical selections, reading, watching/analyzing film/documentaries, students will gain an understanding of the material through—an understanding that cannot be fully captured by an online course. Humanities courses require a full sensory experience. However, the department will remain open to the possibility of offering online courses in the future.

4) Describe any challenges that have been identified and needs that must be addressed to support the development of on-line offerings.
Not applicable.

H. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not applicable. The Counseling Division oversees articulation agreements with other colleges for all programs.

I. Reflect on your responses in Section 3. Curriculum and Instruction, and write objectives for improvement on Schedule A.

See attached Schedule A.

4. Community Outreach and Articulation

A. Off-Campus Offerings

1) List the off-campus courses offered in the program and the location (Upper Valley Campus, American Canyon/South County, other/identify).

No humanities courses are offered off campus at this time.

2) Discuss the program’s plans for future off-campus offerings.

I would like to offer all humanities courses at each of the campuses, especially Hum 100, 101, and 160 at the American Canyon/South County campus.

3) Describe any identified challenges and needs that must be addressed to support off-campus offerings.

Currently having only one full-time humanities instructor, two part-time humanities instructors, and a 0.5 social science division secretary, addressing the needs of potential students at the other campuses is challenging.

B. What recruitment and/or community outreach activities has the program engaged in or initiated?

Flyers advertising the HUMA 160 course were posted in the Vallejo area prior to Fall 2007. Flyers advertising the HUMA 101 course were posted around the NVC campus during 2005.

C. What has the program done to establish relationships with secondary schools and/or four-year institutions?

The humanities department has not organized informational sessions at secondary schools. I have made personal contact with instructors at Bethel High School and Solano Community College. This semester, a representative from Pilipino Academic Student Services (PASS) at UC Berkeley will give a presentation to my Humanities
160 students about transferring to UC Berkeley. I have also been in contact with the program director for On the Move, a youth leadership academy in the Bay area.

D. What has the program done to establish relationships with the business community (if a vocational program)?

Humanities students have been informed about various organizations locally such as Voice Our Independent Choices for Emancipation Support (VOICES) in Napa and the Bayanihan Center in Vallejo. For cultural enrichment, students have been encouraged to visit a variety of museums and bookstores in the Bay area. Those students who attend specific events are given extra credit. I have established relationships with Marcus Books in Oakland and Arkipelago Books in San Francisco and they have agreed to keep sign-in sheets in their stores for those humanities students who come in to visit. Such experiences serve to reinforce their education on-campus, reminding them that learning is not restricted to the classroom.

E. How has the involvement of the advisory committee helped in improving and/or promoting the program (vocational programs only)?

Not Applicable

F. Reflect on your responses in Section 4. Community Outreach and Articulation and write objectives for improvement on Schedule A.

See attached Schedule A.

Reviews and Signatures

Part I of the program evaluation report is to be reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |
Instructional Program Evaluation
Part 2

Program: __Humanities____________________________

Date: _______ Fall 2009 ____________________________

5. **Enrollment Trends and Student Satisfaction**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Between 2006-2007 and 2008-2009, enrollments in HUMA increased by 23.1%. Enrollment growth in HUMA has exceeded enrollment growth across NVC credit programs during this time.

This can be attributed to a combination of factors. Among these factors are: revisions to course outline of record for HUMA 100, 101, and 151 (including content and meeting the NVC Multicultural Requirement); addition of a new course HUMA 160; other programs having humanities requirements such as the Nursing and Fine and Performing Arts. HUMA 125 and 160 are two courses relevant to two growing communities, the Chicana(o)/Latina(o)-American population and the Filipina(o)-American population; these courses are also of growing interest to those students not of these cultural backgrounds who seek to learn more about these two communities in order to become a more fully integrated society.

Within certain courses, there was some decrease in enrollment. The decrease in enrollment in HUMA 101, 104 and 151 can be explained by the following factors:

- Between 2005-2006 to 2008-2009, the number of sections for HUMA 101 decreased from 5 to 3.
- Between 2005-2006 to 2006-2007, the number of sections for HUMA 104, increased from 6 to 7; However, between 2007-2008 to 2008-2009, the number of sections for HUMA 104 decreased from 7 to 4.
- Between 2005-2006 to 2006-2007 the number of sections of HUMA 151 increased from 2 to 3, with only a modest increase of enrollment of 20 people. Between 2006-2007 to 2008-2009, the number of sections of HUMA 151 decreased from 3 to 1.
- HUMA 151 was offered during times that tend to draw fewer students (for example, Friday mornings) which can also account for the decrease in enrollment; class times may be affecting enrollment numbers.

Due to the growing interest in HUMA 160, the number of sections of this course was increased from 1 to 4.

Between 2006-2007 and 2007-2008, the enrollment for HUMA 125 (offered on campus) increased from 17 to 34 in 1 section. In Fall 2008 the on-campus enrollment for HUMA 125 was 15, followed by an on campus enrollment in Spring 2009 of 31. This semester, Fall 2009, there are currently 47 students enrolled in HUMA 125. (Note: At the beginning of the semester the class had 50 students enrolled and a waiting list). Due to
the growing interest in HUMA 125 over the past year, the department should increase in the number of sections of HUMA 125 and expand course offerings meeting the educational needs of the Chicana(o)/Latina(o)-American student population.

Between 2007-2008 and 2008-2009, there was an increase in enrollments due to an increase in the number of sections offered (Note: in 2007-2008, 32 enrollments in 1 section and in 2008-2009, 108 enrollments in 4 sections with average class sizes of 32 and 27 respectively.) It is important to note that at the beginning of Fall 2009, both sections of HUMA 160 were filled to capacity (50 students each with waiting lists of 10 students and more students attempting to add). Currently there are 51 enrollments in the morning section and 49 in the afternoon section. Due to the growing interest in HUMA 160, the department should also consider increasing the number of sections offered.

It is possible that if the number of course offerings of HUMA 101, 104, and 151 did not decrease, there would be a similar increase in enrollment trends based on student personal interest, satisfaction of requirements or combination of both.

HUMA 100, 101, 104, 125, 151, and 160 courses satisfies the college’s commitment to diversity (across ethnic, class, sexual orientation, gender, religious lines and the intersections thereof) as described in its mission statement and many of the recommendations made in 2008 Thomas Brown’s consultant report entitled “Supporting the Strategic Development of a Diverse and Inclusive Campus Community at Napa Valley College. In particular, HUMA 125 and 160 satisfy the following recommendation:

24. Consistent with Recommendation #7, the College should create courses to “provide concentrated study of single focus groups.” An additional benefit of offering such courses is that the applicant pools of prospective faculty are more likely to include persons from diverse backgrounds.

It is important to monitor the African-American student population to ensure that their educational needs are being served through comparable course offerings. It is also significant to ensure that disability is included throughout the discourse on diversity within HUMA courses.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

**Load**

HUMA load has exceeded college load over the past two years. The increase in load is due to an increase in Weekly Student Contact Hours (WSCH) as well as a decrease in Full-time Equivalent Faculty (FTEF). Load has ranged from approximately 340 to 482 from 2006-07 to 2008-09 compared to a range of 406 to 409 across the college. Load is calculated by dividing the WSCH by the number of FTEF. The target faculty load is 525. As the denominator, the FTEF increases, the Load decreases. As the numerator, WSCH increases, load increases. The objective would be to increase WSCH and decrease FTEF to ensure that the target faculty load of 525 is continuously met. Potential goal is to maintain Load > 450 which was achieved in 2007-2008 and 2008-2009.
Productivity
Productivity within HUMA has exceeded productivity across college credit programs over the past two years. HUMA productivity has ranged from approximately 11 to 16 over the past three years. Productivity is calculated by dividing the number of Full-time Equivalent Students (FTES) by the number of Full-time Equivalent Faculty (FTEF). The target productivity is 17.5.
As the denominator, FTEF increases, productivity decreases. As the numerator, FTES increases, productivity increases. Potential goal is to increase productivity to 16 which was achieved in 2007-2008.

Average Class Size
Average class size has ranged from 22.7 to 32.2 students per section in HUMA over the past three years. The average class size for HUMA courses has exceeded the average class size for NVC credit courses over the past two years. The average class size of all HUMA courses has increased over the past three years. The increase in average class size for HUMA has come as a result of increased enrollments in HUMA courses (as well as an increase in course offerings), while the number of sections across the program has been relatively stable.

C. Review the program’s schedule of classes and the student satisfaction survey results. Discuss whether the courses are scheduled appropriately to meet student needs.

When HUMA 100, 101, 160 were offered at 9:30 a.m. and/or 11:00 a.m. Monday through Thursday, enrollment was moderate to high. During 2007-2008 and 2008-2009, HUMA 100 had average class sizes of 43.5 and 47, respectively. During the same two years, HUMA 101 had average class sizes of 34.5 and 28 respectively. HUMA 160 had average class sizes of 32 and 27 during these two years. Given this data, these courses should continue to be offered at this time.

When HUMA 101 was offered on Friday mornings, the enrollment tended to be lower than when offered Monday through Thursday mornings. (HUMA 101 was offered on Friday mornings during Fall 2006 and Spring 2007). Friday morning offerings of HUMA 151 also had low enrollments. For example, during Spring 2007, HUMA 151 was offered (on-campus) a Friday morning and the enrollment was 15. During Spring 2009, when HUMA 151 was offered on a Friday morning, the course was underenrolled and had to be cancelled. The HUMA department should avoid scheduling HUMA 101 and 151 on Fridays and offer more sections in the morning Monday through Thursday. Once enrollment begins to build, the department can consider adding evening or afternoon sections of HUMA 101 and 151.

During Fall 2009, all sections of HUMA 100, 101, 125, and 160 were filled to capacity. (Note: At the beginning of the semester, there were 50 students per section with a 10-person waiting list and additional students wanting to add to waiting list.)

As mentioned in Section 5A., during Spring 2009 HUMA 125 had an on-campus enrollment of 30. This semester, Fall 2009, there are currently 47 students enrolled in Hum 125. Each time the course was offered TUES evening. HUMA 125 should continue to be offered at this time. The department should offer an additional section Monday through Thursday mornings.
According to the student surveys, five students reported suggestions for course offerings/scheduling. These comments were as follows:

- Day time, or two days a week maybe
- During a different time (during early daytime)
- There should be more classes. Should talk about more of the history of the Philippines.
- More classes available and longer class times
- More class availability (other than only MW).

Based on these comments and the overall trend in HUMA enrollment described in Section 5A, more sections of existing courses should be offered throughout the week and course selection should be expanded.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

(1) Areas for Continued Success

a. Summary
The results below are responses to 206 completed surveys. It is significant that no statements on the student surveys had <75% of respondents agreeing/strongly agreeing with the statement or >10% of respondents disagreeing/strongly disagreeing with the statement. Regarding diverse teaching techniques, 86% of respondents selected Agree or Strongly Agree for the statement, “The instructors in this program use a variety of teaching techniques to address different ways students learn.”

In summary, based on the student surveys, the HUMA department excels in the area of effectively teaching the student population about various cultures and religions. The surveys also reflect the students’ appreciation of the various teaching techniques used in the classroom (as mentioned above). The HUMA department should continue using the teaching techniques and course content that the students have found to be rewarding, while also seeking to expand its knowledge to remain up-to-date with the current scholarship and teaching methods.

Below are selected comments from the open-ended portions of the survey that highlight the strengths of the HUMA program in the respondents’ own words.

b. Students Responses: “Best thing about the program”

In response to the prompt: “The best thing about this program and/or courses within this program is:…”, students responses ranged from valuing the instructor to valuing the diverse techniques used to teach the subject matter to enjoying learning about different cultures. Sample responses to this prompt have been included below. These comments are organized in two categories: Instructor and Class. These comments are followed by a table illustrating the number of students who (expressed in their response to the above prompt) their value for the discussion of culture and/or discussion of diverse perspectives in the HUMA courses. Following the table are a selection of positive comments made in response to the open ended prompt “Additional Comments/Suggestions.” Note: Grammar and spelling in student comments were left uncorrected.
Instructor
- The different methods the instructor uses to teach.
- The instructor’s unbiased views on different religions
- Teacher (Dr. Gocke) makes lectures interesting all the time.
- The way Mrs. Stickmon teaches and the many activities we indulge in.
- This program is not based on lecture, her expectations are clear and her teaching technique is amazing.

Class
- The free exchange of different ideas
- An intellectual and unbiased approach in looking at world religions
- The elaborate and credible information.
- The class teacher participation and the small group activities and presentations
- “Skits” that we perform, to get our other classmates to understand a story
- Good classroom discussions
- Open learning forum. The ability to learn about other races and cultures
- Anyone can speak there mind and everyone respects everyone else’s culture.
- Having fun while learning.
- Critical thinking from history and future information
- Learning all the different countries in South America and Central America.
- To learn more about South America. Theirs more to it than just Mexico.
- Learning about all the beautiful cultural backgrounds of the world
- The knowledge and information one gets about various races and ethnic groups.
- Helps me learn about my heritage and have a better understanding of Filipinos.
- I love how we get to learn hands on about the Philippines and get into deep discussion.
- It makes me appreciate my heritage more and learn things that I’ve never known about my fellow Filipino’s.
- That it promotes pride in different cultural heritages
- Learning my history I wasn’t aware of.
- Being taught from an African American perspective
- I am learning about black history, I have an engaged professor, I have grown with my peers
- That one can further understand ethnic backgrounds and attempt to avoid stereotypes and ethnic slurs.

c. Table: Learning about Different Cultures/Perspectives

It is significant to note that there were several comments to the open-ended portion of the survey that mentioned the students’ valuing the discussion of culture and/or discussion of diverse perspectives. The table below categorizes these comments into four groups:
1) learning about different cultures or a specific culture, 2) learning about different religions, 3) learning about my own culture and 4) valuing different perspectives.
Strength | Number of Respondents
--- | ---
Learning about different cultures (and/or ethnicities, races) or a specific culture (and/or ethnicity, race)* | 49
Learning about different religions | 9
Learning about my own culture** | 14
Valued different perspectives, ideas*** | 14

*This figure does not include 14 respondents stating that they valued learning about their own culture.
**This figure reflects the respondents explicitly using words like “my,” “own,” “our” or “self”
***This figure reflects the respondents using general terms such as “diverse,” “different perspectives,” “broad range,” or “variety.”

d. Student Responses: Additional Comments/Suggestions

Under the section of the surveys that asked for “Additional Comments/Suggestions”, amongst the positive comments were the following:

- I am impressed with how the teacher conducts class. The atmosphere is very professional and like that of a high caliber university. The subject matter is presented w/ unbiased views & no ill-will is obvious. Instructor has similar views with me.
- Course is informative and the objectives are clear. Would like to see more classes that are similar! Overall great and fun course.
- Having classes that expose different cultural backgrounds is a refreshing experience. It would be great if they offered more courses pertaining to any nationality. I absolutely love learning my own history as well as others.
- Good teacher that expects/helps bring out the best of us!
- Great instructor with very good course material, makes it easy to understand and offers variety of interactive study. Second course with same teacher. Lot’s of fun.
- I love this course. I am very satisfied with the way in which the instructor addresses the topics and presents them to the class. Ms. Stickmon is very involved and allows many effective ways in which to get her class involved. It has been my favorite course since my first semester here in fall 2006
- Ms. Stickmon is awesome! She has a very interesting technique of teaching and she makes learning more fun w/ her group projects and class discussions. Keep up the great work.
- The instructor is really cool! She’s young and knows how to approach her students well. At first, she was intimidating because she has a strong personality but she is really nice and helpful. She one of the best instructors I’ve had.

2. Areas of Improvement

a. Summary
The suggested areas of improvement for the HUMA department range from ensuring that technology in classroom is in working order to expansion in course offerings. In summary, the student surveys reflect a need to the suggestions made by the students by: working with the Facilities Department, IT Department and Media Center to ensure that all technology in modulars work, (particularly the speakers in 2240 and 2230); ensuring instructor-generated materials (handouts, readers, etc.) are of good quality;
ensuring that closed-captioned videos are used; using an effective balance in teaching approaches that includes lecture, activities, videos, group work, as well as a balance in classroom assessment techniques; and integrating more visuals into class lectures and inviting guest speakers to class, both of which can improve students’ comprehension and retention of the subject matter. The HUMA department should consider expanding its course offerings in religion to address the need for a basic-level instruction. The surveys also reflect a need for an expansion of course offerings in particular areas, such as Chicano and Latino Studies, Asian Pacific Islander Studies, and African/African-American Studies.

Below are selected comments from the open-ended portions of the survey that highlight suggestions for improvement (in the students’ own words) that the HUMA program can make. The first set of comments were found under “Additional Comments/Suggestions.” The second set of comments were in response to the prompt “Suggestions for Improvement.” These comments are then followed by a table that illustrates the number of recommendations favoring the expansion of course offerings focusing on single cultural groups, various cultural groups (in general) and/or specific languages.

b. Student Responses: Additional Comments/Suggestions

Under the section of the surveys that asked for “Additional Comments/Suggestions,” amongst the recommendations for improvement were the following:

- The class is good but it could get even better if it was based on more activities learning about Latin America is great and I like it but just lecture wise makes the class a little bit slow and boring but besides that its great I love the material we learn.
- The overhead projector didn’t work a couple of times when we attempted to watch educational videos twice.
- One to classroom limitations A.V and other tools restricted. Use of “modular” classroom not efficient for teaching-learning needs.
- It has been difficult responding to our class assignments which are directly related to films watched in class. Close-captioning would have been very helpful! Especially during the Celt movie.
- I consider myself to be “religiously illiterate” so I took the course assuming it was a beginning religion course. This did not seem to be the case—it felt more intermediate level to me.
- Promote HUM 160 more. Show more visuals.
- In general, I would like more Asian studies classes. My heritage isn’t just rooted in Europe. Additionally, some Asian language classes would be nice to have.
- I would like to see more courses on heritage available because many people now a days have lost their culture and they really do not have any idea how to find it. By having more classes on culture and heritage, we would have a better understanding of ourselves, of others heritage and cultures, and of our identity.
- The only suggestion I would like to see in effect is more black or African studies programs. It’s nice to see Irish heritage/Indian history & background but I would like to see some courses about Black/African roots beyond slavery and racism, more about where my people come from as a focus beyond what we always here about slavery etc.
- Latino studies (Brown vs. Black) How are they similar? And/or related if possible? Ex: Cubans, puerto Ricans
c. Student Responses: Suggestions for Improvement

Amongst the student comments in response to the open-ended prompt, “Suggestions for improvement,” were the following:

- Better readers, the pages sometimes cut off & it's hard to read
- More classroom activities involving students rather than lecture time
- Do not focus the class solely in test grades b/c I truly believe that I have a grasp on the knowledge but my marks definitely don't reflect that. Thank you.
- More assignments to get higher grade
- More than lecture
- More activities
- Group work! A more indept introduction on the basis of each religion. Guest speakers such as: priest, rabis, pastors, monks, etc.
- More group work
- I would love to be able to have people from the different cultures come in and talk. Make the experience more personal.
- I would like to learn more about Aztecs and South America natives.

d. Table: Expansion of Course Offerings

Upon examination of the open-ended prompts for Suggestion for Improvement and the Additional Comments/Suggestions, out of 206 surveys there were 32 comments requesting additional course offerings focusing on single cultural groups, various cultural groups (in general) and/or specific languages (Note: This is 15.5% of the respondents. Secondly 2 comments were found in Suggestion for Improvement and 30 were found under Additional Comments/Suggestions). The table below illustrates the number of respondents requesting specific courses.

<table>
<thead>
<tr>
<th>Course Requested</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American related courses*¹</td>
<td>16</td>
</tr>
<tr>
<td>Various cultures (in general)**</td>
<td>4</td>
</tr>
<tr>
<td>Filipino language courses</td>
<td>2</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>1</td>
</tr>
<tr>
<td>Asian language (non-Filipino) courses</td>
<td>1</td>
</tr>
<tr>
<td>Chicano/Latino-American related courses²</td>
<td>2</td>
</tr>
<tr>
<td>Swahili</td>
<td>1</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
</tr>
<tr>
<td>Native American related courses</td>
<td>1</td>
</tr>
<tr>
<td>European Studies</td>
<td>1</td>
</tr>
<tr>
<td>Humanities courses</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Filipino-American heritage courses</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total requests for courses focusing on single cultural group and/or language</strong></td>
<td>32</td>
</tr>
</tbody>
</table>

¹ One of these comments was found in the Suggestion for Improvement Section
² One of these comments was found in the Suggestion for Improvement Section

**One respondent included examples such as Italian, Native American, and Indian.

The table above suggests the need to expand HUMA course offerings about various cultures beginning with courses in the area African/African-American Studies, Chicano and Latino Studies, Asian Pacific Islander Studies. This would also require full-time and adjunct faculty members to take course work, attend conferences, and/or attend training sessions in the relevant areas of study. Based on the above requests, the responses reflect a need not only for the HUMA department to respond, but also other departments campus-wide. Also, given that a review of the alignment of disciplines in divisions is occurring, there may be changes to the placement of the HUMA Department.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable

F. Reflect on your responses to Section 5. Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A.

See Schedule A.

Approved: ___________________________________________________________ Date___________

Director, Institutional Research

6. Student Success and Equity

A. Review the data on enrollment, retention, and successful course completion. Discuss program trends relative to college-wide and course level trends. Identify areas where disparity exists for any demographic group (race/ethnicity, gender, age, disability)

Retention
HUMA retention exceeded the median rate among instructional programs in 2008-2009. This can be attributed to the course revisions approved in Spring 2007 and rising interest in course content, and courses satisfying more than one requirement (i.e. General Education requirement, transferability to UC/CSU, and Multicultural Requirement). Our objective would be to maintain the trend of exceeding both the college-wide retention rate and instructional program median retention rate. HUMA 104 had consistently lower retention rates than the HUM program-level rate. We must examine ways of improving retention for this course.

Between 2006-2007 and 2007-2008, the Humanities retention rate was lower than the college-wide rate. However, in 2008-2009, retention within HUMA exceeded college-wide retention by approximately 1.3%. Based on informal student feedback in Fall 2008, some students had expressed dissatisfaction with the course content and instructor performance in HUMA 101 and HUMA 100 course offerings during Spring
2008, the semester Stickmon was on maternity leave. It is also possible that adjuncts typically don’t have extra time to spend with students outside of class who may need extra help. These are possible reasons that can explain the overall lower retention rate (in comparison to college-wide rate).

With regards to retention during all three years, the analysis does not indicate that any equity group has consistently performed at a lower rate in HUMA than the group does among the college as a whole. Within HUMA, no equity group claims a lower proportion of the retained student population than it does among the enrolled student population during all three years. During 2006-2007 and 2007-2008, females and Whites were two groups that had lower retention rates in HUMA than they did among the college as a whole. During 2008-2009, these two groups did not exhibit lower retention rates. These rates should be monitored and improvements made as necessary.

Examining the retention data for equity groups in 2008-2009, all groups exhibit equity indexes within + 0.2 of 1.0. (Note: An equity index of 1 is ideal). For Gender Group, Females retained is 1.01 and Males 0.99. For Racial/Ethnic Group the indexes range from 0.8 (for Other) to 1.14 for Native American. For Age Group, the indexes range from 0.95 (30 to 39) to 1.16 (for 50+). For Disability status, both Disabled and Not Disabled are 1.00. Retention rates are satisfactory and can continue employing the teaching strategies to maintain these retention rates.

**Equity Group Enrollment**

The following groups of students consistently claimed lower proportions of HUMA student population than they did among credit-student population across the college: students aged 30-39, 40-49 and 50+ and disabled students. The discrepancies with respect to the age distribution might be appropriate for the program, given that students who are seeking degrees/certificates which require HUMA courses are likely to be younger. The enrollment of disabled students should be monitored. I would like to be in communication with DPSS and DLS to devise ways of ensuring that my classroom properly accommodates students with physical disabilities, hearing impairments, and learning disabilities (i.e. signing during class, having text available in Braille, etc.)

**Successful Course Completion Rate**

Successful course completion in 2006-2007 and 2007-2008 ranked below the college-wide rate and below the median rate. However in 2008-2009, successful course completion rate exceeded the college rate as well as the median rate among instructional programs. The difference between retention and successful course completion within HUMA has been decreasing over the past three years (from approximately 16% to 15% to 7%. Our goal is to see our department continue to decrease this difference. HUMA 104 has consistently claimed successful course completion rates lower than the corresponding program-level rates over the past few years. We must examine ways of increasing this successful course completion rate for this course.

Examining the successful course completion data for equity groups in 2008-2009, all groups exhibit equity indexes within + 0.3 of 1.0. (Note: An equity index of 1 is ideal). For Gender Group, Females retained is 1.02 and Males 0.99. For Racial/Ethnic Group the indexes range from 0.9 (for Other) to 1.04 for Asian/Pacific Islander. For Age Group, the indexes range from 0.98 (30 to 39) to 1.26 (for 50+). For Disability status, the index
is 0.97 for Disabled and 1.00 for Not Disabled. Successful course completion rates are satisfactory and instructors can continue employing the teaching strategies to maintain these successful completion rates.

B. Compare student enrollment, retention, and successful course completion rates for online courses to equivalent data for conventional and hybrid courses.

Not applicable – no online courses are offered.

C. Compare student enrollment, retention, and successful course completion rates for off-campus courses to equivalent data for on-campus offerings.

Student enrollment is higher in the sections offered on-campus in comparison to the off-campus sections. (The average class size for on-campus sections of HUMA 104, 125, and 151 are 31.5, 15, and 15 respectively. The average class size for off-campus sections of HUMA 104, 125, and 151 are 11.9, 8, and 3, respectively.) Overall the humanities courses that have been offered off-campus (i.e. HUMA 104, 125, and 151) have repeatedly had higher successful course completion rates than the on-campus rates. The retention rate overall is also higher than the on-campus rates. One possible reason for the inverse relationship between enrollment and successful course completion (as well as between enrollment and retention) could be the sense of community established amongst the students. When a class is smaller, there is a greater likelihood that students develop a closer bond and a sense of interdependence and therefore will be more likely to complete the course and pass. This was a course offered at New Tech High School to high school students and the three only reflects the total number of college students enrolled in that class. For those off-campus courses offerings that have had an enrollment lower than 10 students (particularly HUMA 125 and HUMA 151), strategies to increase enrollment should be devised (i.e. greater advertising and outreach to students at the Upper Valley Campus, New Tech High School, Calistoga High School, and Napa High School American Canyon/South County campus).

D. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

Our department has taken a variety of measures to identify and help students at risk to complete their courses successfully. When Diagnostic Learning Services (DLS) or Disabled Student Programs and Services (DSPS) provide us with forms informing us of the students that will require specific accommodations, we have provided them with those accommodations. Being aware of these accommodations has helped me to make sure that students receive the testing time, and that seating arrangement, testing place, etc. are appropriate. Throughout the semester, I regularly check-in with these students to ask them. Usually I find that students referred to me by these programs are exceptionally proactive in getting the help they need. Though I usually post grades about 3 times during the semester, posting grades more regularly throughout the semester will help improve student success. When papers are assigned, I carefully review them to identify indicators of a possible learning disability or necessity of assistance to the writing center. In the past I have referred students to the Writing Center. Last year, I attended the Disability Forum and learned about the best way to approach a student with a suspected learning disability or trauma due to brain injury. This year in all sections at the beginning of the semester I have covered a unit on study skills including note taking time-management strategies. Progress reports given to me
by departments such as EOPS and PE have also been good ways of informing students of their progress in the class.

E. What has the program done to formalize links with support services for students?

As mentioned above, the program has responded to information provided to us by EOPS, DLS and DSPS. However, scheduling formal meetings with students during office hours check on their progress may offer the students more support. Sometimes such students may feel intimidated by a professor and may not take the initiative to ask their questions or offer their reflections. Formal meetings can facilitate this.

F. Review the full-time/part-time instructor ratio. Discuss trends and needs.

Currently there is one full-time HUMA instructor, two adjuncts, and one full-time Philosophy instructor who teaches one course in the HUMA department. The table below shows the number of sections of HUMA courses offered as of Fall 2009.

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Sections offered in Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMA 100</td>
<td>1</td>
</tr>
<tr>
<td>HUMA 101</td>
<td>2</td>
</tr>
<tr>
<td>HUMA 104</td>
<td>2</td>
</tr>
<tr>
<td>HUMA 125</td>
<td>1</td>
</tr>
<tr>
<td>HUMA 151</td>
<td>0</td>
</tr>
<tr>
<td>HUMA 160</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total HUMA Courses</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

In Section 5, the need for additional sections of courses emerged. The table below reflects the additional sections.

<table>
<thead>
<tr>
<th>Course</th>
<th>Projected Number of Section Offerings per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMA 100</td>
<td>3</td>
</tr>
<tr>
<td>HUMA 101</td>
<td>3</td>
</tr>
<tr>
<td>HUMA 104</td>
<td>2</td>
</tr>
<tr>
<td>HUMA 125</td>
<td>2</td>
</tr>
<tr>
<td>HUMA 151</td>
<td>2</td>
</tr>
<tr>
<td>HUMA 160</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total HUMA Courses</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

In Section 5, the student surveys revealed the need for additional courses on single cultural groups as well as a potential basic religion course.

<table>
<thead>
<tr>
<th>Potential New Courses*</th>
<th>Projected Number of Sections Offering per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Studies 1</td>
<td>1</td>
</tr>
<tr>
<td>African American Studies 2</td>
<td>1</td>
</tr>
<tr>
<td>Chicano &amp; Latino Studies 1</td>
<td>1</td>
</tr>
<tr>
<td>Chicano &amp; Latino Studies 2</td>
<td>1</td>
</tr>
<tr>
<td>Asian Pacific Islander 1</td>
<td>1</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>1</td>
</tr>
</tbody>
</table>
A total of 20 courses are projected to be taught within the next 5-7 years in HUMA department. This would justify an increase in the number of full-time faculty and part-time faculty to meet the growing need of the students interested in enrolling in humanities courses. Meeting this need would require the department to hire 2 additional full-time faculty members and 3 adjuncts. (Note: 3 full-time faculty members can teach 5 courses each, therefore 15 courses would be covered. The remaining 5 courses can be covered by the 2 existing adjuncts and the three new hires. Adjuncts’ area of expertise and schedule will determine which courses and the number of courses they can teach.)

G. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

Social Sciences degrees have accounted for more than 20% of the degrees awarded by NVC over the past three years (range: 20.6% to 25.7%) This share of degrees is the largest claimed by any one program/discipline area. As a result, Social Science is a major contributor to the institutional-level awards figures, and the institutional-level numbers are heavily dependent on students’ completion of Social Science programs.

It is important to note that during Spring 2009 a Humanities and Philosophy Associate’s Degree was approved by the Chancellor’s office. As this degree is publicized, we anticipate an increase in enrollment in humanities and philosophy courses.

H. Reflect on your responses in Section 6. Student Success and Equity and write objectives for improvement on Schedule A.

See attached Schedule A.

Approved_______________________________________________ Date_________

Director, Institutional Research

7. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be your program plan and will be sent to your division chair to be included as part of the division plan. Complete Schedules B-F, as needed, to justify requests for additional resources.

A. Program Plan. Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.
B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B. Request for Permanent Faculty and Staff form as needed.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.

D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.

E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.

G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.

Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.

H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H Learning Resources/Media Materials Request form as needed.

I. Research. If the program/department needs additional data or research conducted to inform decision making or planning, complete Schedule I, Research Project Request form.
## INSTRUCTION PROGRAM PROGRAM/DISCIPLINE PLAN

### UNIT NAME: HUMANITIES

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
</table>
|                           | 6A                          | 1. Increase student retention & successful course completion in HUMA 104     | 1. 4th                 | 1. a. Invite guest speakers  
2. Discuss with HUMA 104 instructors additional strategies for improving retention & successful course completion; discuss expansion of religious studies course offering to include an introductory level religion course | 1. a. Honorarium for guest speakers |
|                           |                             |                                                                             |                        | 2. a. Distribute flyers and send emails to local high schools and community organizations of HUMA course offerings  
2. Increase communication with DPSS, DLS, SSS, & COUNS to ensure students w/ special needs have proper accommodations  
2. More course offerings on single focus groups, including but not restricted to African/African American Studies, Chicano and Latino Studies, and Asian/Pacific Islander Studies | 2. a. Assistance of 1.0 division secretary; 1-2 student workers to function as liaisons to the community  
c. Hire full-time and adjunct faculty |
|                           |                             |                                                                             |                        | 3. Increase communication with local high schools and community                             | 3. Assistance of 1.0 division secretary; 1- |
# Schedule A

| 6C | American Canyon, Upper Valley, Latino community, African American community, and Filipino community | 4. Increase enrollment in HUMA 125 and 151 | 4. 2nd determine how HUMA can best serve their needs 4. Offer more morning sections of HUMA 125 and 151 M-Th | 2 student workers to function as liaisons to the community |

* New requests should be defined on resource forms and included in the unit budget.

## Program Evaluation Section
1. Accreditation & External Reviews
2. Services
3. Community Outreach
4. Enrollment Trends & Client Satisfaction
5. Student Success & Equity

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
REQUEST FOR NEW PERMANENT
FACULTY AND STAFF
PROGRAM/UNIT NAME: HUMANITIES

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities Instructor</td>
<td>N</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Humanities Instructor</td>
<td>N</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

Currently the HUMA department has one full-time instructor. If more sections of courses are offered and more new courses are developed (including those for single-focus groups), two more full-time humanities instructors sections. Both full-time instructors should be comfortable teaching HUMA 100, 101, 104, 125, and/or 151. Both full-time instructors should be able to develop new courses relevant to class, gender, culture, religion, and disability, including those for single-focus groups.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities Instructor</td>
<td>N</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Humanities Instructor</td>
<td>N</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Humanities Instructor</td>
<td>N</td>
<td>0.2</td>
<td></td>
</tr>
</tbody>
</table>

The HUMA department currently has two adjunct instructors. In order to expand the number of sections offered of HUMA courses, three part-time instructors should be hired. These instructors should be comfortable teaching Hum 100, 101, 104, 125, and/or 151, preferably in the afternoon or evening. One part-time instructor would be hired to teach courses including, but not restricted to, HUMA 104. A second part-time instructor would teach courses including, but not restricted to HUMA 125. The third part-time instructor would be hired to teach courses including, but not restricted to HUMA 151.

*N=New, R=Replacement

Submitted By: _______________________________  Approved By: _______________________________

Budget Center Manager  President/Vice President

Page 24 of 40
**REQUEST FOR OPERATING BUDGET AUGMENTATION**  
**PROGRAM/UNIT NAME: HUMANITIES**

Budget Center: 6301 Social Sciences  
Activity 490300 Humanities

**Accreditation Reference:** Financial planning is integrated with and supports all institutional planning.

**Operating Budget**

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. **List in priority order.**

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>55211 Conferences</td>
<td>$3000</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

Attending conferences will assist humanities faculty to keep their knowledge of the research developments within their discipline current. This amount reflects attendance of three conferences, each estimated at a cost of $1000 (registration, flight, accommodations, etc.).

<table>
<thead>
<tr>
<th>54310 Media Materials (DVD, etc.)</th>
<th>$2000</th>
<th>Retention &amp; persistence</th>
</tr>
</thead>
</table>

These materials would be used to enhance the students’ understanding and retention of subject matter. Cost of DVDs to institutions is approximately $120-$500. The above figure estimates 10 DVDs purchased at $200.

<table>
<thead>
<tr>
<th>55110 Guest speakers</th>
<th>$1000</th>
<th>Retention &amp; persistence</th>
</tr>
</thead>
</table>

Inviting guest speakers to deliver presentations in class can also enhance the students understanding and retention of subject matter. The figure above reflects an honorarium of $100 given to 10 speakers.

Submitted By:  
Approved By:

---------------------------------------------
Budget Center Manager  
President/Vice President

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td>600</td>
<td>0</td>
<td>Instructional Methods</td>
</tr>
<tr>
<td>Maps of the Philippines, Africa, and Latin America will enhance classroom instruction. These will serve as important learning tools to help students to have a visual understanding of the regions discussed in class. The figure above reflects the cost of an 18-classroom map set, a map of Latin America, and a map of the Philippines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clicker Technology</td>
<td>2100</td>
<td>0</td>
<td>Instructional Methods</td>
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<tr>
<td>Clicker technology can assist instructors to assess the students’ retention of subject matter (as demonstrated during one of NVC Flex Day presentations). The cost above includes base receiver and 75 remotes.</td>
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<tr>
<td>B. Non-instructional</td>
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<tr>
<td>EasyGradePro</td>
<td>500</td>
<td>0</td>
<td>Student Success</td>
</tr>
<tr>
<td>EasyGradePro is a grading program that expedites calculation of grades.</td>
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</tbody>
</table>

Submitted By:  
Approved By:  

Budget Center Manager  
President/Vice President  
Internet address: [www.napavalley.edu/apps/comm.asp?1=262](http://www.napavalley.edu/apps/comm.asp?1=262)
Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.

Provide a general description of the project that includes:

1. The equipment needed, students and/or staff who will be served, and how often it will be used.

The items below are intended to be available to all faculty in the HUMA department.

   a. Clicker Technology (base receiver, USB cable, flash drive w/ software, instructor remotes, and 75 remotes for students); will be available to HUMA faculty and students using Rm 2240.
   b. EasyGradePro (grading program)

2. Will installation and maintenance support be required?
   a. Yes, for base receiver.
   b. Yes, for office computers and computer in 2240 and other rooms occupied by HUMA faculty.

3. Where will the equipment be located? Will space need to be modified?
   Room 2240; no space modification necessary.

4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.) N/A

5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
   a. Software support needed for Clicker technology.
   b. Site license needed for EasyGradePro.

6. Is additional furniture necessary? N/A

7. Useful life of equipment – when will the equipment need to be replaced?
   a. 10+ years
   b. N/A

Cost estimates will be provided for priority projects only.

Submitted By: __________________________
Approved By: __________________________

Budget Center Manager
President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
Facilities Improvement/Renovations Request Program/Unit Name: Humanities

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Small projects include remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $20,000.

Larger scale projects include construction and renovation projects costing more than $20,000.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

Describe Small Project(s) under $20,000
Not Applicable

Describe Large Project(s) over $20,000
Not Applicable

Cost estimates will be provided for priority projects only.

Submitted By: 
Approved By:

___________________________
Budget Center Manager

___________________________
President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS
PROGRAM/UNIT NAME: HUMANITIES

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?

   See #2

2. What pedagogical training needs have been identified in your program review?

   Training in learning disabilities and diversity

3. What types of technology does your program use? What technology training needs have you identified?

   a. Standard (computer, LCD, DVD, etc.)
   b. Clicker technology

4. What are the leading publications specific to your discipline and/or program?

   International Journal of the Humanities
   Community College Humanities Association Journal

Submitted By: ____________________________  Approved By: ____________________________

Budget Center Manager  President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
**LEARNING RESOURCES/MEDIA MATERIALS REQUEST**

**PROGRAM/UNIT NAME**: HUMANITIES

### Books including Reference:

| Number of titles to add: | 2 |

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

Titles that provide: a multi-cultural perspective to the topics covered in the course; Gender, class, and disability perspectives on subjects; a literary, dramatic, and/or fictional perspectives; or titles that provide biographical information on innovators, leaders, or historic figures in humanities and related fields.

**Recommendations/comments:**

- Africana-The Encyclopedia of the African and African American Experience (5-Volume Set) by Appiah and Gates
- *Qualitative Research Methods for the Social Sciences, 7th Edition*, by Berg

Estimated cost for new materials: a. $420.00   b. 54.00

### Periodical Titles: (Newspapers, Journals, Magazines)

| Number of titles to add: | 1 |

**Recommendations/comments:**

Hispanic Journal of Behavioral Sciences (print and e-access)

Estimated cost for new materials: 733.00

### Electronic Databases and Indexes:

| Number of databases to add: | 0 |

**Recommendations/comments:**

The humanities department will inform library of latest electronic databases relevant to the field.

Estimated cost for new materials:

### Media Collection (closed captioned or DVD):

| Number of titles to add: | 0 |

**Recommendations/comments:**

DVDs are purchased using the division budget on an as-needed basis.

Estimated cost for new materials:

- Are library/learning resource service hours adequate for this course/program? **Yes X** **No**
- Is the quantity of materials sufficient for students within needed time frame? **Yes X** **No**
- Will library/learning resources assignments be used in your course? **Yes X** **No**
Will this course/program require the assistance of library faculty for orientations or other information competency instruction?  
Yes___ No_X___

________I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

____X__. To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
Accreditation references:

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. (Standard I.B.3)

The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions. (Standard IV.B.2.b)

If a need for research or interest in a research project is identified through the Program Evaluation & Planning (PEP) process, please complete this form. If you have any questions, contact the Office of Institutional Research for assistance.

List research projects/requests in priority order.
Provide the following information about each project/request:
- Project description
- Purpose of project
- Link between project and NVC’s strategic goals
- Question(s) project is intended to answer
- Potential changes to current practice that will result from research findings
- Relevant page(s)/section(s) of PEP report identifying need for research

None at this time

Submitted By: ________________________ Approved By: ________________________

Budget Center Manager President/Vice President

Page 32 of 40
Program Evaluation Summary

Program: HUMANITIES

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)

- Enrollment trends in HUMA exceeded enrollment growth across NVC credit programs between 2006-2007 and 2008-2009; during this time enrollments increased by 23.1%
- Retention and successful course completion exceeded median rate among all instructional programs in 2008-2009
- Revised course outlines of record for HUMA 100, 101, and 151 to meet the Multicultural Requirement
- Designed new course, HUMA 160, to address the need for Filipina(o)-American student population and students of other ethnic backgrounds which is UC/CSU transferable and satisfies recommendation in report entitled “Supporting the Strategic Development of a Diverse and Inclusive Campus Community at Napa Valley College”

Strengths (unique characteristics, special capacities)

- Upholds the college’s mission by effectively teaching its diverse student population about topics that cross cultural, ethnic, class, sexual orientation, gender and religious lines, encouraging critical thinking
- Uses a wide array of teaching techniques to address the difference learning styles amongst students.
- Affirms and validates student desire to understand and celebrate one’s own cultural heritage(s), as well as understand and celebrate the heritage of others.

Challenges (concerns, difficulties, areas for improvement)

- Improving retention and successful course completion rate in HUM 104
- Expanding course offerings in the areas including but not restricted to African/African-American Studies, Chicano and Latino Studies, Asian Pacific Islander Studies, and Religious Studies
- Improving retention rate of disabled students
- Increasing enrollment of off-campus offerings of courses including HUMA 104, 125, and 151

Briefly describe the process used to complete the PEP.

The full-time Humanities instructor did all of the writing of the report, requesting input from instructors in the department throughout the process. Student surveys were reviewed and student feedback was addressed in the report.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the V.P. (Instruction or Student Services) or President with a copy to the Office of Research, Planning and Development for the verification phase.

Program Evaluation Chair Signature: ______________________________
Division Chair/Supervisor Signature: ______________________________
Date: __________________________________________

Verification Phase

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified, it is forwarded to the appropriate Vice President or President (for administrative services).

Verified on: __________________________________________
Verification Committee Signatures: ______________________________

Acknowledgement Phase

The Vice President/President reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to (1) base discussions and decision making on data and evaluation provided by program evaluation; (2) inform program planning; and (3) advocate for program needs.

Vice President/President __________________________________________
Date Letter Sent: __________________________________________
Recommend review in 2 years: Yes No
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

HUMANITIES DEPARTMENT

1. Critically assess American political, cultural, and civic thought and the influence of diverse ethno-cultural groups on the development of American society up to the late 1800's.

2. Critically assess American political, cultural, and civic thought and the influence of diverse ethno-cultural groups on the development of American society from the mid-1800's to the present.

3. Identify and evaluate the various methodological approaches to understanding any given religious system.

4. Apply each methodological approach to any given religious system assessing the efficacy of beliefs and conduct found within the system given the cultural milieu of its provenance and ensuing history.

5. Critically assess the interplay between gender, class, religion, ethnicity, and sexuality when examining the experiences of women of various ethnic backgrounds.

6. Students will be able to compare and contrast the images of Filipina(o)-Americans presented in the media with the complex reality of Filipina(o)-American life, history, and culture.
## PROGRAM EVALUATION AND PLANNING
### STUDENT LEARNING OUTCOME (SLO) MATRIX
### HUMANITIES

<table>
<thead>
<tr>
<th>Course</th>
<th>Assess American society through late 1800s</th>
<th>Assess American society mid-1800s to present</th>
<th>Identify approaches to understanding religious system</th>
<th>Apply approach to any religious system</th>
<th>Examine experiences of women of various ethnicities</th>
<th>Compare &amp; Contrast Filipino-American images in media vs. reality</th>
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<tbody>
<tr>
<td>Hum 100</td>
<td>X</td>
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<td>Hum 101</td>
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<td>Hum 125</td>
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<td>Hum 151</td>
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<td>Hum 160</td>
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INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

CURRICULUM ACTION PLAN

PROGRAM: Humanities

PROGRAM FACULTY: Stickmon

DATE: 3/12/09

1. COURSE REVIEW LIST AND TIMELINE

A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS: DUE BY THE END OF SPRING 2009

The following courses have been revised within the last five (5) years and/or do NOT require substantive changes to remain current.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
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<tbody>
<tr>
<td>HUM 100</td>
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<td>HUM 101</td>
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<td>HUM 151</td>
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<td>HUM 160</td>
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<td>HUM 104 (submitted 3/2009)</td>
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PLAN FOR COMPLETION OF NON-SUBSTANTIVE REVISIONS / COURSE REVIEW:

SLOs for HUM 151 will be submitted Spring 2009 (by April).

ENGL 100 is the recommended preparation for HUM 100 and 101 and will be changed to ENGL 90.
B. **COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2009**

The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, or conditions on enrollment.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
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<tbody>
<tr>
<td>HUM 125</td>
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</table>

**PLAN FOR COMPLETION OF SUBSTANTIVE REVISIONS:**

Revisions for HUM 104 have been submitted as of Spring 2009 (by Sharon Gocke) and revisions for HUM 125 will be revised (by Jessica Amato) and submitted to the curriculum committee Fall 2009. HUM 125 will be crosslisted as an anthropology course.
C. **COURSES TO BE MOVED TO OBSOLETE OR ARCHIVED STATUS: DUE BY FALL 2009**

The following courses or course numbers are no longer relevant to our program. Those listed as Obsolete are outdated course numbers that correspond to currently offered courses. Those listed as Archive are courses that are no longer offered and which will be moved to Archived status. All requests for course archiving must be entered into WebCMS and approved through the regular curriculum process.

<table>
<thead>
<tr>
<th>COURSE NUMBER: OBSOLETE</th>
<th>COURSE NUMBER: OBSOLETE</th>
<th>COURSE NUMBER: ARCHIVE</th>
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**TIMELINE FOR COMPLETION OF COURSE ARCHIVING**

No courses will be moved to obsolete or archived at this time.
NEW COURSES

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>PROPOSED UNITS/HOURS</th>
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PLAN FOR SUBMISSION AND IMPLEMENTATION OF NEW COURSES

No new courses are being proposed at this time.

2. COURSE-LEVEL STUDENT LEARNING OUTCOMES

The Humanities program and course-level Student Learning Outcomes matrix is completed and attached to the PEP report. Course-level outcomes will be entered into the WebCMS archive for all Humanities courses.

3. DEGREE OR CERTIFICATE REVISION TIMELINE

The AA degree in Humanities and Philosophy will be reviewed in Spring 2009.