

MODESTO JUNIOR COLLEGE

Program Review

Humanities 2016 Program Review

Co-Contributors: Flora Carter
Aishah Saleh
Robert Stevenson

Primary Author: Chad Redwing

1. Program Overview

Review Title: Humanities 2016 Program Review

Review Type: Instructional

External Regulations: Not External

Departments (Disciplines): General Studies with Emphasis, Humanities, Interdisciplinary Studies, and General Education Pattern

Mission of the Program:

The Humanities Program mission is to provide an intellectually and culturally stimulating environment for students to learn about the Humanities, to complete their requirements for a Humanities Area of Emphasis or an Associate degree at Modesto Junior College, or to transfer to a baccalaureate program, and to achieve greater self-knowledge and personal advancement.

The program encourages students to become informed, critically aware, life-long learners, and to enter into cultural interactions with the larger community of which we are a part.

MJC's Statement of Objectives includes the commitment that transferable courses will be offered for students who later wish to earn a baccalaureate degree, and that courses will be offered for students who wish to earn AA/AS degrees. Because all Humanities courses are degree applicable and transferable, Humanities program offerings help MJC accomplish both its mission and its stated objectives.

In particular, the Humanities program provides access to a broad array of quality, relevant courses and also provides students the opportunity to receive an Area of Emphasis in Humanities.

Finally, the Humanities Program is working on offering various Special Topics courses as well as an Associates of Art Transfer Interdisciplinary Humanities degree that will further enhance our ability to offer interdisciplinary, transfer-level courses that lead to life long learning.

Overview of the Program:

Students in Humanities courses should gain an appreciation of the interdisciplinary methodologies utilized in the Humanities. By studying important works in imaginative literature, the fine arts, philosophy, architecture and religion, students develop basic cultural literacy concerning major cultural traditions and the unique philosophical, religious and historical frameworks of these traditions. Ultimately, students should think and write critically about a variety of cultural traditions.

Students also should understand the basic concepts, forms and history of the arts—including performance and practice—from the perspective of its humanistic content. Students should analyze artistic works (using appropriate vocabulary) in terms of structure, meaning, and historical situation and explain complex relationships among seemingly different artistic works. By critically using a variety of sources—including print, plastic arts, performance and the digital technologies—students should discover the vast information available for humanistic study in order to learn skills to make one an engaged, life-long learner and a more well-rounded person.

MJC's interdisciplinary Humanities Program was established in 2001 with one full-time instructor. Classes swelled from 1

or 2 sections per semester with 20-30 students, to 10 or more filled classes (with adjunct assistance) of 35.

In 2004, a second full-time instructor was hired.

In 2015, a third full-time instructor was hired.

We now offer over 20 sections, fall and spring, of introductory and 5 other fully transferable GE courses, plus 5-6 summer sections in face-to-face, online, and hybrid formats.

Class caps are 40 students – quite high for intensive reading, writing, and critical thinking classes. Instructors teach doubles and triples also, as large as 150, to meet student demand.

Between 800-900+ students have enrolled in Humanities courses per semester since 2010. Both our FTES and WSCH data is nearly 30 % higher than the college average.

Unfortunately, we have lost several adjuncts and the already limited humanities adjunct pool has shrunk because more restrictive teaching qualifications have recently been instituted at the state level. We have been able to hire only a few qualified adjuncts, often those having other MJC teaching obligations in other programs.

Yet, overall the program thrives with high productivity and fill rates. Counting summers, this translates into the FTEF equivalent of 3.6 faculty serving an average of over 2000 students per year.

The Humanities Program has deep roots in the college and wider community. Our new full-time faculty (hired in Fall 2015) will bolster our program's ability to further expand the community impact of the annual Celebration of the Humanities--celebratory festivities featuring twenty contests in categories from photography, electronic music and sculpture to playwriting, painting and storytelling.

The Humanities program has also been awarded a \$100,000 grant from the National Endowment for the Humanities entitled "The Search For Common Ground: Culture in California's Central Valley" and is in the midst of a vast professional development, curricular development and cooperative endeavor project with CSUs and UCs.

The Humanities program is also working with California State University, Stanislaus to create educational pathways for community college students to four-year universities.

Humanities courses are particularly important in serving our student population needs. MJC is located in a culturally rich and diverse, yet economically depressed area, where many individuals and families struggle to make a living and raise families. That diversity and challenge is reflected in our classes. We want to maintain and grow a vibrant program that helps students of many backgrounds in times of economic challenge make more sense of the world and move forward in their lives. This could be: transferring to one of several university programs that utilize humanities knowledge and skills; transitioning into the larger community as responsible, culturally aware citizens; and / or finding and succeeding at work, in nursing, social service, business, teaching, entertainment, and other vocational fields that demand more than everyday world experience, and practice learning new things, applying critical thinking to complex problems, as well as communication skills and experience being studious team players.

Our Humanities University Preparation Emphasis (established 2008) now has 35 declared majors. Two hundred students count themselves as GE Humanities majors. Our Department is eligible to, and is planning to apply for an Associates of Art Transfer (A.A.-T) Interdisciplinary Humanities degree, this spring, which will replace the University Preparation emphasis.

The Humanities Program outperforms the college average in terms of productivity. Both our FTES and WSCH data is nearly 30 % higher than the college average. This is due, in part, to the fact that Humanities faculty have taken additional students in class sections above the traditional class load limits.

There is also a tremendous demand for Humanities courses because they all fulfill MJC GE, CSU GE and IGETC transfer requirements and there are few courses that accomplish this on campus.

MJC's Statement of Objectives includes the commitment that transferable courses will be offered for students who later wish to earn a baccalaureate degree, and all Humanities courses are degree applicable and transferable. The Humanities Program at MJC is working on offering three new Humanities Special Topics courses as well as an Associates of Art Transfer Interdisciplinary Humanities degree. It truly is a busy and exciting time of growth in the Humanities program at Modesto Junior College.

Program Activities and Accomplishments:

In addition to teaching our complete cycle of classes (including Humanities 101, 105, 106, 130 and 140) with high fill-rates and productivity nearly 30 percent higher than the college average in the FTES/FTEF and WSCH/FTEF indices, our faculty in the program also actively participate in college-wide councils, committees, task-forces, and workgroups. Our faculty also facilitate community activities such as the Celebration of the Humanities as well as overseeing a \$100,000 National Endowment for the Humanities grant recently awarded to Modesto Junior College.

With just three full-time faculty and several adjuncts our participation in college shared governance and leadership is quite extensive. Humanities program faculty are involved with Academic Senate, Curriculum Committee (co-chair), Senate Executive Committee and Committee Chair, the Scholarship Committee, the Honors Advisory Board, Division Council, the Committee on Diversity and Community, Instruction Council (co-chair), College Council, Shared Governance Handbook Committee, Title V Grant Review Committee, College Goals Task-Force and various hiring selection and evaluation committees across divisions.

The Humanities Program has been awarded a National Endowment for the Humanities: Hispanic-Serving Institutions Grant--a \$1000,000 program grant.

The project has two overriding goals: 1) To discover more about the rich cultural and ethnic heritage of California's Central Valley communities by analyzing extant academic scholarship as well as primary works of literature, art, film, music and other modes of expression that give a more complete understanding of the vibrant and complex cultural histories and identities of our often ignored region; and 2) To share interdisciplinary insights and curricular innovation in this locally-ground approach to the humanities through regionally themed lectures, discussions, field experiences, cross-disciplinary teaching opportunities, a summative conference and an end-of-grant website so as to improve teaching and foment student retention.

Here is an overview of the major grant activities:

- Topic 1: Know Your Place: Concepts of Home and Identity in the Central Valley with Jim Tuedio, Professor of Philosophy and Dean, College of the Arts, Humanities and Social Sciences at California State University, Stanislaus and Nigel Hatton, Professor of Philosophy at the University of California at Merced.
- Topic 2: Multiculturalism: Examining the Politics of Recognition and Political Philosophy with Andrew Fiala, Professor of Philosophy and Director of Ethics Center at Fresno State University.
- Topic 3: Visions of Central Valley Culture: How Local Arts & Films Portray Valley Life with Jessica Gomula-Kruzic, Professor of Video and Time-based Media at California State University, Stanislaus and Jack Souza, Artistic Director of the Prospect Theater Project in Modesto.
- Topic 4: Eating in the Central Valley: How Food Shapes Culture with Mario Sifuentez, Assistant Professor of History, University of California at Merced and Laura-Anne Minkoff-Zern, Assistant Professor of Food Studies, Syracuse University.
- Topic 5: Cultural Clashes: Hispanic Immigration & Assimilation with Alex Saragoza, Professor of History, Department of Comparative Ethnic Studies at the University of California, Berkeley and Susan Shillinglaw, Executive Director of the National Steinbeck Center in Salinas, California and Professor of English at San Jose State University.
- Topic 6: Working Class Culture in the Central Valley with Jan Goggans, Associate Professor in the School of Social Sciences, Humanities and Arts at the University of California at Merced as well as recipient of a Kevin Starr California Studies Postdoctoral Fellowship and Ma Vang, University of California President's Postdoctoral Fellow and Assistant Professor at University of California at Merced.
- Topic 7: Exploring Central Valley Memories: Visual Anthropology with Steve Arounsack, Assistant Professor of Cultural Anthropology at California State University, Stanislaus.

Over 150 faculty members and students from Modesto Junior College, the University of California at Merced, and California State University, Stanislaus have attended one or more of the seminar lectures, discussions or special film events so far.

The grant is also in the process of developing 25 Common Ground curricular modules and a Humanities Special Topics course. Twenty draft modules have been developed based on the first four seminar topics.

Moreover, curriculum outlines for three special topics courses entitled "Humanities Special Topics 196: Social Justice," "Humanities Special Topics 197: Nature and Civilization," and "Humanities Special Topics 198: Place and Identity" have been created and approved by the Modesto Junior College Curriculum Committee. All three of these Humanities Special Topics courses will be published in the 2016-2017 MJC Course Catalog in order to be offered to students. Each of the courses are 3 units with 54 lecture hours and the approved proposals include course outlines, requisite skills, typical assignments and typical texts.

The grant will host a regional symposium with a keynote speaker, multi-cultural curriculum workshops, and dissemination of the Common Ground interdisciplinary model. Preliminary planning for this activity is underway; the event is scheduled for October 21, 2016 in Modesto, California.

The grant is also in the process of developing a digital repository for resources and content that community college faculty can access. All resources, including readings, discussion notes, photographs, lecture recordings, curricular modules, and other artifacts are electronically stored in a shared electronic system (DropBox) that is accessible by all Seminar participants. Preliminary work is underway to develop a website where all resources will be permanently housed. The end-of-grant website will be completed in the Fall 2016 semester.

Finally, the grant is in the process of developing a General Education Pathway/Minor Agreement with California State University, Stanislaus.

A curricular development project to bring humanities faculty from Central Valley community colleges to Modesto Junior College to study the local and regional culture of California's Central Valley, the NEH grant will have short and long-term benefits to the Humanities program, the college and our community.

Humanities Initiatives Grants are intended to strengthen and enrich humanities education and scholarship at Hispanic-Serving Institutions, Historically Black Colleges and Universities, and Tribal Colleges and Universities and, thus, these activities will also foster the development of curricular content that speaks to the lives of many of our ethnically diverse students.

Moreover, the Humanities Program continues its involvement and leadership in the annual Celebration of the Humanities steering committee. Organized in 1977 to recognize the artistic accomplishments of our students, the celebratory festivities now features twenty contests in categories from photography, electronic music and sculpture to playwriting, painting and storytelling. The Awards Ceremonies offered stunning exhibitions of student talent. With \$300 of prize money awarded in each contest, and thus an award budget alone of over \$6,000 annually, the fund-raising, competition organization and celebratory event planning are an important part of our outreach activities to the rest of the campus and

the community.

Humanities Program members have also participated in a \$8,000 COMPASS grant with California State University, Stanislaus aimed at creating educational pathways for community college students to four-year universities. The general theme is exploring ways that marginalized student populations in California's Central Valley access higher education, and liberal arts general education, in order to improve their lives.

Moreover, the Humanities Program has updated and revised our A.A. University Preparation Degree: Emphasis in Humanities. These revisions have been accepted in Curriculum Committee and have taken effect. These updates are in preparation for our program faculty participating in the state-wide crafting of the Humanities Transfer Model Curriculum (TMC) and California Identification Number Code (C-ID) course descriptors for the discipline of Humanities.

The Humanities Program is working on offering an Associates of Art Transfer Interdisciplinary Humanities degree that will further enhance our ability to offer interdisciplinary, transfer-level courses that lead to life long learning.

Professor Carter became a MJC Certified Master Online Instructor, July 2013, traveled to Washington, D.C. to review grant applications for the National Endowment for the Humanities (April 2014), and traveled in Europe from June 7 to July 16, 2014, specifically to visit museums and historic sites in Amsterdam, Venice, Ravenna, Siena, Barcelona, Paris, and London, to experience and learn more, first-hand, about the history of these renowned cities, and to document their art and monuments for our Humanities classes.

Along with Professor Redwing, Professor Carter presented at the Interdisciplinary Conference at Merrimack College (Fall 2015). Her memberships has continued in College Council, Scholarship Committee, Arts Division Council, Celebration of the Humanities Steering Committee. Professor Carter was a member of the MJC task force to review and update the MJC Mission and Objectives statement (2014), was on Hiring Committees for four College counselors, and our new full time Humanities instructor (Spring 2015). She is a member of the Accreditation Committee for the Standard I Report: Academic Quality, and Institutional Effectiveness and Integrity (Sp 2016).

Professor Carter continues to lead Humanities students on field trips, each semester to world-class museums to view the arts in the Bay area. She recently published an article with Professor Stevenson, "Indian Summer Institutes, 2011 and 2013: Assimilating Perspectives from American and Indian Scholars" (The Community College Humanist, Winter 2014). She coordinated a group presentation on "Summer Travel and Research - NEH Grants - The Value of National Endowment for the Humanities Summer Institutes: Reflections on the India Institute 2011 and 2013" on MJC Institute Day (2014 January 10). She was a presenter of "East Meets West: Real and Imagined Encounters" and participant in the Association for Asian Studies on the Pacific Coast conference, "Transnational Asias," University of the Pacific, Stockton, CA (2015 June 5-7).

Professor Carter continues to incorporate findings from recent research trips to the Smithsonian in Washington DC and India into Humanities courses at MJC in the form of her East-West compendium.

Professor Chad Redwing is faculty participant in the MJC Honors Program and leads tutorial contracts with a wide variety of Honors students including the following projects: "The Anti-Modern Impulse," "Cultural Memories of California Immigration," "Industrial Reality and Literary Subjectivity," "Literary Lost Generations from World War I to Chechnya," "Human Nature and Homo Religiosus," "Western Religions and Gender," "The Development of Early Christianity," "Notions of Progress and Mythology," and "Global Creation Myths."

Professor Redwing is on the MJC Academic Senate, serving as the Vice-President, and has co-chaired the MJC Curriculum Committee. Professor Redwing has served on the Accreditation Council, the Honors Advisory Board, and the Outcomes Assessment Workgroup as well as College Council.

He was awarded MJC Foundation Grants to conduct a year-long series of "Great Conversations" seminars for community leaders, professors and students. The American Colleges and Universities Association also recognized the innovative praxis of "Great Conversations" by awarding the project a "Bringing Theory to Practice" grant.

While on sabbatical last year, Professor Redwing took a three month research trip to Latin America—travelling over 20,000 miles from the northern Atacama Desert to the south of the country as well as Easter Island, the most geographically remote settlement on Earth. "Memories of Pinochet and the Chilean Present and Future" was the theme of his fall semester 2014 sabbatical that involved independent study with a New York editor, travel to Latin America, writing both fiction and non-fiction related to his travels.

Previously, while on fellowship with a Fulbright-Hays award in 2003-2004, he had witnessed the events and protests commemorating the 30th anniversary of the Augusto Pinochet military coup and then over the next year traveled to every major city in every region in Chile to document more than 350 former torture and detention centers and to interview Chileans about their memories of the Pinochet regime. The Chilean national government's Commission on Political Incarceration and Torture, a Chilean newspaper (La Segunda) and the BBC all published photographs of these torture centers. His research took final form in a doctoral dissertation: "Dictatorial Violence, the Body Politic & the Politics of the Body: Dismembering and Remembering in Chilean Literature, Cinema and Public Spaces." While on sabbatical from June-September 2014, Professor Redwing revisited many of the sites of detention and torture to see what has happened to these traumatic social sites in the last decade, focusing on certain major cities (Antofagasta, Calama, Concepción, Temuco, Santiago, Valparaiso, and Viña del Mar) as well as several geographically remote areas such as Easter Island, the Atacama—the driest desert in the world—and rural, southern towns. As he traveled, Professor Redwing researched political repression and photographically documented remembrances of political violence through public manifestations, public art and the marking of sites of trauma (including torture, execution and disappearance) with "animitas"—small shrines to the lost.

At the end of his research trip, he donated my research to the Chilean National Museum of Memory and Human Rights in Santiago (<http://www.museodelamemoria.cl/>). The page highlighting evidence of torture centers from his research trip can be found at: <http://190.98.219.232/~interac/recintos/> .

Professor Aishah Saleh, our newest faculty member, teaches new classes every semester and, thus, is focused on

creating curriculum and lecture materials for her courses. She serves on the Scholarship Committee, is the Senate representative for the division, and is developing curricular units through her involvement in the NEH Common Ground grant cohort. She also represents the Humanities Department in the Center for Urban Education's committee regarding student success and equity.

Professor Saleh has completed @One training to teach online and she is currently teaching fully online courses for the first time this year. She is also continuing to progress in her MA program through CSUDH.

Professor Rob Stevenson conducted several field studies since the department's last program review. In 2014 visitations of museums, sites of art historical importance, and architectural sites were made in Hungary, Austria, the Czech Republic and Germany. Was awarded a sabbatical for the Fall 2015 semester and conducted Field Studies in museums, sites of art historical importance, and architectural sites in Washington D.C., Baltimore, Monticello, and in Australia: Brisbane, Sidney, Canberra, Melbourne, Grampians National Park, Darwin, and Kakadu National Park. He also continues to work on additional graduate-level Humanities units at CSU Dominguez Hills, completing his thesis work entitled "The Promise of Forever: currently under review with an expected graduation date of Spring 2016 and was awarded first place in Humanities Section IV on Student Research Day. He has also just been awarded a 2016 Spring Fellowship in Korean Studies by the Korea Society that will bring him to sites in and around Seoul and Busan, South Korea. He continued to participate in curriculum building at the state-wide level as a Course Outline of Record (CoR) Evaluator for the C-ID system, participating in annual training, and in the group of specialists in revising the Studio Art TMC.

Professors Carter, Stevenson, and Saleh attended the Community College Humanities Association national conference in Louisville, KY, where they made a joint presentation with other faculty members on the National Endowment for the Humanities India Institutes in October of 2013. They applied for and received an MJC Foundation grant for this activity. They presented on this topic and travel in research with a breakout session at MJC's Spring 2014 Institute Day.

Adjunct faculty members are actively involved in community theatrical and musical performances as well as academic conferences.

2. Response to Prior Year

Previous Program Review Commendations:

From Manager:

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Previous Program review Recommendations:

From Manager:

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Describe how your program has responded to these commendations and recommendations.

In addition to the variety of commendations, the Humanities Program was asked several years ago in its Program Review recommendations to "consider developing outside funding sources to bring special speakers and international artists to the college and community." The Humanities Program has made great strides in addressing that recommendation. The Humanities Program has now been awarded a National Endowment for the Humanities: Hispanic-Serving Institutions Grant--a \$1000,000 program grant. Here is an overview of the major grant activities that have directly addressed previous Program Review comments: Topic 1: Know Your Place: Concepts of Home and Identity in the Central Valley with Jim Tuedio, Professor of Philosophy and Dean, College of the Arts, Humanities and Social Sciences at California State University, Stanislaus and Nigel Hatton, Professor of Philosophy at the University of California at Merced. Topic 2: Multiculturalism: Examining the Politics of Recognition and Political Philosophy with Andrew Fiala, Professor of Philosophy and Director of Ethics Center at Fresno State University. Topic 3: Visions of Central Valley Culture: How Local Arts & Films Portray Valley Life with Jessica Gomula-Kruzic, Professor of Video and Time-based Media at California State University, Stanislaus and Jack Souza, Artistic Director of the Prospect Theater Project in Modesto. Topic 4: Eating in the Central Valley: How Food Shapes Culture with Mario Sifuentez, Assistant Professor of History, University of California at Merced and Laura-Anne Minkoff-Zern, Assistant Professor of Food Studies, Syracuse University. Topic 5: Cultural Clashes: Hispanic Immigration & Assimilation with Alex Saragoza, Professor of History, Department of Comparative Ethnic Studies at the University of California, Berkeley and Susan Shillinglaw, Executive Director of the National Steinbeck Center in Salinas, California and Professor of English at San Jose State University. Topic 6: Working Class Culture in the Central Valley with Jan Goggans, Associate Professor in the School of Social Sciences, Humanities and Arts at the University of California at Merced as well as recipient of a Kevin Starr California Studies Postdoctoral Fellowship and Ma

Vang, University of California President's Postdoctoral Fellow and Assistant Professor at University of California at Merced. Topic 7: Exploring Central Valley Memories: Visual Anthropology with Steve Arounsack, Assistant Professor of Cultural Anthropology at California State University, Stanislaus. Over 150 faculty members and students from Modesto Junior College, the University of California at Merced, and California State University, Stanislaus have attended one or more of the seminar lectures, discussions or special film events so far. The grant will host a regional symposium with a keynote speaker, multi-cultural curriculum workshops, and dissemination of the Common Ground interdisciplinary model. Preliminary planning for this activity is underway; the event is scheduled for October 21, 2016 in Modesto, California. Moreover, during the last several years the MJC Humanities Program has had several speaker events with CSU Stanislaus. For one, the MJC Humanities program hosted a showing of the film "The Grapes of Wrath." As a prelude to the film screening, our program invited Dr. Elizabeth Welden-Smith, Curator of Education and Public Programs at the National Steinbeck Center. This event was followed up by a showing of "Zoot Suit" and an evening with the writer and director of the film, Luis Valdez. Valdez, in addition to creating teatro campesino and writing plays and directing films, was a member of Cesar Chavez's famous trip through the Central Valley. These special events were presented through a Compass partners

In a previous year, the college funded the Resource Requests listed below. You provided a proposed measure of effectiveness at that time. Please "close the loop" by analyzing the actual effectiveness of each item.

Item Funded	Proposed Measure of Effectiveness	Analysis of Actual Effectiveness
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3. Program Personnel

Program Personnel:

Fulltime Tenure Track Faculty		
Name	Hired	Disciplines
Flora Carter	2001	
Chad Redwing	2005	
Aishah Saleh	2015	Humanities

Fulltime faculty retirements or other departures last review:

2

Adjunct Faculty Spring:

2

Adjunct Faculty Fall:

2

Anticipated Staffing Changes:

Despite ever-increasing demand for Humanities classes, the program has lost several adjunct faculty members. Hiring adjuncts in the area of Humanities has become much more difficult due to the increase in minimum qualifications in the discipline.

4. Student Learning Outcomes

Institutional Learning Outcomes (ILO) Assessment Executive Summary:

The ILOs that articulate with Humanities courses are:

1. Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context.
2. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork.
3. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways.

Between 88%-95% of students assessed met these ILOS in Humanities courses. The highest ranking (95%) was for this ILO: Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. This is the keystone of Humanities courses and we expect to continue to perform well on this ILO in particular. More work needs to be done on ILOs 1 and 2, which are still high but a bit lower. In general Humanities courses need to work more on critical thinking and writing skills with students.

Program Learning Outcomes (PLO) Assessment Executive Summary:

A.A. Degree: University Preparation, Emphasis in Humanities Program Level Outcomes have been reviewed and are as follows:

In addition to demonstrating the abilities associated with the University Preparation Pathway requirements, students who complete the Associate's Degree Emphasis in Humanities will be able to:

1. describe how cultural beliefs, values and practices have influenced societies in various times.
2. analyze the ways that individuals and various cultural groups act in response to their societies and environment.
3. demonstrate awareness of the various ways that culture, ethics, history, belief, and ethnicity affect individual experience and society as a whole.
4. demonstrate the ability to interpret and analyze works of art for meaning and to forge aesthetic judgments.
5. demonstrate critical thinking in the analysis of cultural production using both thematic and historical synthesis.

After a study of CLOs and assessment data it seems that although Humanities courses are doing a good job spiraling the PLOs throughout its courses, more needs to be done in order to bolster the critical thinking skills and writing ability of students in order to improve performance on PLOs. Humanities faculty members are actively involved with college-level decision making bodies that are currently dealing with GE Pathways in order to explore creative ways--including the possibility of GE learning communities--in order to improve critical thinking and writing skills.

General Education Learning Outcomes (GELO) Assessment Executive Summary:

Humanities courses focus on the following GELOs:

1. Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.
2. Demonstrating the ability to make well considered aesthetic judgments.

Eighty-eight (88%) of students assessed passed the GELO assessments in Humanities courses. In general this is a satisfactory rate but Humanities students need to do more to develop aesthetic judgment as well as cultural and ethnic awareness. A series of initiatives in the Humanities program--including a Digital Humanities Project and several grant applications--hope to further improve these GELO numbers.

Has this program made adequate progress on assessing outcomes since the last program review?
If not, provide a plan to meet the outcomes assessment expectations of the college:

The Humanities Program has assessed its student learning objectives across its courses multiple times in the last 2 years. One more class was re-assessed in 2012(Introduction to Western Religions, Spring 2012).

All course-level student learning objectives have been assessed for every Humanities course offered. For some reason this is not reflected in the record above.

Our data shows a completion rate of over 100 percent because many course-level student learning objectives have already been assessed multiple times.

Program level outcomes have also been established for the Humanities program. We are actively pursuing the assessment of these PLOs. Program Level Outcomes have been established for the A.A. Degree in General Studies, Emphasis in Humanities and for the A.A. Degree in University Preparation, Emphasis in Humanities.

We are completing our plans of action for courses where we were not satisfied with the results of assessment. We have created a Humanities Video Library and organized additional Humanities resources, such as a East-West Compendium, that aid in student success.

All course level outcomes have been rewritten and approved. They are as follows:

Humanities 101: Introduction to the Humanities

Upon satisfactory completion of this course, students will be able to:

- 1) Interpret and evaluate the significance of the arts, literature, religion and philosophy in giving form and meaning to the human experience.
- 2) Interpret and evaluate the role that history, social institutions, tradition and geography play in the production of the arts, literature, religion and philosophy.

Humanities 105: Early Humanistic Traditions

Upon satisfactory completion of this course, students will be able to:

- 1) Interpret and evaluate the significance of the arts, literature, religion and philosophy in giving form and meaning to the human experience, specifically from ancient civilizations into the Age of Global Encounters in the 1500s.
- 2) Interpret and evaluate the role that ancient, medieval and humanistic worldviews play in the production of the arts, literature, religion and philosophy.

Humanities 106: Humanities in the Modern World

Upon satisfactory completion of this course, students will be able to:

- 1) Interpret and evaluate the significance of the arts, literature, religion and philosophy in giving form and meaning to the human event, specifically from the European rediscovery of the New World to today.
- 2) Interpret and evaluate the role that humanistic, scientific, romantic, industrial and contemporary worldviews play in the production of the arts, literature, religion and philosophy.

Humanities 110: East Meets West

Upon satisfactory completion of this course, students will be able to:

- 1) Interpret and evaluate the significance of the similarities and differences among the arts, literature, religions and philosophies of the Eastern and Western world.
- 2) Interpret and evaluate the role that notions of geography, tradition, orientalism, Occidentalism, colonialism, migration, tourism and globalism play in the production of the arts, literature, religion and philosophy.

Humanities 130: Western Religions

Upon satisfactory completion of this course, students will be able to:

- 1) Interpret and evaluate the role the three major Western religions—Judaism, Christianity and Islam—in shaping the production of the arts, literature and philosophy.
- 2) Interpret and evaluate the influence of monotheistic, messianic and prophetic worldviews in the production of the arts, literature, religion and philosophy.

Humanities 140: Introduction to World Mythology

Upon satisfactory completion of this course, students will be able to:

- 1) Interpret and evaluate the role that mythic structures from around the world play in the production of the arts, literature and philosophy.
- 2) Interpret and evaluate the influence of various creation and destruction myths, heroic journeys, tricksters and goddesses and gods in shaping the form and meaning of the arts, literature, religion and philosophy.

5. Curriculum

Courses not reviewed within the last 5 years

Courses not reviewed within the last 5 years
INDIS 100 - 09/18/2007

Provide your plan to bring courses into compliance with the 5-year cycle of review:

All Humanities courses will be brought through curriculum in the Spring 16 semester as scheduled.

Please Note: 140 was submitted to the curriculum committee within the time-line presented in the department's 2010-11 program review, and successfully passed periodic review at the 12/6/11 meeting along with 105 and 106.

Courses not taught within last 2 years

Courses not taught within last 2 years		
HUMAN 196 - No Date on Record	HUMAN 197 - No Date on Record	INDIS 100 - No Date on Record

Provide your plan to either inactivate or teach each course:

HUMAN 196, 197 and 198 are new Special Topics courses. Their outlines are not effective until the Summer 2016 semester. HUMAN 197 reactivated an existing outline, which is why it appears here.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards overseen by this program?:

No

If not, what corrective measures have been taken?:

HUMAN 196, 197 and 198 need to be added to the program. These courses have already passed the Curriculum Committee and will appear in the 2016-17 catalog.

Are there plans for new courses or educational awards in this program?:

Yes

Describe the new course(s) or award(s) you intend to create.:

The department is currently exploring the possibility of applying to the Chancellor's Office for an A.A. in Humanities to replace or stand beside the University Preparation with and emphasis in Humanities degree. The degree(s) will also be modified to add the new Special Topics courses (196, 197 & 198). No additional resources are needed to accomplish this.

The department also intends to pursue an A.D.T. degree in Humanities, providing MJC with a degree complaint with SB 1440.

All tenured faculty members teaching in the department have registered with the Academic Senate for California Community Colleges through Discipline Listservs with the intent of serving on the Northern California writing group for a Humanities TMC and C-ID descriptors.

What need or rationale supports this action?:

With the standardization of A.D.T. degrees the University Preparation model is no longer the standard. The department wishes to explore options that will encourage students to become Humanities majors.

When do you expect to submit these items to the Curriculum Committee?:

Changes to the University Preparation degree are being explored for the 2016-17 academic year.

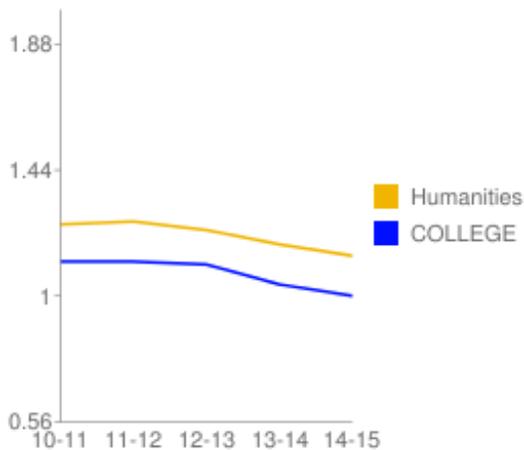
The Transfer Model Curriculum writing team will be scheduled to meet according to the California Community College Academic Senate schedule. At this point the department is dependent on action from the state academic senate before it can make progress.

6. Trend Analysis

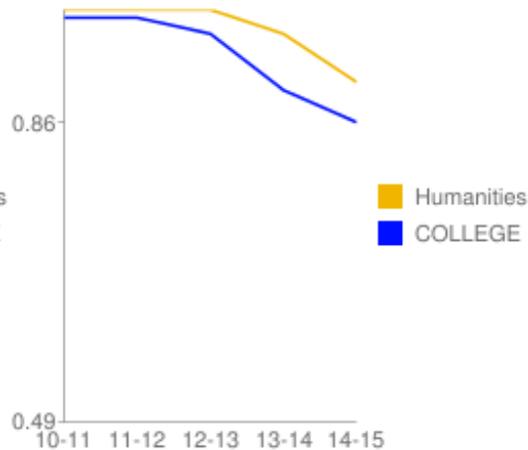
Enrollment, Retention, and Success Trends

Enrollment, Retention, and Success Trends					
Humanities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Beginning Fill Rate	125%	126%	123%	118%	114%
Census Fill Rate	106%	104%	101%	97%	91%
Retention Rate	83%	74%	79%	78%	75%
Success Rate	62%	55%	61%	60%	57%
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Beginning Fill Rate	112%	112%	111%	104%	100%
Census Fill Rate	99%	99%	97%	90%	86%
Retention Rate	80%	80%	82%	82%	78%
Success Rate	61%	62%	65%	65%	62%

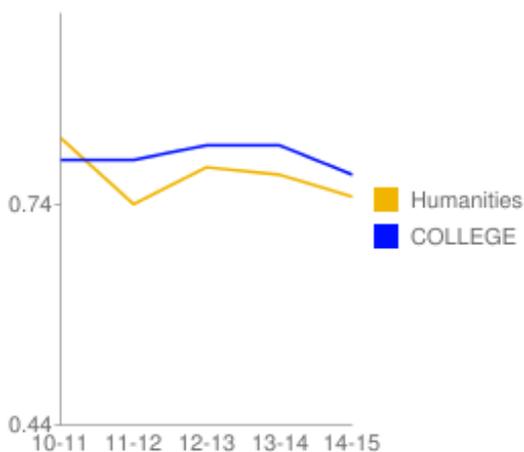
Beginning Fill Rate



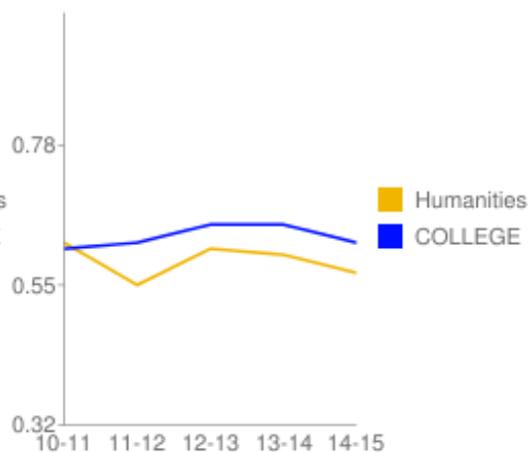
Census Fill Rate



Retention Rate



Success Rate



Enrollment Trend Analysis:

The beginning and census fill rates in the Humanities program are both slightly above the college average. Our retention and success rates, after a 2010-2011 spike in these rates, has returned to typical levels. We are currently exploring why we had a 2010-2011 spike in the retention and success rates and are currently developing solutions to improve success and retention again next year—including the implementation of new curricula developed with a \$100,000 National Endowment for the Humanities grant. These solutions also include program-wide discussions regarding classroom policies for student participation.

Humanities faculty have made a concerted effort to meet more often and to discuss teaching practices with colleagues in other departments. Humanities faculty have also taken advantage of a variety of professional development opportunities. This greater focus on communication and training greatly enhances our ability to function as a program.

Because of our professional development and concerted effort to meet and discuss pedagogy, Humanities faculty have found new ways to clarify the importance of humanistic studies in the lives of students during times of economic crisis and in order to mitigate personal pressures. Therefore, faculty have made an effort to relate the course materials to the larger context of students' lives.

We have used activities structured to elicit student needs and interests in order to guide this process of clarifying the importance of the Humanities beyond the classroom. The relevancy of the courses to students' lives will continue to help increase the retention and success rates.

Faculty also have emphasized the critical thinking skills that these courses engender. This focus on higher level thinking skills—analysis, evaluation and synthesis—have helped students to begin to practice these skills and to understand the value of Humanities courses to their professional future. Faculty have also emphasized innovative problem solving in their classrooms in groups and in discussion format. This emphasis on self-expression, creativity and flexibility help prepare students for a global workforce and for complex lives, citizenship and independent thinking. These concepts are now overtly discussed in class, giving students tangible reasons for the activities that take place in the classroom.

This pedagogic clarification of the value of critical thinking skills, creativity and flexibility to their personal, emotional and professional lives helps retention and success.

Moreover, this clarity paired with the scarcity of opportunities at the college and in their lives to practice higher level thinking skills and to relate cultural values and ideas to problems in their lives and communities, aids in the success and retention in Humanities courses.

Finally, as Internet and digital technologies bring the world to us and populations in our region grow, change and mix, people of differing cultural backgrounds interact more often professionally and socially. Our humanities classes offer students from our region broader, deeper knowledge as well as interactions with their peers about the values, history, and origins of intellectual, artistic, and cultural achievements formerly beyond their experience. Students gain an informed, grounded sense of the larger world and the rich diversity and talents in our regional community, which students recognize as relevant to their understanding and navigation of it. This knowledge and recognition aids students striving for success and contributes to greater student retention in Humanities courses.

Has there been any changes in these rates since the last program review?

MJC's interdisciplinary Humanities Program was established in 2001 with one full-time instructor. Classes swelled from 1 or 2 sections per semester with 20-30 students, to 10 or more filled classes (with adjunct assistance) of 35.

In 2004, a second full-time instructor was hired. In 2015 a third full-time, tenure track faculty member was added.

We now offer 21-22 sections, fall and spring, of introductory and 5 other fully transferable GE courses, plus 5-6 summer sections in face-to-face, online, and hybrid formats. Class caps are 40 students – quite high for intensive reading, writing, and critical thinking classes. Instructors teach doubles and triples also, as large as 150, to meet student demand. Between 800-900+ students have enrolled in Humanities courses per semester since 2010.

Both our FTES and WSCH data is nearly 30 % higher than the college average. Unfortunately, we have lost two adjuncts, and the already limited humanities adjunct pool has shrunk because more restrictive teaching qualifications have recently been instituted at the state level. We have been able to hire only two other qualified adjuncts, both of whom have other MJC teaching obligations in other programs.

However, data does show that with the hiring of a third full-time faculty member we have been able to meet student demand.

We believe that once we institute curricular innovations associated with the NEH Common Ground project our retention and success rates will improve.

The project has two overriding goals:

- 1) To discover more about the rich cultural and ethnic heritage of California's Central Valley communities by analyzing extant academic scholarship as well as primary works of literature, art, film, music and other modes of expression that give a more complete understanding of the vibrant and complex cultural histories and identities of our often ignored region; and

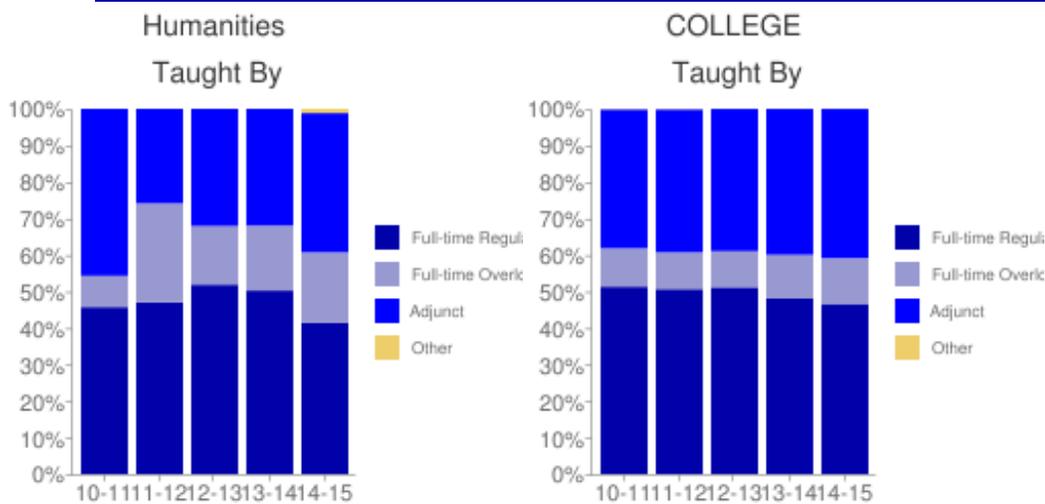
2) To share interdisciplinary insights and curricular innovation in this locally-ground approach to the humanities through regionally themed lectures, discussions, field experiences, cross-disciplinary teaching opportunities, a summative conference and an end-of-grant website so as to improve teaching and foment student retention.

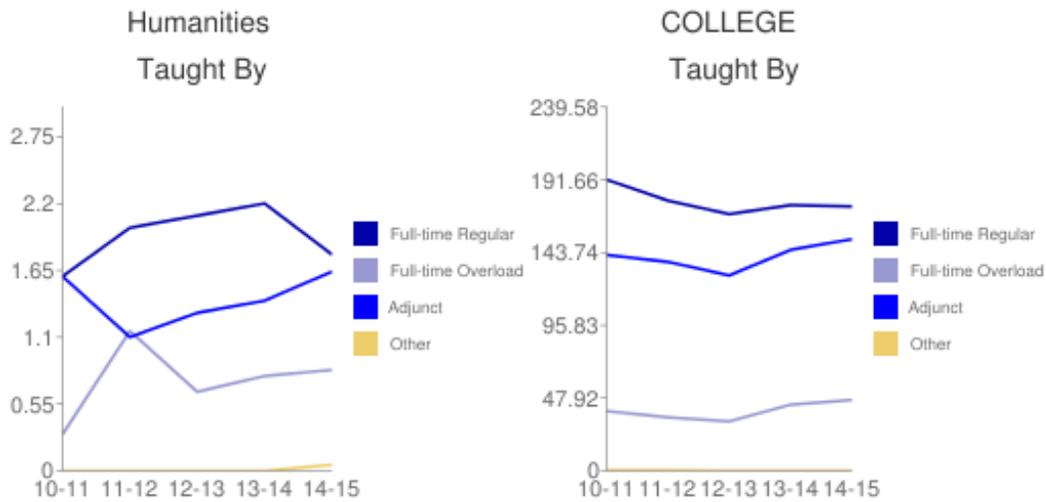
Over 150 faculty members and students from Modesto Junior College, the University of California at Merced, and California State University, Stanislaus have attended one or more of the seminar lectures, discussions or special film events. The grant is also in the process of developing 25 Common Ground curricular modules and a Humanities Special Topics course. Twenty draft modules have been developed based on the first four seminar topics. Moreover, curriculum outlines for three special topics courses entitled "Humanities Special Topics 196: Social Justice," "Humanities Special Topics 197: Nature and Civilization," and "Humanities Special Topics 198: Place and Identity" have been created and approved by the Modesto Junior College Curriculum Committee. All three of these Humanities Special Topics courses will be published in the 2016-2017 MJC Course Catalog in order to be offered to students. Each of the courses are 3 units with 54 lecture hours and the approved proposals include course outlines, requisite skills, typical assignments and typical text

Preliminary work is underway to develop a website where all resources will be permanently housed. The end-of-grant website will be completed in the Fall 2016 semester.

Faculty Trends

Faculty Trends					
Humanities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-time Regular	1.60	2.00	2.10	2.20	1.78
Full-time Overload	0.30	1.15	0.65	0.78	0.83
Adjunct	1.60	1.10	1.30	1.40	1.64
Other	0	0	0	0.00	0.05
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-time Regular	191.66	177.87	169.01	174.96	174.08
Full-time Overload	39.27	35.23	32.58	43.58	46.68
Adjunct	142.17	137.53	128.66	145.50	152.49
Other	0.48	0.40	0.05	0.05	0.05





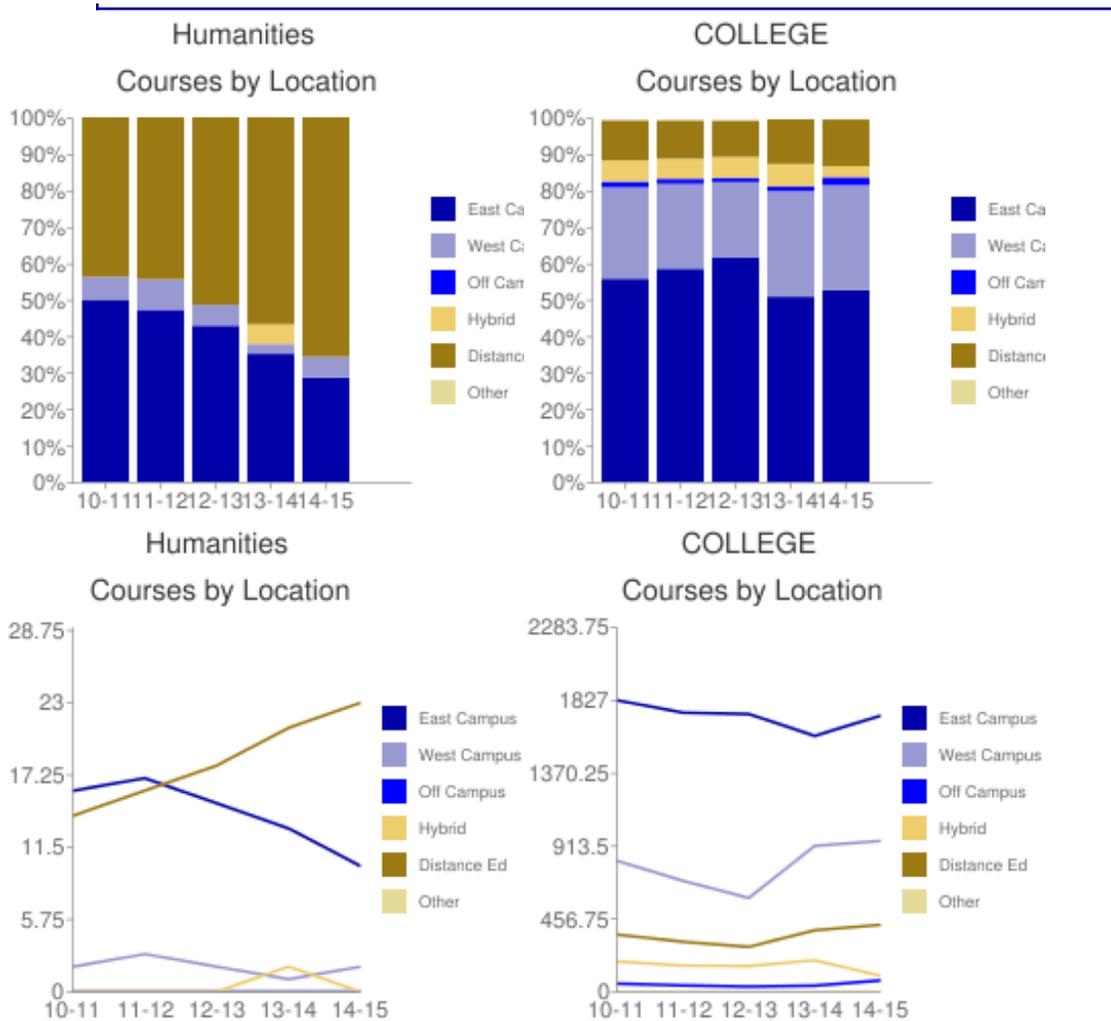
Faculty Trend Analysis:

Since 2011, there has been a decrease in the number of adjunct sections taught because the program lost an adjunct faculty member.

Moreover, there was a temporary increase in full-time overload in 2011-2012 because one of our adjunct faculty members had a last minute health issue and full-time faculty had to cover those sections above and beyond their normal overload cap.

Location Trends

Location Trends					
Humanities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
East Campus	16	17	15	13	10
West Campus	2	3	2	1	2
Off Campus	0	0	0	0	0
Hybrid	0	0	0	2	0
Distance Ed	14	16	18	21	23
Other	0	0	0	0	0
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
East Campus	1827	1750	1741	1604	1730
West Campus	821	696	588	915	946
Off Campus	52	41	33	39	72
Hybrid	191	165	162	198	100
Distance Ed	359	314	282	386	420
Other	No College Value loaded				

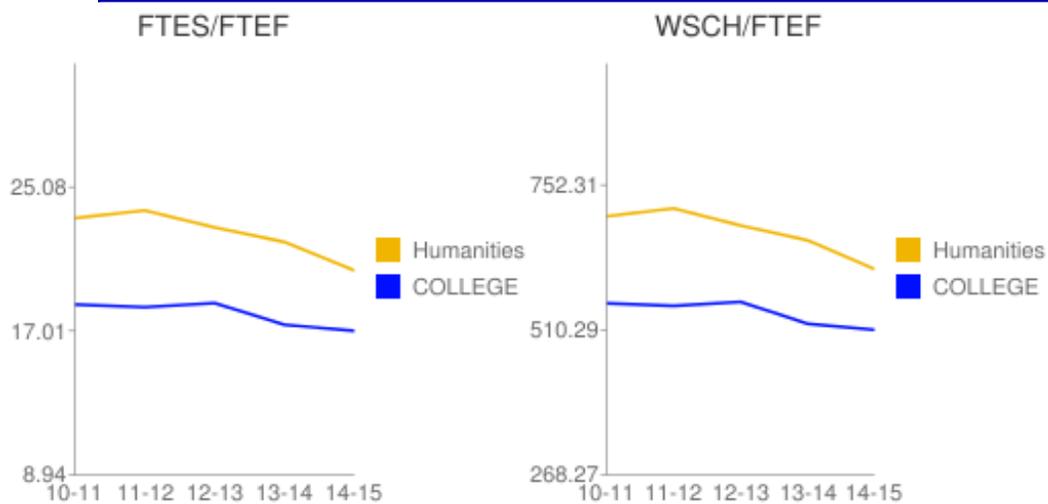


Location Trend Analysis:

In general, many more sections of Humanities courses are offered on East campus. The other trend that is evident is that our students have begun to turn away from night classes and towards online (distance education) learning. Although we offered this year more face-to-face than online courses, distance education is an important component of our program.

Productivity Trends

Productivity Trends					
Humanities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FTES/FTEF	23.33	23.76	22.81	21.99	20.39
WSCH/FTEF	699.83	712.92	684.43	659.73	611.60
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FTES/FTEF	18.49	18.34	18.57	17.35	17.01
WSCH/FTEF	554.60	550.34	557.00	520.43	510.29



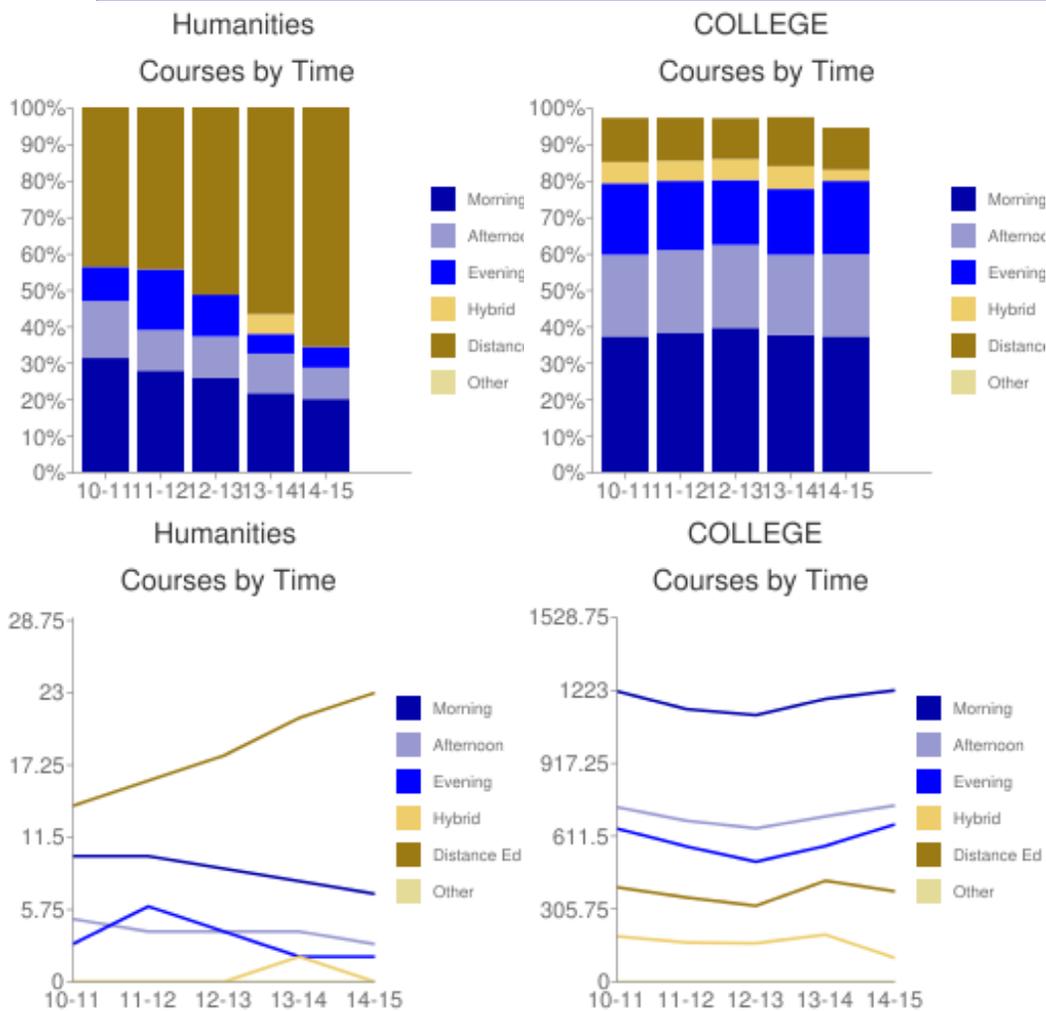
Productivity Trend Analysis:

The Humanities Program outperforms the college average in terms of productivity. Both our FTES and WSCH data is nearly 30 % higher than the college average.

This is due, in part, to the fact that Humanities faculty have taken additional students in class sections above the traditional class load limits. There is also a tremendous demand for Humanities courses because they all fulfill MJC GE, CSU GE and IGETC transfer requirements and there are few courses that accomplish this on campus.

Time of Day Trends

Time of Day Trends					
Humanities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Morning	10	10	9	8	7
Afternoon	5	4	4	4	3
Evening	3	6	4	2	2
Hybrid	0	0	0	2	0
Distance Ed	14	16	18	21	23
Other	0	0	0	0	0
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Morning	1219	1144	1119	1187	1223
Afternoon	733	676	644	694	740
Evening	643	568	504	570	661
Hybrid	191	165	162	198	100
Distance Ed	397	354	319	424	380
Other	No College Value loaded				



Time Trend Analysis:

Most of our students take morning or afternoon classes. We have discovered that evening students have turned away from face-to-face instruction and now rely quite heavily on distance education (online) courses.

However, we have made a concerted effort to increase our night course offerings and have greatly improved the number of sections--doubling our average--taught at night. This is important to foster non-traditional students who are deeply attracted to Humanities courses.

7. Long-range Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as opportunities or threats to your program or an analysis of important subgroups of the population you serve.

In general, it seems that there are three general data-driven trends worthy of comment.

Firstly, that our program productivity is quite high and above college averages.

Secondly, that we need to continue to address our retention and success rates (which have traditionally been a bit below the college average).

Finally, distance education is becoming an important component of our course offerings as students turn away from night classes and towards online learning.

In terms of productivity, this occurs because our faculty often take on dozens of extra students in sections.

Our retention and success rates are slightly below average because of the required critical thinking and writing skills needed in Humanities classes. We considered instituting an "English 101 prerequisite" to remedy this situation but this will adversely affect our FTES numbers so instead we applied for, have received and are now implementing a \$100,000 National Endowment for the Humanities grant that will produce new curricular units that we believe will bolster our retention and success rates in Humanities classes.

Finally, we are also finding that the online environment is quite a different medium from the classroom. We are still working to understand and adapt our various teaching styles to the distance education modality. Provisions and allowances for faculty to learn about and to explore ways of improving online and hybrid student and faculty experience will continue to be explored. Humanities faculty are currently participating in, and will continue to seek, relevant workshops (such as @One Training) and conferences that aim to improve the experience and the completion and success rates of online and hybrid learning.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.:

Given that distance education is becoming more important (as students turn away from evening classes and towards online learning), we believe that additional training and support for distance education (both online and hybrid) will become increasingly critical for our program--especially now that we are migrating to another LMS with Canvas. We are exploring ways to take the successes of our face-to-face sections and transform those pedagogic approaches more fully to online and hybrid learning. Part of our NEH grant money is being used to develop new online modules for use in Canvas by all Humanities faculty.

Our National Endowment for the Humanities grant project will have enormous short and long-term consequences to the curricular development of our program as well as our inter-institutional cooperation with CSUs and UCs. The project has two overriding goals:

- 1) To discover more about the rich cultural and ethnic heritage of California's Central Valley communities by analyzing extant academic scholarship as well as primary works of literature, art, film, music and other modes of expression that give a more complete understanding of the vibrant and complex cultural histories and identities of our often ignored region; and
- 2) To share interdisciplinary insights and curricular innovation in this locally-ground approach to the humanities through regionally themed lectures, discussions, field experiences, cross-disciplinary teaching opportunities, a summative conference and an end-of-grant website so as to improve teaching and foment student retention.

The grant is in the process of developing 25 Common Ground curricular modules and a Humanities Special Topics course. Twenty draft modules have been developed based on the first four seminar topics. Moreover, curriculum outlines for three special topics courses entitled "Humanities Special Topics 196: Social Justice," "Humanities Special Topics 197: Nature and Civilization," and "Humanities Special Topics 198: Place and Identity" have been created and approved by the Modesto Junior College Curriculum Committee. All three of these Humanities Special Topics courses will be published in the 2016-2017 MJC Course Catalog in order to be offered to students. Each of the courses are 3 units with 54 lecture hours and the approved proposals include course outlines, requisite skills, typical assignments and typical texts.

The grant will host a regional symposium with a keynote speaker, multi-cultural curriculum workshops, and dissemination of the Common Ground interdisciplinary model. Preliminary planning for this activity is underway; the event is scheduled for October 21, 2016 in Modesto, California.

As the hiring rules for adjunct and full-time Humanities instructors have tightened significantly, we are going to have problems finding qualified candidates. Historically, humanities instructors came into Humanities with demonstrated academic experience in two or more areas from a broad range of more narrowly focused disciplines. If we now can hire only educators with a Master's or Ph.D. degree in general Humanities, the pool shrinks considerably. In this region, in particular, there is not a significant pool of qualified candidates for either adjunct or full-time instructors. However, the outreach activities described in-depth above may help us seek qualified candidates for an additional full-time tenure track position from a national pool and among colleagues at CSUs and UCs.

The Humanities Program has deep roots in the college and wider community. Our new full-time faculty position (hired fall 2015) is beginning to bolster our program's ability to further expand the community impact of the annual Celebration of the Humanities--celebratory festivities featuring twenty contests in categories from photography, electronic music and sculpture to playwriting, painting and storytelling. The Humanities program is also working with California State University, Stanislaus to create educational pathways for community college students to four-year universities and is applying for National Endowment for the Humanities grants to bring special speakers and international artists to the college and community.

Our Humanities University Preparation Emphasis (established 2008) now has 35 declared majors. Two hundred students count themselves as GE Humanities majors. Our Department is eligible to, and is planning to apply for an Associates of Art Transfer (A.A.-T) Interdisciplinary Humanities degree, this spring, which will replace the University Preparation emphasis. There is also a tremendous demand for Humanities courses because they all fulfill MJC GE, CSU GE and IGETC transfer requirements and there are few courses that accomplish this on campus. In 1-2 years we are also planning on offering an Associates of Art Transfer Interdisciplinary Humanities degree. The Humanities program is fully prepared to engage in the writing of the Humanities A.A.-T degree in order to further bring the department and the college into compliance with SB 1440.

8. Resource Requests

Resource Requests:

Name	Resource Type	Sub type	Budget Object Code	Level	Est. Cost
Classroom Supplies	Other	Supply Augmentation	Instruc-Supplies	Mission Critical	\$2000 Annual
Humanities Speaker Series	Outside Services		Services-Other Contracted	Essential	\$2500 Annual
Humanities Video Library and Streaming Video and Online Learning Subscriptions	Other	Supply Augmentation	Instruc-Supplies	Desired	\$500 Annual

9. Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your dean or manager and the Instruction Council (or any other appropriate campus governance body).

The Humanities Program, with its interdisciplinary approach and focus on critical thinking skills, integrates well with the College mission of student-centered learning and success and the commitment to recognize our students as individuals, requiring responsive, diverse and flexible educational, career preparation, personal development and life-long learning opportunities. The interdisciplinary coursework offered in the Humanities and the flexibility of mind such study instills are crucial to student success in an ever-changing world.

MJC's Statement of Objectives includes the commitment that transferable courses will be offered for students who later wish to earn a baccalaureate degree, and that courses will be offered for students who wish to earn AA/AS degrees. Because all Humanities courses are degree applicable and transferable, Humanities program offerings help MJC accomplish both its mission and its stated objectives. In particular, the Humanities program provides access to a broad array of quality, relevant courses and also provides students the opportunity to receive an Area of Emphasis in Humanities through the University Preparation and General Studies degrees.

To achieve these goals, faculty teach interdisciplinary methods and theories, and provide the context, skills and opportunities to study important works in literature, criticism, fine and applied arts, and thought. Students should develop fundamental literacy about diverse cultural works and traditions and understand the unique historical frameworks of these traditions. Ultimately, students should be able to think and write critically about a variety of arts, ideas, and cultural traditions. Taught to use a variety of sources—including print, plastic arts, performance, and Internet material—students can discover the vast amount of information available for humanistic study, personal growth and advancement.

There are several trends worthy of comment.

First, our program productivity is quite high and above college averages.

Second, the Humanities Program is doing a very good job with assessment. We have made assessing course-level student learning objectives and program level objectives a priority. All courses have been assessed several times. We are actively working on assessing Program Level Outcomes in our Humanities Program.

Third, distance education is becoming an important component of our course offerings as students turn away from night classes and towards online and blended learning modalities. Given that distance education is becoming more important (as students turn away from evening classes and towards online learning), we believe that additional training and support for distance education will become increasingly critical for our program, especially as we migrate to Canvas as a new LMS. Moreover, we would like to explore ways to take the successes of our face-to-face sections and translate those pedagogic approaches more fully to online learning.

Fourth, the Humanities Program continues its involvement with the annual Celebration of the Humanities steering committee. Organized in 1977 to recognize the artistic accomplishments of our students, the celebratory festivities now features twenty contests in categories from photography, electronic music and sculpture to playwriting, painting and storytelling. The Awards Ceremonies offered stunning exhibitions of student talent. With \$300 of prize money awarded in each contest, and thus an award budget alone of over \$6,000 annually, the fund-raising, competition organization and celebratory event planning are an important part of our outreach activities to the rest of the campus and the community. This year's event raised extra funding in order to bring special speakers, including professional judges in art and photography, to MJC to give open talks to all students about careers in the arts.

Fifth, Humanities Program members are also participating in a \$8,000 COMPASS grant with California State University, Stanislaus aimed at creating educational pathways for community college students to four-year universities. The general theme is exploring ways that marginalized student populations in California's Central Valley access higher education, and liberal arts general education, in order to improve their lives. Part of this grant is to create shared intellectual experiences through seminars, artistic events and performances of national and international fame.

Finally, we hope to use the curricular innovations of our recently awarded \$100,000 NEH grant to improve our retention and success rates (which have traditionally been a bit below the college average) through faculty collaboration and pedagogical improvement so that these rates are in line with college averages. In addition to the variety of commendations, the Humanities Program was asked in its Program Review recommendations to "consider developing outside funding sources to bring special speakers and international artists to the college and community."

The Humanities Program has made great strides this year in addressing that recommendation. Our recently awarded \$100,000 National Endowment for the Humanities grant has two overriding goals: 1) To discover more about the rich cultural and ethnic heritage of California's Central Valley communities by analyzing extant academic scholarship as well as primary works of literature, art, film, music and other modes of expression that give a more complete understanding of the vibrant and complex cultural histories and identities of our often ignored region; and 2) To share interdisciplinary insights and curricular innovation in this locally-ground approach to the humanities through regionally themed lectures, discussions, field experiences, cross-disciplinary teaching opportunities, a summative conference and an end-of-grant website so as to improve teaching and foment student retention. Here is an overview of the major grant activities:

Topic 1: Know Your Place: Concepts of Home and Identity in the Central Valley with Jim Tuedio, Professor of Philosophy and Dean, College of the Arts, Humanities and Social Sciences at California State University, Stanislaus and Nigel Hatton, Professor of Philosophy at the University of California at Merced.

Topic 2: Multiculturalism: Examining the Politics of Recognition and Political Philosophy with Andrew Fiala, Professor of Philosophy and Director of Ethics Center at Fresno State University.

Topic 3: Visions of Central Valley Culture: How Local Arts & Films Portray Valley Life with Jessica Gomula-Kruzic, Professor of Video and Time-based Media at California State University, Stanislaus and Jack Souza, Artistic Director of the Prospect Theater Project in Modesto.

Topic 4: Eating in the Central Valley: How Food Shapes Culture with Mario Sifuentez, Assistant Professor of History, University of California at Merced and Laura-Anne Minkoff-Zern, Assistant Professor of Food Studies, Syracuse University.

Topic 5: Cultural Clashes: Hispanic Immigration & Assimilation with Alex Saragoza, Professor of History, Department of Comparative Ethnic Studies at the University of California, Berkeley and Susan Shillinglaw, Executive Director of the National Steinbeck Center in Salinas, California and Professor of English at San Jose State University.

Topic 6: Working Class Culture in the Central Valley with Jan Goggans, Associate Professor in the School of Social Sciences, Humanities and Arts at the University of California at Merced as well as recipient of a Kevin Starr California Studies Postdoctoral Fellowship and Ma Vang, University of California President's Postdoctoral Fellow and Assistant Professor at University of California at Merced.

Topic 7: Exploring Central Valley Memories: Visual Anthropology with Steve Arounsack, Assistant Professor of Cultural Anthropology at California State University, Stanislaus.

Over 150 faculty members and students from Modesto Junior College, the University of California at Merced, and California State University, Stanislaus have attended one or more of the seminar lectures, discussions or special film events. The grant is also in the process of developing 25 Common Ground curricular modules and a Humanities Special Topics course. Twenty draft modules have been developed based on the first four seminar topics.

Moreover, curriculum outlines for three special topics courses entitled "Humanities Special Topics 196: Social Justice," "Humanities Special Topics 197: Nature and Civilization," and "Humanities Special Topics 198: Place and Identity" have been created and approved by the Modesto Junior College Curriculum Committee. All three of these Humanities Special Topics courses will be published in the 2016-2017 MJC Course Catalog in order to be offered to students. Each of the courses are 3 units with 54 lecture hours and the approved proposals include course outlines, requisite skills, typical assignments and typical texts.

The grant will host a regional symposium with a keynote speaker, multi-cultural curriculum workshops, and dissemination of the Common Ground interdisciplinary model. Preliminary planning for this activity is underway; the event is scheduled for October 21, 2016 in Modesto, California. The grant is also in the process of developing a digital repository for resources and content that community college faculty can access. Preliminary work is underway to develop a website where all resources will be permanently housed. The end-of-grant website will be completed in the Fall 2016 semester.

In terms of our faculty members and their contributions to college shared governance and community life, we have had many accomplishments over the last several years.

Professor Carter became a MJC Certified Master Online Instructor, July 2013, traveled to Washington, D.C. to review grant applications for the National Endowment for the Humanities (April 2014), and traveled in Europe from June 7 to July 16, 2014, specifically to visit museums and historic sites in Amsterdam, Venice, Ravenna, Siena, Barcelona, Paris, and London, to experience and learn more, first-hand, about the history of these renowned cities, and to document their art and monuments for our Humanities classes.

Along with Professor Redwing, Professor Carter presented at the Interdisciplinary Conference at Merrimack College (Fall 2015). Her memberships has continued in College Council, Scholarship Committee, Arts Division Council, Celebration of the Humanities Steering Committee. Professor Carter was a member of the MJC task force to review and update the MJC Mission and Objectives statement (2014), was on Hiring Committees for four College counselors, and our new full time Humanities instructor (Spring 2015). She is a member of the Accreditation Committee for the Standard I Report: Academic Quality, and Institutional Effectiveness and Integrity (Sp 2016).

Professor Carter continues to lead Humanities students on field trips, each semester to world-class museums to view the arts in the Bay area. She recently published an article with Professor Stevenson, "Indian Summer Institutes, 2011 and 2013: Assimilating Perspectives from American and Indian Scholars" (The Community College Humanist, Winter 2014). She coordinated a group presentation on "Summer Travel and Research - NEH Grants - The Value of National Endowment for the Humanities Summer Institutes: Reflections on the India Institute 2011 and 2013" on MJC Institute Day (2014 January 10). She was a presenter of "East Meets West: Real and Imagined Encounters" and participant in the Association for Asian Studies on the Pacific Coast conference, "Transnational Asias," University of the Pacific, Stockton, CA (2015 June 5-7).

Professor Carter continues to incorporate findings from recent research trips to the Smithsonian in Washington DC and India into Humanities courses at MJC in the form of her East-West compendium.

Professor Chad Redwing is faculty participant in the MJC Honors Program and leads tutorial contracts with a wide variety of Honors students including the following projects: "The Anti-Modern Impulse," "Cultural Memories of California Immigration," "Industrial Reality and Literary Subjectivity," "Literary Lost Generations from World War I to Chechnya," "Human Nature and Homo Religiosus," "Western Religions and Gender," "The Development of Early Christianity," "Notions of Progress and Mythology," and "Global Creation Myths."

Professor Redwing is on the MJC Academic Senate, serving as the Vice-President, and has co-chaired the MJC Curriculum Committee. Professor Redwing has served on the Accreditation Council, the Honors Advisory Board, and the Outcomes Assessment Workgroup as well as College Council.

He was awarded MJC Foundation Grants to conduct a year-long series of "Great Conversations" seminars for community leaders, professors and students. The American Colleges and Universities Association also recognized the innovative praxis of "Great Conversations" by awarding the project a "Bringing Theory to Practice" grant.

While on sabbatical last year, Professor Redwing took a three month research trip to Latin America—travelling over 20,000 miles from the northern Atacama Desert to the south of the country as well as Easter Island, the most geographically remote settlement on Earth. "Memories of Pinochet and the Chilean Present and Future" was the theme of his fall semester 2014 sabbatical that involved independent study with a New York editor, travel to Latin America, writing both fiction and non-fiction related to his travels. While on sabbatical from June-September 2014, Professor Redwing revisited sites of detention and torture used during the Pinochet regime to see what has happened to these traumatic social sites in the last decade, focusing on certain major cities (Antofagasta, Calama, Concepción, Temuco, Santiago, Valparaiso, and Viña del Mar) as well as several geographically remote areas such as Easter Island, the Atacama—the driest desert in the world—and rural, southern towns. As he traveled, Professor Redwing researched political repression and photographically documented remembrances of political violence through public manifestations, public art and the marking of sites of trauma (including torture, execution and disappearance) with "animitas"—small shrines to the lost.

At the end of his research trip, he donated my research to the Chilean National Museum of Memory and Human Rights in Santiago (<http://www.museodelamemoria.cl/>). The page highlighting evidence of torture centers from his research trip can be found at: <http://190.98.219.232/~interac/recintos/> .

Professor Aishah Saleh, our newest faculty member, teaches new classes every semester and, thus, is focused on creating curriculum and lecture materials for her courses. She serves on the Scholarship Committee, is the Senate representative for the division, and is developing curricular units through her involvement in the NEH Common Ground grant cohort. She also represents the Humanities Department in the Center for Urban Education's committee regarding

student success and equity.

Professor Saleh has completed @One training to teach online and she is currently teaching fully online courses for the first time this year. She is also continuing to progress in her MA program through CSUDH.

Professor Rob Stevenson conducted field studies in Hungary, Austria, the Czech Republic and Germany in the Summer of 2014. He also continues to work on additional graduate-level Humanities units at CSU Dominguez Hills, and participated in curriculum building at the state-wide level as a Course Outline of Record (CoR) Evaluator for the C-ID system. He has received a sabbatical for the Fall 2015 semester.

Professors Carter, Stevenson, and Saleh attended the Community College Humanities Association national conference in Louisville, KY, where they made a joint presentation with other faculty members on the National Endowment for the Humanities India Institutes in October of 2013. They applied for and received an MJC Foundation grant for this activity. They presented on this topic and travel in research with a breakout session at MJC's Spring 2014 Institute Day.

Adjunct faculty members are actively involved in community theatrical and musical performances as well as academic conferences.

In summary, Humanities courses are particularly important in serving our student population needs. MJC is located in a culturally rich and diverse, yet economically depressed area, where many individuals and families struggle to make a living and raise families. That diversity and challenge is reflected in our classes. We want to maintain and grow a vibrant program that helps students of many backgrounds in times of economic challenge make more sense of the world and move forward in their lives. This could be: transferring to one of several university programs that utilize humanities knowledge and skills transitioning into the larger community as responsible, culturally aware citizens and / or finding and succeeding at work, in nursing, social service, business, teaching, entertainment, and other vocational fields that demand more than everyday world experience, and practice learning new things, applying critical thinking to complex problems, as well as communication skills and experience being studious team players.

Our Humanities University Preparation Emphasis (established 2008) now has 35 declared majors. Two hundred students count themselves as GE Humanities majors. Our Department is eligible to, and is planning to apply for an Associates of Art Transfer (A.A.-T) Interdisciplinary Humanities degree, this spring, which will replace the University Preparation emphasis. The Humanities Program outperforms the college average in terms of productivity. Both our FTES and WSCH data is nearly 30 % higher than the college average. This is due, in part, to the fact that Humanities faculty have taken additional students in class sections above the traditional class load limits. There is also a tremendous demand for Humanities courses because they all fulfill MJC GE, CSU GE and IGETC transfer requirements and there are few courses that accomplish this on campus.

MJC's Statement of Objectives includes the commitment that transferable courses will be offered for students who later wish to earn a baccalaureate degree, and that courses will be offered for students who wish to earn AA/AS degrees. Because all Humanities courses are degree applicable and transferable, Humanities program offerings help MJC accomplish both its mission and its stated objectives. In particular, the Humanities program provides access to a broad array of quality, relevant courses and also provides students the opportunity to receive an Area of Emphasis in Humanities and we are planning on offering an Associates of Art Transfer Interdisciplinary Humanities degree.

Finally, in terms of institutional success and our programmatic contribution to the health of MJC, data suggests that over the last three semesters Humanities has had one of the highest WSCH/FTEF ratios averaging 637.11, which is 23.3% higher than MJC's averages over that same period. Each of those semesters Humanities was in the top 10 most productive areas that offered more than 5 sections.

10. Managers Comments

Commendations: The program responded to a recommendation to seek outside funding for department activities. The department was awarded a grant from the NEH and is partnered with CSU Stanislaus to develop curriculum modules focused on the cultures found in and history of the central valley. The department faculty maintain a busy schedule that includes engagement with the college and community. Faculty are to be commended for the work performed on college committees and participatory governance issues. Faculty members provide online resources for their face to face sections.

Recommendations: Faculty have engaged in a discussion about the success and retention rates for the discipline area. Further discussion is needed in order to facilitate an action plan for improving outcomes.

11. Instruction Council Comments

Commendations:
Recommendations:

12. Outcome Assessment Workgroup Comments

Commendations:
Recommendations: