



Program Review All Fields

Division 10 - Arts, Humanities, Social Sciences - Division Office, AHSS

I. Main

Overview

Academic Year 2024 - 2025

Originator Lystrup, Noah

Division Division 10 - Arts, Humanities, Social Sciences

Department Division Office, AHSS

Programs

II. Co-Contributors

Questions? Find answers in [CurricUNET User Manual](#).

Contributor

Open the Form Properties to select co-contributors and assign permissions.

III. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Division of Arts, Humanities, and Social Sciences (AHSS) at Gavilan College plays a critical role in fulfilling the college's mission to "actively engage, empower, and enrich students of all backgrounds and abilities" by providing educational opportunities that foster critical thinking, communication, and cultural awareness. The division is the largest at the college: for the 2024-2025 academic year, it enrolled 14,849 students, offering 691 course sections, contributing 1,676 Full-Time Equivalent Students (FTES) with 119 Full-Time Equivalent Faculty (FTEF).

AHSS courses support Gavilan's commitment to student success by ensuring equitable access to coursework in English, social sciences, and the arts. These courses fulfill general education requirements, transfer pathways, and degree programs, enabling students to achieve academic and career goals. Through interdisciplinary instruction, AHSS faculty cultivate inclusive learning environments where students develop skills in analysis, problem-solving, and self-expression.

The division advances the college's mission by fostering success through faculty dedication. Committed to continuous growth, AHSS faculty engage in their disciplines by attending conferences, participating in

organizations, and integrating current research and best practices into their teaching. This ensures students receive a relevant education for academic advancement and career opportunities.

Additionally, the division enriches campus life through its vibrant Fine Arts program, offering opportunities for creative expression and community engagement. Events such as *Bach to Blues*, the Annual Film Showcase, Alumni Panels, and theater and musical performances bring students, faculty, and the community together, fostering a culturally enriched learning environment.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal.

Enter each goal separately by clicking Add Item

Previous Goal: Faculty Diversity

Over the past three years, the AHSS division has actively supported equitable hiring practices through the Cluster Hire initiative, resulting in the hiring of four full-time faculty members with cultural competence and experience supporting Latinx students. To enhance retention, the division has strengthened faculty onboarding and actively participated in the faculty mentor program, ensuring new faculty—especially faculty of color—receive ongoing support. These efforts align with the college's commitment to fostering an equity-oriented campus culture, improving faculty diversity, and enhancing student success by ensuring faculty representation

1. reflects the student population and service area.

Previous Goal: Instructional Support

Over the past three years, the AHSS division has strengthened instructional support services by expanding efforts in English gateway courses to connect students with campus resources. The faculty professional development series, *Lighting the Path – From the Classroom to Student Services*, improved referral pathways, ensuring students receive timely support. Additionally, the Writing Center's embedded tutoring program has grown, providing more in-class support, and the Student Learning Resource Center expanded to the Hollister Campus, increasing accessibility. These initiatives align with Guided Pathways by enhancing student engagement, targeting those

2. experiencing inequitable outcomes, and improving success and persistence rates.

Previous Goal: Community Engagement

Over the past three years, the AHSS division has strengthened community engagement through its Fine Arts programs. Theater productions and community-oriented events have brought local audiences to campus, fostering a strong connection between the college and the community. The Music program continues to host the Piano Competition, *Jazz at Gavilan*, and *Bach to Blues*, providing performance opportunities for students and cultural enrichment for attendees. The Film program's Annual Film Showcase highlights student work and engages the broader community. While significant progress has been made in the arts, further efforts are needed to

3. expand service learning and civic engagement initiatives.

3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

The most notable change is the expansion of course offerings and student services at the Hollister Campus, which opened in Spring 2025. This expansion increases accessibility for students in the region, allowing them to take more AHSS courses without traveling to the main campus.

Additionally, the Ethnic Studies program has made significant progress, now offering three courses: *Introduction to Chicana Studies*, *Sociology of Race and Ethnicity*, and *African-American History*. These courses align with statewide curriculum requirements and contribute to a more inclusive academic experience.

While the overall structure of the division remains consistent, these developments reflect ongoing efforts to enhance student access and engagement.

IV. Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Institution Data Dashboard](#).

1. (For Instructional Programs Only) Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

The division's course success rate over the past three academic years has fluctuated minimally between 67% to 69%. This is in comparison to the district's overall course success rate of 72% during this same time period. While the division success rate is slightly lower, it is not significantly lower to suggest that there are any severely under-performing areas in the division. The division comprises roughly 38% of the overall courses at the college, so it is not surprising that the course success rates for the division are similar to the overall course success rates for the college.

2. (For Instructional Programs Only) Now find your program persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

The persistence rate (Fall to Spring persistence) has fluctuated minimally between 76% to 74% over the past three years. This is in comparison to the college's persistence rates of 61% to 62% over the same time period. It is encouraging that the division's persistence rates are significantly higher than the college average. A large number of courses taught in the division are required for the General Education pathway, and so it is unsurprising that students are persisting from one term to the next as they complete their GE patterns and pursue their transfer goals.

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

See response above.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Institution Data Dashboard](#).

**4. (For Instructional Programs Only) What are your set goals for course success? Do your individual course and department rates meet this goal?
 Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?**

The AHSS division encompasses 3 academic departments and 19 individual programs. The goals for course success are largely dependent on department and program goals. In general, the division seeks to be in line with the college average and to identify and reduce any equity gaps in the success data.

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

The division enrolled 14,849 students in the 2024-2025 academic year, contributing 1,676 FTES to the college total.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

The AHSS division supports student success and retention by providing a breadth of GE classes and courses towards majors and certificates. The division supports students particularly in their goals to transfer to four-year institutions.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less)

As identified by this data, AHSS division retention is significantly higher than the college average. Course success, however, is slightly below the college average. One of the initiatives to increase student success is the collaboration between Math, English, ESL, AEC, and Counseling to better support students completing transfer level math and English in their first year. Because English is the largest program within the division - offering the highest number of sections - increasing the success rates in English (particularly ENGL 1A), will have a significant impact on the success rates of the overall division.

V. Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

Course success rates for Black, Latinx, and Filipinx students in the AHSS division is slightly lower than the college average. Success rates have averaged at 65% over the past three years. This is in comparison to the college's average of 69% over the same three-year timeframe. While this is not a significant different, it is worth examining why the division success rates for Black, Latinx, and Filipinx students are lower. One of the intentional ways that the division has sought to remedy this is by offering culturally responsive teaching professional development opportunities - particularly aimed at instructors who teach a significant amount of writing in their courses (such as English and various Social Science classes). By focussing on making the curriculum more culturally relevant, the division hopes to have a positive impact on the success rates of the

students. The division has also been intentional about hiring practices - through the job posting and interview questions - identifying candidates who have tangible skillsets in supporting students of color, and particularly Latinx students, given Gavilan's HSI designation.

2. (Instruction Only) Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

The success rates for Distance Education vs Face to Face instruction is largely similar in the division. Distance Education success rates have averaged at 68% over the past three years. Face-to-face course success rates have averaged 69% during this same timeframe.

The division has focused extensively on creating stronger evidence of Regular and Substantive Interaction (RSI) within the distance education courses. Last academic year, the division engaged in an RSI review in which 22 courses were randomly selected for a peer review and feedback session to increase evidence of RSI in the course, ultimately with the goal of enhancing the student experience and improving student success rates in online education courses.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States "Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District's Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism." What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How are you creating/ensuring diversity in your department or in the classroom? (300 words or less) (Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)

The AHSS division is consistently participating in campus wide events organized by the Student Life Office. Additionally, the Puente program has a significant number of events each semester aimed at creating a welcoming and inclusive environment for our Latinx students. And, as discussed previously, the faculty spearheaded a professional development series to increase cultural competency and anti-racist curriculum in writing intensive courses.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

The main way is to continuously monitor equity gaps - particularly in success and persistence rates - in order to identify these gaps and create remedies in real time. Another way that the division plans to create opportunities for success for students who have been historically underserved is to intentionally partner with the Gav Connect early alert system, and implement this in as many AHSS classes as possible. This allows instructors and student service professionals to implement real-time interventions for students in high need. Additionally, through the Guided Pathways work, the division seeks to provide wrap-around services for students in the Social Sciences and Humanities majors and those in the Arts & Media majors. Both of these

groups have a "Student Success Team" to monitor trends in data, host events and student engagement opportunities, and to provide real-time interventions.

VI. Learning and Area Outcome

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

Report

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?

Yes

2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?

Yes

3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years?

No

4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program?

No

5. If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

The division will need to do significant work in the next 3-5 years to create a comprehensive system for adequately assessing SLOs and PLOs. The first step is for each department to identify a specific cycle for when each SLO will be assessed for each course taught. The current plan is for each course's SLO's to be assessed the semester prior to the 5-year curriculum update. That way, the SLO assessment will inform the curriculum updated, indicating if a particular SLO needs to be changed, updated, or removed based on actual student performance.

VII. Outcome Assessments

Review Outcomes data located in CurriQunet Assessment Area. After you have examined your results, what do your findings suggest?

Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)

1. Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

The division will need to do significant work in the next 3-5 years to create a comprehensive system for adequately assessing SLOs and PLOs. The first step is for each department to identify a specific cycle for when each SLO will be assessed for each course taught. The current plan is for each course's SLO's to be assessed the semester prior to the 5-year curriculum update. That way, the SLO assessment will inform the curriculum updated, indicating if a particular SLO needs to be changed, updated, or removed based on actual student performance.

Institutional Learning Outcomes (ILO)

2. How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

There are a wide variety of SLOs, as there are 19 instructional programs with hundreds of classes and even more SLOs. There is a consistent theme across the division's SLO's in terms of helping students to foster critical thinking and communication skills, both of which are Institutional Learning Outcomes.

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

More work is needed in creating an assessment cycle for the SLO's within the division. Once a consistent assessment cycle is identified, there will be a clearer indication of whether the division as a whole is meeting the SLO success outcomes.

VIII. Curriculum and Course Offerings Analysis

1. (Instruction Only) Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

The division is exploring a number of certificate options, including a Behavioral Health Certificate, and a certificate between English / Communication Studies. The division is also expanding the Ethnic Studies program and we expect to be offering an increased number of Ethnic Studies subjects once CSU Area F approval is granted.

2. (Instruction Only) Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

The division will need to deactivate courses not taught within the last three years. This review process is currently underway.

3. (Instruction Only) Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

A significant amount of time and effort is put into developing the class schedule. The department chairs, program leads, and dean all assess data including fill rates, census enrollment, and success rates, to determine the optimal time, location and delivery method of courses. There is a Hollister Instructional Workgroup to help determine the optimal course offerings at the Hollister campus. There is a Higher Aspirations workgroup to help determine the optimal course offerings at the correctional facilities. The division is intentional about creating a balance of online and face-to-face options, at various times, in order to best meet student need.

IX. Program and Resource Analysis

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Click Add Item to enter information for each year

1. 2022

Full Time Faculty

22

Part Time Faculty

61

Full Time Classified Professional

3

Part Time Classified Professional or Student Worker

1

Full Time Manager, Confidential or Administrator

1.00

Part Time Manager, Confidential or Administrator

0.00

2. **2023**

Full Time Faculty

23

Part Time Faculty

75

Full Time Classified Professional

4

Part Time Classified Professional or Student Worker

2

Full Time Manager, Confidential or Administrator

1.00

Part Time Manager, Confidential or Administrator

0.00

3. **2024**

Full Time Faculty

23

Part Time Faculty

78

Full Time Classified Professional

4

Part Time Classified Professional or Student Worker

3

Full Time Manager, Confidential or Administrator

1.00

Part Time Manager, Confidential or Administrator

0.00

2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

The AHSS division faculty play a significant role in the shared governance and operating committees of the college. For the 2024-2025 academic year, approximately 12 full and part time faculty have some sort of reassignment that is in service to the district. For example, coordinating the Writing Center, chairing shared

governance committees and academic senate committees, and producing events and programs for the college. As a result, a number of courses are reassigned to part time faculty.

3. Additional Comments

X. Evaluation of Resource Allocations and Program Efficiency

Resource Allocation

- 2022 - 2023

Number of Students Served. How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?

10,983

Total Allocation (Irrespective of Funding Source) 35,195

Funding Source

At least 1 item needs to be checked.

- Unrestricted General Fund

Total Spent (Irrespective of Funding Source) 35,195

- 2023 - 2024

Number of Students Served. How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?

13,509

Total Allocation (Irrespective of Funding Source) 45,069

Funding Source

At least 1 item needs to be checked.

- Unrestricted General Fund

Total Spent (Irrespective of Funding Source) 45,069

- 2024 - 2025

Number of Students Served. How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?

14,849

Total Allocation (Irrespective of Funding Source) 61,547

Funding Source

At least 1 item needs to be checked.

- Unrestricted General Fund

Total Spent (Irrespective of Funding Source) 61,547

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

The numbers provided above are ONLY for the 4000s, 5000s, and 6000's account - not including personnel allocations. These resources helped to support student success by purchasing instructional equipment and paying for faculty professional development opportunities - both of which had a direct impact on the classroom experience of students.

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

Program costs are in alignment with the budget.

XI. Integrated Planning and Initiatives

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration?

Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years? (200 words or less)

The AHSS division has been actively involved with the implementation of Guided Pathways. The division supports two success teams - the Arts & Media Success Team and the Social Sciences & Humanities Success Team.

The division is also actively partnering with facilities and IT to try and improve the classroom experience for students and instructors, by improving technology equipment.

XII. Other Opportunities and Challenges

1. Review for opportunities or challenges to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years? (200 words or less)

The division continues to offer a significant amount of the courses in a distance education format. We will continue to work with the Distance Education team to provide onboarding and guidance for teachers to continuously improve their teaching in this modality.

The division also looks to re-implement the service learning component of our classes, particularly in Social Sciences.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? (300 words or less)

The Distance Education team has been a fantastic partner for the AHSS division - we would like to see the continuance of the GOTT training and professional development opportunities for online instructors.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? (300 words or less)

Technology issues - particularly classroom equipment.

XIII. New Goals

Click Add Item to Enter a Goal

[Information for Strategic Goals](#)

1. **Goal**

Student Success & Equity

Alignment to Strategic Goal**Alignment to SLO or SAO**

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

Ensure student learning throughout the division and all courses. Focus on improving completion rates and success rates. Focus on identifying opportunity gaps and improving equity metrics.

Proposed Activity to Achieve Goal

Support the District's efforts to create an Equity Framework. Ensure the division understands the Equity Framework, the Equity Plan and our role within the actions. Guided Pathways implementation of Student Success Teams (Social Sciences & Humanities pathway and Arts & Media pathway)
Develop a plan to improve degree and certificate completion. Understand baseline data and equity gaps / opportunities. Support the implementation of Outcomes Assessment in Curriqunet

Responsible Party Dean**Timeline to Completion:** Semester/Year Ongoing**How Will You Evaluate Whether You Achieved Your Goal**

Degree Completion in the area. SLO assessment in the area.

2. **Goal**

Employee Empowerment & Talent Development

Alignment to Strategic Goal**Alignment to SLO or SAO**

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

Build a culture within the division that promotes professional development and opportunities to develop skillsets.

Proposed Activity to Achieve Goal

Ensure that all employees in the division are aware of professional development opportunities, and when available, funding. Support each department in the achievement of the department goals identified in the Program Review plan. Develop a calendar of professional development opportunities (both internal to the college and external opportunities).

Responsible Party Dean**Timeline to Completion:** Semester/Year Ongoing**How Will You Evaluate Whether You Achieved Your Goal**

Number of faculty & classified staff who have accessed their PD funds.

3. **Goal**

ENROLLMENT MANAGEMENT

Alignment to Strategic Goal**Alignment to SLO or SAO**

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results**Mission Statement**

Support the District's enrollment management plan by working closely with Department Chairs and Program Leads to develop a schedule that is student-centered, maximizes opportunities for teaching and learning, and reduces the number of schedule changes once students have enrolled.

Proposed Activity to Achieve Goal

Develop plan with Department Chairs & Program leads to improve program efficiencies based on historical data. Identify certificate programs for creation. Develop clear schedule & process for Hollister Spring '25 (new site)

Responsible Party Dean, AHSS Dept Chairs

Timeline to Completion: Semester/Year Ongoing

How Will You Evaluate Whether You Achieved Your Goal

Programs hitting their productivity & efficiency targets.

XIV. Resource Requests

Click Add Item to Enter a Resource Request

XV. Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Yes - we are intentional about supporting faculty and classified staff with accessing their PD funds. Particularly faculty accessing the funds available through FPLC.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

There is a need for a FT division assistant. Currently the division assistant is shared with STEM. Looking at the large volume of courses and programs the division assistant schedules and supports, the need is evident.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Continuous professional development - such as the Truth in Community series hosted by the English Department.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

Yes - several! Please refer to the AHSS annual reports for 2022-2023 and 2023-2024. These can be accessed at: - 22-23: <https://bit.ly/GavAHSSReport> - 23-24: <https://bit.ly/GavilanAHSSReport23-24>

5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Streamlining the number of tabs / questions needed to complete the program review.

XVI. Executive Summary

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the Program Review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The AHSS division will continue to focus on the following three goals:

- Student Success & Equity
- Employee Empowerment & Talent Development
- Enrollment Management

The AHSS division has a strong impact on the culture of the college, particularly through the series of events and workshops hosted by the departments within the division. Examples include Bach to Blues, Jazz at Gavilan, Children's Theater, the Ceramics sale, the Art Gallery, the Annual Film Showcase, and professional development series focused on equity and classroom teaching - such as Truth in Community.

The past three years saw incredible growth throughout the division - including the number of subjects offered, the number of students enrolled, and the number of PT and FT faculty onboarded.

XVII. Attach Files

Attached File