

**LGBT Studies**

Summary of Program Review:

A. Major Findings

1. Strengths:

- The program offers a two-year degree, three certificates, and courses rare in the California college system that directly support a wide variety of workforce areas.
- The program offers classes, certificates, a two-year degree, and activities designed to directly improve student equity on campus serving a growing population of LGBTQ+ students.
- The re-envisioned Pride Learning Community links together academic programs, area high schools, student services, student housing, and community LGBTQ+ organizations.
- The program is supported by two LGBTQ+ student success grants from the Chancellor’s Office for the next four years.

2. Areas for Improvement:

- The LGBT Education Program is still not widely known in the community. Additional marketing of the courses and programs is required to increase participation.

3. Projected Program Growth, Stability, or Viability:

The program is expected to grow because of inclusion of program classes in the Early College Program at New Tech HS starting in the fall of 2024 and potentially by offering a class at Napa High School in the 24/25 school year.

B. Program’s Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

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

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

The LGBT Education Program prepares students for “transfer, to pursue a career, or to explore your interests”. It serves students by providing “excellent educational and professional opportunities that are student-centered, equity-focused, and community-oriented.”

The program prepares students for transfer and provides training for a wide variety of careers for both future and incumbent members of the workforce. This includes meeting several legally required training topics for educators, criminal justice professionals, and health occupations professionals.

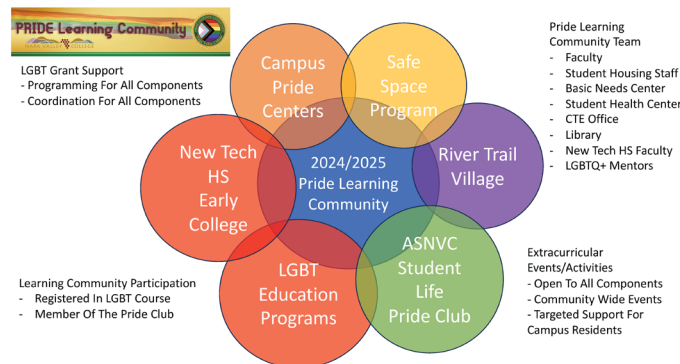
The LGBT Education Program fully supports the college’s proposed definition of equity. “Equity remedies systemic inequalities that are the result of intersecting systems of oppression ingrained in our educational institutions. At Napa Valley College, equity is both a guiding value and aspirational goal.”

According to a study completed by the University of San Diego in 2016, “Nationally, LGBTQ students experience depression at higher rates than the general population, which negatively influences success in college or worse, higher rates of attempted or actual suicide. Students who *come out* to their guardians may also lose financial support, jeopardizing persistence toward a degree.”

The re-envisioned Pride Learning Community that links together the LGBT Education Program with the Pride Student Club, Pride Center, and campus resources directly addresses the inequities experienced by our LGBTQ+ student population. We know this population is increasing and becoming more visible. According to a Gallup Poll in 2022 and a Public Religion Research Institute poll in 2023, 28% of Gen Z are self-identifying as being some part of the LGBTQ+ community. We believe the LGBT Education Program plays a critical role in positioning the college to fulfill its commitment to equity for this growing student population.

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

The last three years have been busy for the program both from having to navigate the COVID pandemic and trying to launch two new certificate programs. In 2023 we developed and launched the Pride Learning Community and began working closely with New Technology High School on planning for their new Early College Program. The LGBT Education Program will be part of this program by offering a sequence of classes that lead to certificates and a degree. In addition, Napa Valley College received two LGBTQ+ student success grants from the Chancellor’s Office to fund a variety of initiatives over the next 4 years including the new Pride Learning Community, creation of a virtual pride center, and creation of a physical pride center once space is formally allocated on campus. In late 2023, we reimaged our learning community to include the new River Trail Village student housing complex, a new LGBTQ+ student club, a wider number of other campus support services, area high schools, and LGBT community organizations.



C. New Objectives/Goals:

1. Implement a track of LGBT education classes spanning the fall and spring semester at New Technology High School as part of the Early College Program.
2. Create a physical Pride Center on campus. Having a physical space to house program operations, student meetings, Safe Space program trainings, and other events is essential to the success of the re-envisioned Pride Learning Community and to demonstrate support for LGBTQ+ students on campus.
3. Implement the re-envisioned Pride Learning Community.
4. Explore how to meet the demand for additional LGBT education classes at area high schools.

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

This program review process included participation from faculty in the Child, Family and Education Studies Program, the CTE dean, and members of the Pride Learning Community Leadership Team. This group first received a copy of the 2021 report and each draft version of this 2024 report to review, comment on, and contribute to.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	LGBT Studies
<p><b>Degrees/Certificates</b></p>	<p>LGBT Education: AS</p>
	<p>LGBT Studies: COA</p>
	<p>LGBT Education for Educators: COA</p>
	<p>LGBT Education for Health Care Professionals: COA</p>
<p><b>Courses</b></p>	<p>LGBT 120</p>
	<p>LGBT 121</p>
	<p>LGBT 122</p>
	<p>LGBT 123</p>
	<p>LGBT 190</p>
	<p>LGBT 199</p>
	<p>LGBTNC 600</p>
	<p>LGBTNC 610</p>

Taxonomy of Programs, July 2022

## I. PROGRAM DATA

### A. Demand

#### 1. Headcount and Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
<b>Headcount</b>				
<b>Within the Program (Credit Only)</b>	<b>90</b>	<b>55</b>	<b>67</b>	<b>-25.6%</b>
<b>Across the Institution (Credit Only)</b>	<b>7,193</b>	<b>6,653</b>	<b>6,155</b>	<b>-14.4%</b>
LGBT-120	31	27	54	74.2%
LGBT-121	60	28	--	-100%
LGBT-122	--	6	9	N/A
LGBT-123	12	--	9	-25.0%
LGBT-190	1	--	--	-100%
LGBT-199	--	--	--	N/A
<b>Within the Program</b>	<b>104</b>	<b>61</b>	<b>72</b>	<b>-30.8%</b>
<b>Across the Institution</b>	<b>30,381</b>	<b>25,212</b>	<b>23,473</b>	<b>-22.7%</b>
LGBTNC-600	--	--	--	N/A
LGBTNC-610	--	--	--	N/A
<b>Noncredit across the Institution</b>	<b>1,103</b>	<b>1,273</b>	<b>1,766</b>	<b>60.1%</b>
<i>Source: SQL Queries for Fall 2023 Program Review</i>				

***RPIE Analysis:** The number of students enrolled (headcount) in the credit LGBT Studies Program decreased by 25.6% over the past three years, while headcount across the institution decreased by 14.4%. Enrollment within the credit LGBT Studies Program decreased by 30.8%, while enrollment across the institution decreased by 22.7%.*

*Enrollment in the following credit courses changed by more than 10% ( $\pm 10\%$ ) between 2020-2021 and 2022-2023:*

*Credit course with an enrollment increase:*

- *LGBT-120 (74.2%)*

*Credit courses with enrollment decreases:*

- *LGBT-121 (-100%)*
- *LGBT-190 (-100%)*
- *LGBT-123 (-25.0%)*

*There have not been any enrollments in the non-credit portion of the LGBT Studies Program over the past three years.*

## Program Reflection:

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

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

**The goals for the program include:**

- 1. Prepare students to serve and support LGBTQ+ people in health care, education, childcare, administration of justice, social services, hospitality, tourism, business and related industries.**
- 2. Prepare teachers with the knowledge required to deliver curriculum required by the Fair and Inclusive Education Act and to effectively support LGBTQ+ students.**
- 3. Provide students with a better understanding of themselves and their own relationship as an ally or member of the LGBTQ+ community.**

The time period included in this program review was perhaps the most unusual period of time in the program's history. There were a number of significant events that impacted the program and college in general that impacted the program in a negative way. We believe that collectively these events negatively impacted the program across many of the areas reflected upon in this program review, including enrollment. For the sake of avoiding repetition, we identify them once here as follows.

- COVID Pandemic and mass exodus of students
- The June 2022 "hack" of college computer systems and multiple-month shutdown of critical systems
- The spring and summer 2023 infiltration of "bots" and fraudulent student registrations in classes

There is likely little debate on how the COVID pandemic, shutdown of college computer systems during key registration periods for the fall 2022 semester, and fraudulent student bots all negatively impacted enrollment in classes across most of the college. The bots were particularly damaging as they fictitiously filled seats in classes to capacity and prevented real students from being able to register. The aggressive work to purge these fraudulent students from classes created the appearance of dramatic drop rates and left sections appearing be very under enrolled.

The problem of fraudulent student registrations filling online classes continued this spring in LGBT-123. A large number of students registered, but never participated in the course. When faculty aggressively drop these students, it can create the perception that the program has a low completion and persistence rate.

## 2. Average Class Size

	2020-2021		2021-2022		2022-2023		Three-Year	
	Section s	Averag e Size	Section s	Averag e Size	Section s	Averag e Size	Averag e Section Size	Trend
LGBT-120	1	31.0	1	27.0	2	27.0	28.0	-12.9%
LGBT-121	2	30.0	1	28.0	--	--	29.3	--
LGBT-122	--	--	1	6.0	1	9.0	7.5	--
LGBT-123	1	12.0	--	--	1	9.0	10.5	-25.0%
LGBT-190	1	1.0	--	--	--	--	1.0	--
<b>Program Average*</b>	<b>5</b>	<b>20.8</b>	<b>3</b>	<b>20.3</b>	<b>4</b>	<b>18.0</b>	<b>19.8</b>	<b>-13.5%</b>
<b>Institutional Average*</b>	<b>1,199</b>	<b>25.3</b>	<b>1,112</b>	<b>22.7</b>	<b>1,009</b>	<b>23.3</b>	<b>23.8</b>	<b>-8.2%</b>

Sources: SQL Queries for Fall 2023 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

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

It is not the average of the three annual averages.

***RPIE Analysis:*** Over the past three years, the LGBT Studies Program has claimed an average of 19.8 students per section. The average class size in the program is lower than the average class size of 23.8 students per section across the institution during this period. Average class size in the program decreased by 13.5% between 2020-2021 and 2022-2023. Average class size at the institutional level decreased by 8.2% over the same period.

Average class size in the following courses changed by more than 10% ( $\pm 10\%$ ) between 2020-2021 and 2022-2023:

Courses with decreases in average class size:

- LGBT-123 (-25.0%)
- LGBT-120 (-12.9%)

No LGBT Studies courses experienced an increase in enrollment that exceeded 10% between 2020-2021 and 2022-2023.

### Program Reflection:

The presentation of LGBT education classes continued without interruption throughout the COVID isolation period. In-person classes were moved to synchronous online classes using Zoom. All scheduled face to face hours were successfully offered on Zoom during the COVID isolation period. These were extraordinary circumstances that impacted the ability to deliver instruction effectively and they impacted student performance and retention in classes.

Despite the challenges described above, and on-going declining enrollment at the college, no offered sections of LGBT education classes were canceled during this unusual period. We were offering classes throughout the year but made the decision this year to not offer a section in the summer of 2024. Summer sections saw the lowest enrollment. The only exception was our inaugural learning community start in fall 2023 (more comment about this in the next section). Once the Early College Program at New Technology High School begins (fall 24/25), we will resume offering a summer section that will allow students in the Early College Program and others to complete a 9-unit certificate within a 12-month period.

LGBT-120 Introduction to LGBT Studies and LGBT-121 21<sup>st</sup> Century Issues in the LGBT Community both meet IGETC requirements for social science and continue to be the most popular classes. LGBT-122 Transgender Identities and Issues and LGBT-123 AIDS in the LGBT Community and Beyond are the advanced and more specialized classes.

LGBT-190 was the LGBT Internship class. The percentages about this class reported here are deceiving given that typically only one or two students were registered in each section of LGBT-190 at any one time. It was never anticipated that this class would have large enrollment numbers as it was designed to support students transitioning into a related career. In 2022, we made the decision to replace this class with LGBT-199 Independent Study so that student could exercise a wide range of experience-based education including research, project development, or experience working at an LGBTQ+ serving organization.

### 3. Fill Rate and Productivity

Fill Rate			
	Enrollments	Capacity	Fill Rate
<b>2020-2021</b>	104	175	59.4%
<b>2021-2022</b>	61	100	61.0%
<b>2022-2023</b>	72	135	53.3%
<b>Three-Year Program Total</b>	<b>237</b>	<b>410</b>	<b>57.8%</b>
Productivity			
	FTEs	FTEF	Productivity
<b>2020-2021</b>	11.0	0.9	12.2
<b>2021-2022</b>	5.8	0.6	9.7
<b>2022-2023</b>	7.3	0.8	9.1
<b>Three-Year Program Total</b>	<b>24.1</b>	<b>2.3</b>	<b>10.5</b>



Sources: SQL Queries for Spring 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

*RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the LGBT Studies Program ranged from 53.3% to 61.0%. (The fill rate has not been calculated at the institutional level.) The rate across the three years was 57.8%. 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). Between 2021-2022 and 2022-2023, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity).*

*Productivity within the LGBT Studies Program ranged from 9.1 to 12.2 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 10.5 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)*

### **Program Reflection:**

The original model for the Pride Learning Community used a traditional pairing of a program course (LGBT-120 Introduction to LGBT Studies) with a counseling class (COUN-100 College Success). The model included having a counselor on the leadership team and limited participation to a cohort of students enrolled in both classes (LGBT-120 and COUN-100). This model proved to be a complete failure. In addition to the counselor resigning from the college after the first week of class, only 8 students registered to be part of this learning community. Surveying the students revealed that they saw no value in the counseling class and that being required to take it was the common reason students did not participate. The paired COUN-100 class was canceled after the instructor resigned both because the students requested the cancellation and because we could not find another counselor to teach the class. We did move forward with 8 students. In the end only 5 students completed LGBT-120.

The LGBT Education Program is small and is presented entirely by one part time faculty member. This allows great flexibility for the college depending on demand for the program.

#### 4. Labor Market Demand

*This section does not apply to the LGBT Studies Program, as the Economic Development Department Labor Market Information, Occupational Data, Occupational Projections do not include any Standard Occupational Classification (SOC) codes associated with the program.*

#### B. Momentum

##### 1. Retention and Successful Course Completion Rates

Course	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
LGBT-120	96.4%	X		65.5%		--
LGBT-121	83.7%		<b>X</b>	60.5%		X
LGBT-122	100%	X		73.3%	X	
LGBT-123	100%	X		85.7%	<b>X</b>	
LGBT-190	100%	X		0%		X
<b>Program Level</b>	92.3%			<b>65.7%</b>		
<b>Institutional Level</b>	90.0%			72.7%		

*Source: SQL Queries for Fall 2023 Program Review*  
 -- Indicates a value that is within 1% of the program-level rate.  
**Bold italics** denote a statistically significant difference between the course-level rate and the program-level rate.  
**Bold** denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.  
**Note:** Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

**RPIE Analysis:** Over the past three years, the retention rate for the LGBT Studies Program reflected the retention rate at the institutional level. The retention rate for LGBT-121 was significantly lower than the program-level rate. The retention rate for the LGBT Studies Program falls within the third quartile (Q3) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for LGBT Studies is among the highest 50% of retention rates among NVC programs.

*Over the past three years, the successful course completion rate for the LGBT Studies Program was significantly lower than the rate at the institutional level. The successful course completion rate for LGBT-123 was significantly higher than the program-level rate. The successful course completion rate for all other LGBT Studies courses reflected the program-level rate. The successful course completion rate for LGBT Studies falls within the first quartile (Q1) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Counseling is among the lowest 25% of successful course completion rates among NVC programs.*

*Over the past three years, the difference between retention and successful course completion at the program level (26.6%) was significantly higher than the difference at the institutional level (17.3%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).*

*The following LGBT Studies courses claimed a difference (between retention and successful course completion) that exceeded the 26.6% difference found at the program level:*

- LGBT-190 (100%)
- LGBT-120 (30.9%)
- LGBT-122 (26.7%)

### **Program Reflection:**

Although the LGBT Education Program is not defined by the Chancellor's Office as a traditional CTE program, the program's design does directly support a wide variety of occupations and related training programs offered by the college. For example, the LGBT Education for Educators Certificate Program includes a set of classes specifically supporting careers in child development and education. The LGBT Education for Health Occupations directly supports the needs of medical professionals including paramedics and EMTs. Collectively, the program is designed to support any career interacting with people. This is particularly important for Napa County given the size of the hospitality industry. There are various legal mandates for LGBT awareness training impacting the law enforcement, education, and health occupations workforce. The LGBT Education Program prepares students to both meet these training requirements as well as to provide the training for others who are required to take it.

Regarding retention, persistence, and success: LGBT-120 Introduction to LGBT Studies and LGBT-121 21<sup>st</sup> Century Issues in the LGBT Community were both presented in face-to-face, hybrid, and fully online formats. LGBT-122 Transgender Identities and Issues and LGBT-123 AIDS in the LGBT Community and Beyond were presented exclusively in fully online formats. All four of these courses are somewhat rare in California. Napa Valley College is one of only three community colleges to offer an LGBT Education degree. The three certificate programs we offer are unique to Napa. Offering classes in a fully online format makes them available to more students throughout California. This is important both for the college and the needs of students.

The retention, persistence, and success rates cannot be evaluated during this particular program review period without also considering the impact of the COVID pandemic and recovery from the regional wildfires. We don't know for sure why some students left the classes or failed them, but these factors are not of course unique to the LGBT Education Program.

From a pedagogical perspective, LGBT-120 Introduction to LGBT Studies and LGBT-121 21<sup>st</sup> Century Issues in the LGBT Community are most effective when a face-to-face component is included. The other classes can be successfully delivered in a fully online format and this seems to serve students best.

As already mentioned, LGBT-190 LGBT Internship was archived and replaced by LGBT-199 Independent Study.

During this program review period, we offered LGBT-120 Introduction to LGBT Studies at New Technology High School. The classes consisted primarily of high school students. The most common reason students in this class failed is because they simply didn't complete the assigned work. Program faculty believe this contributed to the lower student success numbers. We are hopeful that a new approach within the Early College Program will help. This spring, we are offering an LGBT-120 class during the regular school day in an almost fully face to face format. So far, student success and persistence in the class is notably better.

## 2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	100%	87.7%	50.0%	65.9%
Pacific Islander	*	86.7%		
Latinx/Hispanic			70.6%	69.0%
19 or Younger			<b>60.2%</b>	71.0%
First-Generation			72.5%	69.7%
Not Disabled/Not Reported			<b>64.9%</b>	72.5%

Source: SQL Queries for Fall 2023 Program Review

***Bold italics*** denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

\*Data suppressed due to low N (<10 students in cohort).

### Notes:

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

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

*RPIE Analysis: This analysis of student equity focuses on the six demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the six groups listed above.*

*Within the LGBT Studies Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.) [Due to the low number of Pacific Islanders enrolled in the LGBT Studies Program, this analysis does not include comparison of program-level and institution-level retention rates.]*

*Within the LGBT Studies Program, the successful course completion rate among African American/Black students was lower than the corresponding rate at the institutional level, and the successful course completion rates among Latinx/Hispanic and first-generation students were higher than the rates at the institutional level. (The differences for all three groups were not statistically significant.) The program-level successful course completion rates among students 19 or younger and students without a disability reported were significantly lower than the corresponding rates at the institutional level.*

*These findings regarding equity groups reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level retention rate reflected the institution-level rate and the program-level successful course completion rate was significantly lower than the institution-level rate. (See Section I.B.1 above.)*

### **Program Reflection:**

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

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

related to students coming to the college unprepared for college level work generally more than any LGBTQ+ related identity.

One reason we created the Pride Learning Community was to address equity and student success. The new re-envisioned model we believe will be more inclusive and hopefully engage a wider range of diverse students. We also engaged the campus Writing Center this spring to directly support the LGBT-120 Introduction to LGBT Studies class being presented at New Technology High School. Writing Center staff are at the high school one morning a week and make available online sessions every Friday. We are hopeful this will contribute to improving student success and access to all students enrolled in this class.

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

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
Online vs. Hybrid		92.9%	100%		67.9%	<b>34.6%</b>

*Source: SQL Queries for Fall 2023 Program Review*

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

***Bold italics*** denote a significantly lower rate within that delivery mode.

**Note:** The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

***RPIE Analysis:*** Over the past three years, one course within the LGBT Studies Program has been offered through at least two delivery modes within the same academic year. In 2022-2023, LGBT-120 was offered through online and hybrid formats. This analysis focuses on program-level rates (which are the same as the rates within LGBT-120).

*Within the LGBT Studies Program:*

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

### Program Reflection:

As has already been mentioned, program faculty believe the COVID pandemic and local wildfire evaluations had a dramatic impact on student retention, persistence, and success. Program faculty agree that students benefit from regular face-to-face contact with an instructor. We've found this to be particularly true with LGBT-120 Introduction to LGBT Studies and LGBT-121 21<sup>st</sup> Century Issues in the LGBT Community. By the time students move forward with LGBT-122 Transgender Identities and Issues and LGBT-123 AIDS in the LGBT Community and Beyond, they are usually committed to the program, finishing up a certificate,

and or familiar enough with the Canvas LMS and the instructor to require less face-to-face contact.

We also recognize that the courses in the LGBT Education Program are not readily available in California. Offering classes in a fully online format increases access to the classes and to Napa Valley College across the state. We believe we have a good balance of scheduling options that both support students on campus as well as those living afar. It is possible for students to earn an LGBT Education degree or any of the certificates taking classes entirely online.

## C. Student Achievement

### 1. Program Completion

	2020-2021	2021-2022	2022-2023
<b>Degrees</b>			
LGBT Education: AS	2	2	0
<b>Institutional: AS Degrees</b>	<b>394</b>	<b>304</b>	<b>285</b>
<b>Certificates</b>			
LGBT Studies: COA	0	0	0
LGBT Education for Educators: COA	1	0	0
LGBT Education for Health Care Professionals: COA	1	0	0
<b>Institutional: Certificates of Achievement</b>	<b>510</b>	<b>407</b>	<b>383</b>
<i>Source: SQL Queries for Spring 2024 Program Review</i>			

*RPIE Analysis: The LGBT Studies Program conferred a total of four AS degrees between 2020-2021 and 2021-2022, accounting for 0.6% of AS degrees conferred by the institution across the two years. The LGBT Studies Program awarded two certificates of completion in 2020-2021. The program accounted for 0.4% of certificates awarded by the institution that year.*

### Program Reflection:

The program can benefit from additional marketing and advertising. Every student enrolled in an LGBT Education course receives program information about available certificates and the degree. The two 9-unit stackable certificates and the degree are still relatively new and were introduced just as the COVID pandemic began. We are hopeful as students return to school and become more aware of the program that the college will award more degrees and certificates.



The Early College Program planned for New Technology High School will include a two-course track that will enable students to earn one of the two 9-unit certificates within one year of high school. Program faculty will work with high school staff to ensure students apply for certificates they are eligible to receive.

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

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

## II. CURRICULUM

### A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
LGBT	120	12/12/2013	No	NS - 2024		
LGBT	121	12/12/2013	No	NS - 2024		
LGBT	122	12/7/2018	No	NS - 2024		
LGBT	123	12/7/2018	No	NS - 2024		
LGBT	199	3/4/2022	No			X

\*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

### Program Reflection:

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

Courses are all approved for face-to-face, hybrid, and online presentation. The content for all five classes was reviewed by program faculty during the development of the degree and two low-unit certificate programs. The only update we anticipate needing for the courses is an update of textbook information. One note worth mentioning here is the change of the



textbook for LGBT-120 Introduction to LGBT Studies to an open resource book available at no cost to students.

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

## B. Degrees and Certificates<sup>+</sup>

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
LGBT Education (AS)	11/8/2018 BOT Approval	Yes	No		X
LGBT Studies (Certificate of Achievement)	1/19/2012 BOT approval	Yes	No		X
LGBT Education for Educators (Certificate of Achievement)	4/3/2020 BOT approval	Yes	No		X
LGBT Education for Health Care Professionals (Certificate of Achievement)	4/3/2020 BOT approval	Yes	No		X

\*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

### Program Reflection:

The LGBT Education degree and three certificate programs (two of which are stackable) are still contemporary and offer an important pathway in preparing students for a wide range of occupations involving work with other people. These programs also directly support LGBTQ+ students by offering a course of study about themselves. According to a Gallup Poll in 2022 and a Public Religion Research Institute poll in 2023, 28% of Gen Z are self-identifying as being some part of the LGBTQ+ community. It's important to remember that these poll numbers cross through all of the other underrepresented groups on campus. These studies reveal that Napa Valley College can expect to see a growing population of visible LGBTQ+ students who will benefit from LGBT Education Program courses.

We also know there is great interest in the 9-unit stackable certificates to be offered as part of the Early College Program at New Technology High School. We anticipate classes of 20

or more to move through the program each year earning one of the 9-unit certificates and possibly the degree. This is a new population in addition to the regular track of students that will continue to take our classes on the main campus. In addition, Napa High School has expressed a strong interest in having an LGBT-120 Introduction to LGBT Studies class on their campus, potentially starting in the 24/25 school year.

Program faculty do not anticipate making any changes to the existing certificate or degree programs during this next program review cycle.

### III. LEARNING OUTCOMES ASSESSMENT

#### A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
5	4	4	80%*	80%*

\*The missing 20% represents LGBT-190 LGBT Internship, which was archived in 2023.

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
LGBT Education Degree	4	4	4	100%	100%
LGBT Studies Certificate	4	4	4	100%	100%
LGBT Education/Educators	2	2	2	100%	100%
LGBT Education/Heath Occ	2	2	2	100%	100%

#### Program Reflection:

It is the practice of the faculty in the LGBT Education Program to assess every course every time it is offered. This assessment typically includes a course level and program level outcome. This regular practice of assessment enables us to immediately make changes to address performance shortcomings. The one exception to this rule over the last program review period was LGBT-190 LGBT Internship. Typically, this course saw enrollment of just 1. As has already been reported, this course was archived. This means that the 4 regular courses were all assessed over the last 4 years. 100% of the program level outcomes have been assessed over the last 4 years.

Program faculty used the assessment data to drive several changes in how instruction was delivered. This includes creating instructional tools such as a glossary of terms, revising questions used in testing, and creating a new end-of-course learning activity involving the creation of virtual museum exhibit. We also used assessment data to guide scheduling, moving classes from the evening hours to daytime.

Assessment data has helped us better understand the disparity in performance between high school students and college students. High school students perform better with more regular face-to-face contact with an instructor. We have scheduled the LGBT classes that will be part of the Early College Program at New Technology High School to be 100% face-to-face with no portion online specifically to improve student success in these classes.

Overall, program faculty are pleased with student performance across the course and program level outcomes. We plan to continue our practice of assessing every course every time it is presented.

#### IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (spring 2021) included the following initiatives:

Program: LGBT Education Program  
Plan Years: 2021-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
1. Schedule a rotation of LGBT studies classes at New Technology School enabling students to earn one of the two 9-unit certificates of achievement.	I	2022-2024	Award 5 certificates of achievement.
2. Develop an LGBT learning community and explore a partnership with Puente and Umoja in order to increase the success of students of color in the LGBT Education Program.	I, III	2022-2024	Increase student retention and success of measured equity groups by 5% each.
3. Explore converting on-going successful fee-based LGBT training classes or educators and law enforcement to enhanced non-credit courses.	II	2022-2024	Schedule and deliver one non-credit version of each fee-based course currently offered.

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

<ol style="list-style-type: none"> <li>1. We successfully delivered LGBT-120 Introduction to LGBT Studies at New Technology High School once each year. In the spring 2024 semester, we offered the class during the regular school day as a pilot for the Early College Program starting in the fall of 2024. The Early College Program will include a regular offering of LGBT-120 Introduction to LGBT Studies in the fall and LGBT-121 21<sup>st</sup> Century Issues in the LGBT Community in the spring. It is possible to rotate in LGBT-122 Transgender Identities and Issues. Our plan is to then offer the third course required for a 9-unit certificate in the summer thereby making it possible for students in the program to earn a certificate on their college transcript within one 12-month period of high school.</li> <li>2. The Pride Learning Community was re-envisioned in the fall of 2023 following the failure of the traditional learning community model. The new model has the support of Academic Affairs and Student Services. The foundation of the Pride Learning</li> </ol>
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Community is the LGBT Education academic program and the Pride Student Club. The operation of the student club will be integrated into the instructional program.

We formed a Pride Learning Community leadership team that includes faculty from the LGBT Education Program and Library, staff from River Trail Village, the Basic Needs Center, student health center, CTE office, and faculty from New Technology High School.

Students can participate in the Pride Learning Community by either being a member of the Pride Student Club or registered for an LGBT Education course. In this way, this learning community can support residents at River Trail Village whether they take an LGBT Education class or not. New Technology High School students enrolled in the LGBT classes that are part of the Early College Program will also be part of the Pride Learning Community.

The operations of the Pride Learning Community will be supported using the virtual Pride Center in Canvas. This will provide paths of communications and access to resources for students and staff. The development of a physical Pride Center on campus will be essential to the success of the Pride Learning Community and supporting the LGBTQ+ students on campus. A proposal was submitted to the Facilities Committee earlier this year.

3. We did partner with the Criminal Justice Training Center before it was closed by the college to provide fee-based LGBT awareness courses for law enforcement. This partnership included working with a national non-profit organization that does this training across the country. The intent was to move these courses to non-credit. This initiative has been canceled due to the closure of the criminal justice training center and dissolving of the partnership with the national non-profit.

## **B. Recent Improvements**

As has been mentioned, during this program review cycle the college received two 5-year grants from the Chancellor's Office specifically to fund initiatives supporting LGBTQ+ students. There is an emphasis in the grant purpose and goals to build and institutionalize structures that support student success. This includes creating programming that is both educational and builds community. The timing of this grant is ideal given our recovery from COVID and upcoming opening of River Trail Village.

In the fall of 2023, we hosted the Flag in the Map exhibit and a community speaking event featuring two LGBTQ+ icons. The exhibit is one we now own. Our intent is to install it for the long term in the physical Pride Center once a space is finally approved. Students from the Pride Learning Community were heavily involved in the installation of the exhibit and attended the speaking program. Each received signed books written by the speakers. We had community organizations partnering with us including Northern California Public Media, which produced a mini documentary about the exhibit that will air on PBS.

This spring's plan includes producing a movie night for students participating in the Pride Student Club and who are taking the LGBT class at New Technology High School. This event will be hosted on the high school campus and community organizations will be invited to attend and participate.

### **C. Effective Practices**

1. Creating a leadership team for the Pride Learning Community that invites participation from various campus department across the college, local high schools, and greater community.
2. Integrating the LGBT Student Club with the LGBT Education academic program to ensure it has stable leadership and guidance for success.
3. Use of state grant funds to produce community wide events that bring people to the campus and to construct a virtual and physical space on campus that support LGBTQ+ students.

## V. PROGRAM PLAN

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

- Viability
- Stability
- Growth

\*Please select ONE of the above.

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

- Growing LGBTQ+ student population – #2, Program Support and Institutional Mission and Goals
- Increased offerings of program courses at area high schools and New Tech High School Early College Program - Accomplishments - #A.1
- Increased offerings of program courses at area high schools and New Tech High School Early College Program – Degrees and Certificates

## VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

### **Description of Current Program Resources Relative to Plan:**

The LGBT Education Program is part of the Child, Family, and Education Studies Program and under the CTE division. This is a critical relationship especially now as the Early College Program at New Technology High School gets underway. The program oversees two LGBTQ+ student success grants totaling \$126,425 for the next four years. This funding is specified to support development of a physical Pride Center and other related activities that directly support LGBTQ+ student success. This includes community events and student club activities. Marketing of all this programming is an allowable expense within these two grants.



<b>COLUMN A</b>	<b>COLUMN B</b>	<b>COLUMN C</b>	<b>COLUMN D</b>	<b>COLUMN E</b>	<b>COLUMN F</b>
<b>Program/ Service</b>	<b>Unit-Level Initiative</b>	<b>Anticipated Year of Implementation</b>	<b>Anticipated Outcome of Initiative</b>	<b>Description of Resource Need</b>	<b>Type of Resource Need</b>
LGBT Education Program	Develop a physical Pride Center	2024-2025	increased participation by LGBTQ+ students on campus in the Pride Student Club, LGBT Education classes, and related campus events.	Room 1014 (or equivalent), couches and side tables, tables and chairs, storage cabinets for supplies	Facilities
LGBT Education Program	Expand offerings of LGBT classes at area high schools	2024-2025	Two classes are included at the Early College Program at New Tech HS	2 sections	Staffing
LGBT Education Program	Increase community awareness of LGBT Education classes, degree, and certificates.	2024-2025	Increase enrollment in LGBT classes on campus.	Regular advertisements on college social media, printed materials, video advertising media.	Supplies
LGBT Education Program	Launch re-envisioned Pride Learning Community	2023-2024 (Current)	The formation of an LGBTQ+ student club "Pride Student Club" increased enrollment in LGBT Education courses, one special community event presented each semester.	Staffing support for the Pride Club, funding for speakers and/or community events.	Staffing

Completed by Supervising Administrator:

Douglas C. Marriott

Date:

March 22, 2024

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

The strengths and successes of the program are captured in this detailed program review. I believe the strength of the program may also be attributed to the dedicated and committed faculty in this area.

Areas of concern, if any:

Ongoing support and campus collaboration for facilities needs related to the program.

Recommendations for improvement:

Ongoing alignment with campus partners.

Additional information regarding resources:

The work with grant funds to enhance and grow the program are noted and appreciated.