The National Hispanic University

First General Education Program Self-Study

Fall 2008

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I. PROGRAM MISSION, GOALS AND OBJECTIVES

Describe the program’s mission, role, and scope.

The mission of the General Education curriculum is to provide rigorous breadth of study in major fields of knowledge that will prepare students for a seamless transition into a prospective major or to transfer to another four-year university with junior standing. The General Education program has been an integral part of the National Hispanic University since it opened in 1981.

The vision of the General Education curriculum at the National Hispanic University is to facilitate the acquisition of the knowledge, abilities, and attitudes that will form a foundation for lifelong learning among its students. This foundation includes the capacity to engage in inquiry and critical thinking, to use various forms of communication for learning and expression in a multicultural society, to gain an awareness of the broader human experience and its environment, and appreciate the responsibilities of persons to themselves, to each other, and to their community.

For most students, General Education presents the primary opportunity to engage in disciplined study of concepts and skills outside a general area of interest. General Education should have the effect of exposing the student to an overview of knowledge and thought different from that previously acquired or likely to be acquired in the remainder of his or her education. The intent of the General Education breadth requirement is to develop the individual student and to provide the scaffolding of future academic and career success. Students will develop skills on the intellectual and humanistic level and enhance their ability to develop a personal philosophy and make informed choices.

The goals of the General Education curriculum at the National Hispanic University are to:

1. Improve the student’s ability in reading, writing, critical thinking, discussion and speaking skills; mathematical reasoning, analysis and problem solving; computer literacy, and the ability to access, evaluate, and apply information;
2. Instill sound, effective learning skills that will keep the student on a path of lifelong learning;
3. Enhance general knowledge and attitudes so that students have a well informed and coherent picture of the universe and humanity, including the living and non-living physical universe; of human cultures, societies, and values; and of the artistic and intellectual legacy of humanity;
4. Broaden knowledge about the impact, perspectives, and contributions provided by cultural, racial, ethnic, gender, cognitive, and global diversity; and
5. Provide for each student coherence, within broad areas of General Education.
Describe the program: degree, major, emphases, and purpose.

The General Education program is not a degree program at NHU. The concept of General Education, which is often known as a liberal arts education, incorporates the development and scaffolding of skills, the attainment of knowledge, and the application of knowledge through the study of facts, issues, and ideas. NHU undergraduate students, regardless of their majors, will have acquired the skills and knowledge to be informed citizens with a strong sense towards social justice, to make critical judgments, and to enjoy a life dedicated to learning.

Major goals and objectives? If these have changed over the last 5 years, provide a summary of these changes. Are they likely to be changed in the near future?

NHU has had a General Education breadth requirement since 1981 when the university was founded. And until 2005, General Education has usually been housed within the Liberal Studies Department. In 2005 general education became an independent entity separate from the Liberal Studies Department. Regardless of where General Education program has been housed, the fundamental goals and objectives have not changed in the past five years. There have been curricular additions and modifications which have enhanced the GE program. In 2002, the Western Association of Schools and Colleges (WASC) informed NHU that General Education courses at the upper division level were required. The NHU addressed this recommendation immediately by adding 9 units of upper division GE in 2002 and it went into effect in January 2003. The upper Division General Education courses are intended to provide the student with a culminating GE experience and help the student to transition into their upper division major course work.

In June 2005, two more upper division GE courses were created in order to give more options to the students: PHL 300 Personal Professional and Social Ethics was added to Area II, and SPC 300 Argumentation and Advocacy of World Issues were added to Area III. The official description, from the Catalog, of the upper division GE courses, that was written and approved by the Faculty Senate and signed by the President in November 2004, is here included.

Upper Division GE: 9 units minimum

Nine units of integrated and integrative course work, incorporating contents from Area A or Area B, and C and D:

Area I. Writing Proficiency (ENG 300)
Area II. Human Expression Across the Globe (ENG 301 or PHL 300)
Area III. World Issues and Problems (HIS 314 or SPC 300)

General Education is more than an accumulation of skills and mastery of content. It also gives students sufficient opportunity to integrate a variety of skills and content areas by applying them to issues and areas of life they will face as citizens of a complex world. Students should be able to relate the major to seemingly unrelated areas of knowledge. Upper Division General Education courses are intended to provide the student with a culminating GE experience and help the student to transition into their upper division major course work. The Upper-Division GE courses must include one writing proficiency course and provide opportunity to investigate such
seminal issues crossing disciplinary boundaries in a manner that exemplifies the skills and knowledge that both students and professors bring to bear. Prior completion of 41 semester units, including all GE core (Area A) courses, is a prerequisite to students beginning the upper division requirements.

Upper Division GE courses will identify clearly a set of basic enduring questions, which humans have asked about themselves and their world, across time, place, and cultures. Courses should also explore the alternative answers which different peoples have arrived at for the same question. Each program at NHU is responsible for determining which program specific Upper Division GE courses, under the guidelines explained in this section, best suit their individual program goals. Each Upper Division GE course should:

- Include a writing proficiency course with a minimum writing requirement of 8000 words.
- Incorporate, build upon, and nurture skills from Area A.
- Encourage investigation by a variety of perspectives and integrate significant content from Areas B and from Areas C and D.
- Show planning and coordination among instructors and subject matters of the courses with notable points of connection among course materials and the themes principle unifying topics.

Each course participating in Upper-Division GE must:

- Be integrated with all other courses in the theme and be integrative with the unifying thematic conception of the theme.
- Be principally an integration of two or all three GE content areas dealing with values, assumptions, and issues raised by two or more disciplines or perspectives.
- Use primary sources and data sets in analyzing the courses major issues.
- Have assignments that allow the student to integrate materials, deal with value assumptions or issues, and creatively speculate about the theme and its impact on humanity.

**How do these goals and objectives fit the NHU mission?**

A fundamental goal of the National Hispanic University is to develop in its students the capacity to become life-long learners by offering a rigorous liberal arts education. The mission of the National Hispanic University (NHU) is to enable Hispanics, other minorities, women, and others to acquire an undergraduate degree or certificate using a multicultural educational experience to obtain a professional career in business, education, or technology. The National Hispanic University recognizes that a sound Liberal Arts education is at the core of a quality higher education experience. The study of math, natural science, literature, art, humanities, behavioral sciences, and social sciences is contained in the breadth requirements (31 units), while the integration of those disciplines into a broader understanding of the world is emphasized in the upper division GE requirements (9 units). In addition to this traditional GE package, the campus
has an NHU Core Courses requirement of ten units. Students are expected to complete six units in introductory computing, six units of Spanish, and one unit in information literacy.

II. PROGRAM HISTORY

Describe the program's history since the last program review or within the last 5 years, emphasizing major changes that have occurred.

President B. Roberto Cruz founded the University in 1981 in a two-room campus in Oakland with a program in Liberal Studies and Business. NHU moved to San Jose in 1992. In 1994 the university relocated to the present site on Story Road. During the initial formative years President Cruz was active in building relationships and garnering support from important community members, elected officials, and prominent individuals from the private sector. The university has experienced a series of dramatic successes over the last seven years: In 2001 the eleven-acre property was purchased at the present site of a former elementary school. Thanks to the leadership of President Cruz, the Board of Trustees, the NHU faculty, staff, and administration, the University was granted Initial Accreditation by WASC in 2002. In 2004, a new 67,000 square foot, three level building was built. Unfortunately President Cruz passed away in Fall 2002, but his key partner in helping to build the university, Maria Elena Riddle, agreed to serve as Interim President for the Academic Year 2002-2003. In Fall 2003 the University hired an experienced academician, Dr. David Lopez, to serve as its second President. Improved financial capacity, new academic program development and increased student enrollments have also been realized in these past years.

This is the first program review conducted for the General Education program. The General Education curriculum, however, has existed since 1981, making it possible for NHU to graduate its first Associate of Arts degree in 1983 and its first Bachelor of Arts degree in Business Administration in 1986. The National Hispanic University was granted full institutional approval as a degree-granting institution from the California State Department of Education Office of Private Post-Secondary Education.

General education became an independent program in 2005 and chaired by one of the Liberal Studies Faculty (Michael Jordan). Previously, the Chair of Liberal Studies (Mike Mooney) had the responsibility for faculty and curriculum in both General Education and Liberal Studies. Two factors led to this change: first, the university created a transfer program to meet the rising student demand to attend NHU for their GE breadth requirements and then transfer to another university. This allowed us to serve students who do not want to major in business, liberal studies, math/science, or computer science. Second, General Education offers more courses than the rest of the undergraduate departments combined. So the task of staffing, evaluating, and managing Liberal Studies and General Studies courses together was a daunting task for a single chair.
Since becoming a program, General Education has undergone several changes in leadership, all of which included experienced chairs at its helm (Michael Mooney, Michael Jordan, and Adriana Ayala). All the department chairs have had extensive administrative responsibilities beyond their chair responsibilities, a consequence of working in a small private university. The General Education program now has a total of three faculty members: A. Ayala (1.0), M. Jordan (1.0), S. March (.5), and G. Shamshayooadeh (.5) assigned to its program advisement and supervision responsibilities. Faculty from other departments regularly teach GE classes, such as Professor Mike Mooney, Carlos Navarro, Dave Johnson, and William Cruz. With a small number of faculty having a considerable amount of responsibility, the faculty share the advising workload. General Education program faculty often advise Liberal Studies students and vice versa.

Over the last five years, General Education program has experienced substantial growth in the number of students identified as undeclared. The number of undeclared students has more than doubled in enrollment from 35 students in fall 2001 to 83 in fall 2007, and it has remained primarily female. The percent of the undeclared student population of the total NHU undergraduate population has averaged 22.8 percent these last three years (See Table 1). The substantial increase observed in 2005 was primarily due to an executive directive that focused on the three R’S: recruitment, retention, and revenue. In addition, NHU moved in to a beautiful new building in 2004, and the Board of Trustees and President moved to fill the university with students.

The undeclared student increase from fall 2004 to fall 2005 leveled off the subsequent year, showing a slight downward movement in fall 2007. The outreach and recruitment department was dismantled in the summer of 2007 and a transitional team took over responsibilities. A new outreach and recruitment team was recently hired in August 2008. Enrollment numbers for Fall 2008 are incomplete, as the second module does not start until October 13, 2008.

General Education courses average approximately 15 students per class. This has been the case since the 2005 student surge that NHU experienced. Students who are undeclared or have declared a major take general education courses at NHU. The small class size in general education classes is appealing to all students, especially those who have experienced the large classes in other universities, where students are merely a number and hardly ever speak to the professor. At NHU, the faculty personally know the students by name and vice versa. Compared to large stadium-like classes, students feel comfortable voicing their opinions and challenging the professor within a small class setting. We have noticed that the small class size is especially beneficial for students in remedial classes where often one-to-one instructor attention is crucial for student development and improvement. Moreover, the instructors who teach the remedial courses often extend their instruction time with the students, as they are frequently the tutors in the Student Academic Assistance Center (SAAC). For example, George Shamshayooadeh teaches ENG45 and ENG100 and is also the Director of the SAAC. Patricia Solano and Luis Ledesma teach math classes in General Education and Liberal Studies and are part-time employees serving as tutors in the SAAC.
Table 1: Undeclared enrollment trends: Fall 2001-2007

<table>
<thead>
<tr>
<th></th>
<th>Undeclared Students</th>
<th>Female percent</th>
<th>Male percent</th>
<th>Total undergrad population</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>35</td>
<td>n/a</td>
<td>n/a</td>
<td>248</td>
<td>14.1%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>46</td>
<td>n/a</td>
<td>n/a</td>
<td>279</td>
<td>16.2%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>42</td>
<td>n/a</td>
<td>n/a</td>
<td>331</td>
<td>12.7%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>45</td>
<td>n/a</td>
<td>n/a</td>
<td>305</td>
<td>14.8%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>90</td>
<td>63.3</td>
<td>36.7</td>
<td>379</td>
<td>23.7%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>105</td>
<td>62.3</td>
<td>37.7</td>
<td>435</td>
<td>24.1%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>83</td>
<td>63.9</td>
<td>36.1</td>
<td>399</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

Recommendations from the previous program review and responses to those recommendations.

Although this is the first official program review conducted of the General Education program, the GE curriculum has not gone without academic reviews. NHU utilized the SJSU GE assessment model so that it could articulate its courses in 2001 and 2005. Both of these assessment efforts required analysis and reflection that improved the quality of the curricular offerings in GE. The quality of the GE program was significantly enhanced by the addition of new upper division GE requirements in 2003.

In 2001 and 2005 NHU assessed general education courses to be articulated with San Jose State University. Under the leadership of Dr. Carlos Navarro in 2001, Mike Mooney, Michael Jordan and Adriana Ayala collaborated to assess and articulate the primary twelve GE classes. This was successfully accomplished. The faculty found this assessment extremely useful in improving the curriculum and student learning outcomes. The faculty next focused on establishing course outlines for every GE class, having clear learning objectives that would be implemented and assessed for every class. In 2005, two more classes were articulated with SJSU, moving the number of GE assessed and articulated classes to fourteen.

In 2002 WASC recommended that NHU incorporate upper-division classes as part of its general education breath requirement. NHU immediately moved to incorporate 9 units of upper division courses into the GE offerings. In addition, two new upper division classes (PHL300 and SPC300) were created to offer students more curricular choices.

How effectively does this program utilize its existing resources? What are the major resource issues affecting the department now and into the next 5 years?

The program currently meets its responsibilities with the existing resources. There is no separate allocation or budget line for the individual departments at NHU. The Board of Trustees, along with the President, Provost, and the CFO hired a consultant, Edward Alvarez, who serves as the chairman of the Board of Trustees, to create a financial plan to become self-sustaining. After
seven years of having a salary freeze in effect, the full-time and part-time core faculty received a salary increase in August of 2008. There are discussions underway to address the need to augment the faculty and the support staff to address the future increases of the student body.

NHU recently developed a First Year Experience Program (FYEP) and hired a full-time Director/faculty member and a full-time retention specialist, who previously held the position of core adjunct faculty in English. The First Year Experience Program was made possible by a grant from Applied Materials, the major sponsor, and supplemented by other grants. The FYEP will strengthen advising for first and second year students, who are primarily undeclared. This program also seeks to increase retention by providing tutors for the freshmen cohort, activities to create a sense of community, academic intervention, and a team of educational professionals who care. The general education program stands to benefit from the FYEP program.

Besides the First Year Experience Program, NHU provides students with other retention services in the Center for Student Success, such as the Student Success Program (SSP) and the Student Academic Assistance Center (SAAC). The SSP serves approximately 160 freshmen and sophomores and provides them with peer tutors, counseling, social and academic enhancement activities, and overall guidance towards graduation completion. The SAAC center serves everyone by providing English, Math, and Science tutors. All remedial courses and the 100 series for English and Math require students to log in several hours a week in the SAAC center. The SAAC tutors and instructors work closely together.

III. ACADEMIC QUALITY

How has the program improved within the last five years, using evidence to support these conclusions?

The program has experienced enormous growth and development these past years. Most importantly, since becoming its own program in 2005 GE has been pushed to new depths and offerings: 1) four new faculty were added (Michael Jordan and Adriana Ayala were hired as full-time faculty and George Shamshayooadeh and Sarah March as part-time faculty) 2) nine upper division units were added to the curriculum 3) More upper division options were added in the last three years 4) twelve GE classes were articulated with SJSU and eighteen classes in 2005 5) the Catalog was revised to reflect the mission, vision, and goal of general education 6) course outlines were revised to reflect student learning outcomes and writing across the curriculum and 7) the cross enrollment option to SJSU has been developed.

The addition of four new faculty members to the NHU faculty core has changed the undergraduate academic landscape. Two full-time faculty Michael Jordan, Philosopher professor, and Adriana Ayala, History and Ethnic Studies professor, were hired in 2001. And two part-time faculty, Sarah March, Speech Communication professor, and George Shamshayooadeh, English professor, were also hired in 2001 and 2002, respectively, in the General Education and Liberal Studies programs. The increased number of faculty has made it
possible to strengthen the program, as we have more personnel to address curriculum, collaborate in professional development, and create an atmosphere for peer engagement.

The GE curriculum has experienced significant changes to its class offerings, academic quality, and student remediation plan. Faculty have introduced two new upper division courses to our general education upper division offerings: Area II: Human Expression Across the Globe--PHL300, Personal, Professional, and Social Ethics; and Area III: World Issues and Problems--SPC300, Argumentation and Advocacy of World Issues. In addition, in 2005 several remedial classes were added to address undergraduate under-preparedness in the area of mathematics and English: MAT 40, Pre-Algebra Math review, and ENG40, English Grammar and Reading-Based Writing. The efficacy of adding the two classes remains to be seen. Over the last three years, an average of 7% of incoming students have been placed in ENG40 while an average of 52% have been placed in MAT40 (See Table 2).

Table 2: Accuplacer results for students placing into ENG40 and MAT40 for the last three years

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2006-07</th>
<th>2005-06</th>
<th>Total Average/3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 40, English Grammar and Reading-Based Writing</td>
<td>1%</td>
<td>10%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>MAT40, Pre-Algebra Math Review</td>
<td>70%</td>
<td>46%</td>
<td>41%</td>
<td>52%</td>
</tr>
</tbody>
</table>

A significant addition to the general education curriculum in the last two years has been UNI100, First-Year Seminar. In 2005 NHU experienced an enrollment surge the likes of which it had never seen in its 25 years of existence. As NHU’s enrollment grew, the faculty and administration raced to also provide a retention plan. That same year the Student Success Program was implemented and retention became one of NHU President’s objectives along with recruitment and revenue. The UNI 100 class was an effort by academics to prepare the first year students towards academic success. The UNI100 has also been taught during the last three years in the Summer Bridge Program. This year, along with the addition of a First Year Experience Program, the UNI100 stands to become a stronger academic and social tool to curb attrition. (See appendix A for UNI100 Syllabus and course outline). What will be needed to enhance the quality of this course is to devise an assessment rubric. The GE faculty will convene before the end of the academic year to agree on an assessment rubric that will be used in all classes effective fall 2009.

There has been a major movement in the area of articulating general education classes with San Jose State University. In 2001, NHU articulated 12 General Education courses with SJSU. In 2005, we increased the number to 14 classes. We intend to articulate 6 more classes in the next iteration. Articulation agreements have also been extended to the surrounding community colleges, such as Evergreen Valley College/San Jose City College, DeAnza/Foothill Community College, and West Valley/Mission Community College.

In conclusion some of the changes during the last five years are reflected in the NHU Course Catalog and the university website in the General Education Program section. This section
carefully delineates the mission, objective, and goals of the program. The classes are identified by curricular area. These two documented sections need to be updated to include articulation classes and transfer mapping.

Describe new directions in curriculum, resources, research, reorganization, staffing, or student clientele planned for the next few years and aimed at strengthening the program.

The administration of the General Education program is unlike that of most other universities. At the National Hispanic University, the chair of the General Education Program is responsible for all the GE course offerings and faculty hiring. Whereas in other universities, for example, the mathematics department would oversee the offering of MAT100, College Algebra; the history department responsible for the history surveys, and so forth. I do not envision changes in this practice, as this would require NHU to restructure and add several different departments, such as arts and humanities, social sciences, etc. However, there is a proposal to have the Math and Science Department oversee all math and science classes, which are currently held under General Education and Liberal Studies. This proposal is still in the planning stage.

At this point, students who come to NHU with plans of transferring to another university, have an advisement form with the curriculum that they follow regarding the GE classes and major classes that they need to transfer in Liberal Studies and Business. However, the current system demands that they need to take classes at other community colleges or at SJSU with our cross enrollment agreement to complete the required 60 units to transfer. Michael Jordan, the articulation officer, is configuring a transfer mapping, so that students understand that they need to take classes at NHU and SJSU (using the cross enrollment) and meet the GPA requirement to transfer automatically.

In addition, NHU has had difficulty determining which students transfer out to other university. Recently, the faculty and office of the registrar, in consultation with the Provost, have created a mechanism to help determine when students transfer. When students complete the transcript request form, the student will also answer questions whether they are transferring outside of NHU. The efficacy of this process remains to be seen.

The Website and Catalog need to be updated to reflect the transfer mapping and that a smooth transition can be done so long as students follow the transfer mapping course requirements and GPA requirements.

Use of various modes of instruction in the program such as lectures, group projects, cooperative learning, field or laboratory work, etc. Describe any innovative pedagogical approaches such as service learning, online courses, and internships. Indicate the resource issues involved in supporting these activities.

NHU faculty use a variety of instructional modes in their courses. Although the lecture mode is seen as important, NHU, because of its small class size and “família” climate, has developed a student culture and a set of student expectations that embed a significant amount of group
projects and cooperative learning in instruction. Conversations with junior and senior-level Liberal Studies majors will demonstrate this. These students are experienced at working with each other on a variety of group projects and cooperative learning assignments. There is an additional level of synergy that our students experience in group projects given their “history” with each other, in their shared coursework, and within the institution.

**Advisement process and procedures used to assess and improve academic quality.**

Faculty advisors monitor all of our students’ registration activities. Students meet with their advisors to choose their classes for the semester. They also meet with their faculty advisors when dropping and adding classes. A faculty advisor must sign all registration and add/drop forms. The General Education Program uses an e-advisement guideline (see Appendix B) to guide the students through their requirements. A new advising worksheet is needed to for all undeclared students, regardless whether they stay at NHU to pursue their B.A. or whether they transfer elsewhere. The current advising sheet places all undeclared students a category that reads, “General Education transfer to SJSU,” which is a misnomer, as many students decide to remain at NHU.

All first year students entering fall 2008, met with the General Education advisor, even if some students declare a major. This new change was put in place to ensure that all incoming students focus on their general education requirements. If the student decides to proceed with her/his major and meet with the appropriate advisor, then it is recommended that he/she, at least, wait until after their second semester to do so. The intent in having the student remain with his/her general education advisor the first semester or first year is to cohort the student in similar classes to create a common first-year experience and to increase retention.

**Present and planned use of technology to enhance instruction. What are the most serious technological needs of the program?**

Instructors use power point presentations to complement their lectures and learning activities. From 2003-2006, faculty were trained and had access to WEBCT. Unfortunately, very few faculty took advantage of WEBCT due to a lack of infrastructure and support services to assist faculty with their classes. The faculty who used WEBCT were all General Education faculty. Moodle is now the software used by faculty. Unfortunately, few faculty have used Moodle to expand their instructional delivery.

Several technology support services could enhance faculty use of technology in the classroom. First, faculty members need more support and training from IT. For instance, basic, intermediate, and advanced professional development training on an ongoing basis is important for faculty to feel confident using technology in the classroom. Second, smart classrooms are necessary to expand NHU’s use of instructional delivery strategies and student innovation. A grant was submitted to HP for the creation of smart classrooms. This is still pending.
Program’s assessment efforts: plans, student assessment goals, major student learning outcomes, and use of assessment information.

NHU’s General Education program assessment efforts have primarily focused on individual classes. Since the GE program recently became an independent entity and experienced leadership changes within its short tenure as an independent program, the general education program did not fully establish a comprehensive student assessment plan that considered a systematic university-wide academic approach, a programmatic approach, and a curricular approach. At this point, the curriculum has been assessed several times and a university-wide assessment plan has been approved by the Faculty Senate and the Provost.

Since 2002 NHU has used SJSU’s General Education Assessment Model and submitted assessment reports for GE courses that are articulated with SJSU. General Education breadth curriculum has gone through two comprehensive assessments, which have greatly improved delivery and, more importantly, student learning outcomes. The first course assessments addressed 12 courses in 2003. NHU faculty from different disciplines (M. Jordan, M. Mooney, C. Navarro, and A. Ayala) met regularly to discuss assessment and complete the detailed course assessment sheets. These course assessments were submitted to SJSU and were successfully articulated. In 2006, NHU faculty re-assessed the 12 courses and added four more. All, with the exception of History 100 and History 201, were articulated with SJSU.

Recently, however, NHU has moved to make assessment a university-wide goal. To this end, the Faculty Senate endorsed the AAHE’s principles of good practice for the assessment of student learning in 2005. And in the spring of 2008, the Provost appointed Dr. Carlos Navarro the Director of Assessment. In conjunction with the NHU faculty, Dr. Navarro has established a four year assessment plan. Although in its infancy, NHU has started to implement the assessment plan in fall 2008. The NHU faculty is very proud of the assessment and implementation plan as we move forward in embedding assessment into our teaching practices. Below is the assessment plan as presented by the assessment director.

The director will submit the four-year plan to the Faculty Senate in Fall 2008. There are five student learning outcomes that NHU will assess over a four year period with the following timetable:

- 2008-2009—Written Communication, Critical thinking
- 2009-2010—Information Literacy
- 2010-2011—Oral Communication Skills
- 2011-2012—Cultural Competency

**Action Plan for Written Composition and Critical Thinking**

This assessment action plan would enable NHU to evaluate how students are progressing in the student learning outcomes of written composition and critical thinking as they advance in the curriculum from the freshman level English 100 to the senior capstone courses in the majors. The assessment committee, comprising all department and program heads, will do the scoring sessions.
During the 2008-09 academic year, two student learning outcomes (SLOs) of written composition and critical thinking would be initially assessed. There is a rubric developed for each outcome. This written composition and critical thinking effort involves a four stage effort. During Fall 2008 Module 2, two sections of the first year English 100 (English Composition and Reading—GE A2) would be assessed.

All faculty members will be encouraged to use the written composition and critical thinking rubrics, collect and interpret the course assessment data, and “close the loop.” At this juncture of our assessment efforts, this data will not be collected. All faculty members will be invited to participate in the training on how to use rubrics and how to collect and evaluate the assessment data for their own individual teaching practice. A faculty training workshop will be held during the Spring 2009 Semester.

During the 2009-10 academic year, the second year writing and critical thinking courses, English 201 (Critical Thinking, Reading, and Writing Across the Curriculum—GE A3) and Philosophy 200 (Introduction to Logic—GE A3) would be assessed.

During 2010-11 the third year English 300 (Advanced Writing Skills—GE upper division Area I) would be assessed. This is an upper division GE requirement for all undergraduates seeking the baccalaureate degree at NHU.

**Status of Action Plans for Information Literacy (2009-2010), Oral Communication (2010-2011), and Cultural Competency (2011-2012).**

The key individuals responsible for overseeing and the development of these rubrics are Mary Manning (Librarian) for Information Literacy, Adriana Ayala (General Education) for Oral Communication, and Navarro (Liberal Studies) for Cultural Competency. All of these individuals will develop drafts of the rubrics for review and feedback from the assessment committee. These rubrics will be submitted for Faculty Senate review no later than the first Module of the Spring Semester previous to implementation. At this juncture NHU will likely be assessing the same set of courses that have been chosen for the four year assessment plan for the student learning outcomes of written composition and critical thinking.

The NHU assessment plan and process will be a dynamic one. Since the university is at a beginning stage of assessment it will be reviewing all elements of assessment on an annual basis, and then decide, what, if any, new course of action might need to be followed.

**How process will help NHU ensure student learning and address educational quality.** The NHU has now a four-year assessment plan that focuses on student learning outcomes for written communication, critical thinking skills, information literacy, oral communication skills and cultural competency. These outcomes represent NHU’s objectives as described in our General Catalog and are emphasized through the core courses that each NHU student has to take.

The data gathered from assessment efforts will generate the kind of information and feedback that faculty and academic leaders can use to strengthen both teaching and the curriculum. The
action plan for written composition and critical thinking will enable the institution to see the impact of instruction at four important stages in students’ development.

At the individual faculty level, workshops will be held on a semester basis to help faculty learn how to engage in assessment and improve their practice. This will also allow faculty throughout the university to determine what might be done throughout the university curriculum to reinforce what is being taught in freshman composition, one of the university’s foundation courses. At NHU there are second and third year GE writing requirements. Since all NHU students are required to complete these requirements the institution has an important opportunity to see what it can do in instruction and in the curriculum to strengthen its GE writing program.

Assessment is a reflective practice at the individual faculty, individual student, program and institutional levels that will “ensure” student learning and move the campus towards educational excellence. Few NHU students come to the university with college preparatory high school backgrounds. Through the process of collecting, analyzing, and acting upon assessment information student learning will be greatly enhanced in the areas of written composition, critical thinking, information literacy, and oral communication skills, thus creating a “halo effect” on curriculum and instruction. Faculty members will not only be able to better identify what the problems are but will have concrete evidence that will enable them to engage in corrective action. The institution will have the data with which to make the changes necessary to support both faculty and the students. This institutional assessment effort will “ensure” significant improvement in teaching and learning at NHU.

**IV. FACULTY PROFILE: BOTH FULL-TIME AND ADJUNCT**

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino/a/Hispanic</td>
<td>11</td>
<td>I. Betancourt, A. Vargas, Y. Rosa-Bauza, S. Sarmiento, N. Torres, C. Cortez, J. Gomez, R. Martinez, C. Chacon, L. Ledesma, A. Diaz</td>
</tr>
<tr>
<td>African American</td>
<td>3</td>
<td>T. Howard, C. Oriaro, and R. Latimore</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>D. Hanley, C. Battiato, M. Mooney, R. Rosenberg, M. Jordan, and S. March</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>2</td>
<td>G. Shamshayooadeh and A. Mirazi</td>
</tr>
</tbody>
</table>

Degrees are as follows: 5 with doctorates and 14 with Masters.

Full-time: 5
Adjunct Faculty: 17
Describe how new faculty members are mentored in teaching, advising, and working at the university.

NHU is a small university that facilitates close interaction among the full-time faculty. Faculty members’ offices are located in cubicles, where faculty have an open door policy to students and colleagues. General Education has not hired new full-time faculty since 2003 and the existing faculty have chosen to stay at NHU because of their commitment to the NHU mission. The faculty’s decision to stay at NHU, even with the salary freezes, shows the attraction of NHU’s familia atmosphere and, most importantly, the commitment to the students. The full-time and part-time faculty—Adriana Ayala, Michael Jordan, Sarah March, and George Shamshayooadeh—advise, teach, serve as administrators, and serve on committees.

With a small number of faculty members, the veteran faculty have usually taken on the responsibility of training the newcomers in the areas of advising and working at the university. It is not uncommon to find faculty helping each other or offering tips on advising. The cubicle structure allows for open communication. The Department Chair or a designated faculty member have also offered advising workshops or one-on-one training, as necessary.

In terms of teaching, faculty have engaged each other in professional development workshops, such as writing across the curriculum, using rubrics in the classroom, understanding and implementing assessment, and dealing with underprepared students, to name a few. Most of the participants are full and part-time faculty with several adjunct faculty among them. This is an area where NHU needs to think creatively about how to get the adjunct faculty more involved in the professional development. NHU is highly aware that if the adjunct faculty continue to teach a great majority of the classes, then we are responsible for their training and overall instructor improvement. Recently, San Jose State University invited NHU faculty to participate in faculty professional development workshops at SJSU, as an extension of our partnership. Both full-time and adjunct faculty have taken advantage of these workshops. We have some adjunct faculty members that are freeway flyers and others that have remained part of the faculty core pool for many years. The core adjunct faculty often attend the professional developments, faculty orientations, assessment workshops and the Faculty Senate meetings. It has been difficult, however, to get the other faculty, who teach at several universities, to attend gatherings at NHU. Recently, NHU has started paying a small stipend to the faculty for attending workshops in the area of assessment. This approach has been successful.

NHU faculty have fought vehemently to create a faculty-driven university. Thus, faculty participate in a wide range of academic, standing, and adhoc committees, where information is discussed and decisions made. Full-time faculty regularly collaborate on Faculty Senate committees (curriculum, faculty affairs, budget, scholarship, etc), numerous academic committees (Chair, Academic Planning Council, catalog, and quality assurance), strategic planning committees (student profiles, retention, personnel), and personal/community activities, such as Raza Day, Advancement, etc.
NHU understands the importance of mentoring new faculty. To this end, all new faculty at NHU go through a peer evaluation during their first class assignment at NHU. In this case, a veteran faculty member is paired with an incoming adjunct faculty, so that a formal observation and thereafter a conversation on how to improve teaching is facilitated.

**Describe how the program evaluates teaching effectiveness.**

Several instruments are used to evaluate teaching effectiveness at NHU: student evaluations of faculty and peer evaluations.

Students evaluate faculty at the end of every class. Four years ago, the faculty, director of institutional research, and the Provost introduced a new evaluation tool that was both qualitative and quantitative. The previous tool used offered little for faculty to improve their teaching skills and effectiveness. The evaluations now ask students about the course objectives, what they learned in class, how to improve the class etc. The department chair and professor receive the evaluation results. The Chair reviews and makes comments on the evaluations and asks the professor for a self-reflection. If necessary, the Chair meets with the faculty member to discuss the self-reflection, evaluation, and further actions. All evaluations, including the self-reflection and comments, are archived in the faculty member’s file.

All faculty go through a peer evaluation once a year. New faculty go through a peer evaluation during the first semester. Every semester the department chair asks faculty to conduct peer evaluations. The chair shares the peer evaluation form with the instructor evaluated. The evaluator then has a pre-visit with the instructor to discuss the syllabus, evaluating tool, and schedule a class visit. The evaluator completes the peer evaluation form and discusses it with the instructor in a post-visit meeting. The meaning behind the peer evaluation is to improve teaching, delivery, and overall effectiveness. The Chair reviews the peer evaluation and a copy is placed in the faculty file.

**Describe plans for enhancing teaching effectiveness.**

NHU conducts several faculty professional development workshops throughout the year. The most recent workshops have dealt with assessment and student learning outcomes. Since March of 2008, the NHU faculty has participated in three assessment workshops with another planned for October:

- March 2008--Dr. Jacquelyn Snell, Director of SJSU’s assessment, presented on “Assessment of Student Learning.”
- April 2008--Dr. Carlos Navarro, Director of NHU’s assessment, conducted a workshop on the systematic approach to assessment at NHU. NHU’s assessment guidelines and assessment plans were reviewed. Rubrics and best practices were shared in the area of writing.
- August 2008--Dr. Barbara Wright, WASC. Dr. Wright reviewed NHU’s assessment plan and discussed best practices in assessment.
- October 31, 2008--Calibration Workshop on using the writing rubrics.
In addition, several workshops are planned for this fall 2008 focusing on improving pedagogy to address the needs of the underprepared students and introducing other modes of teaching that faculty believe has worked for them.

- October 16, 2008: “Taking Underprepared Students and Making them Successful Undergraduates,” by Maria Villanueva, Director of First-Year Experience.
- October 31, 2008: Calibration training.
- November 6, 2008: “Trans-disciplinary Approach to Teaching,” by Dr. George Guim. One of two workshops by Dr. Guim in a series entitled, “From syntax to Ethics: A Hermeneutic-phenomenological model for educational and organizational change.”

NHU’s partnerships with surrounding universities and colleges, SJSU in particular, have greatly enhanced teaching development opportunities for our faculty. NHU faculty can also attend faculty professional developments at San Jose State University and other universities. Recently, SJSU and NHU collaborated to offer NHU faculty an open invitation to all faculty workshops for a minimal fee. The NHU academic officer keeps a record of the attendance of NHU faculty. San Jose City College has also extended invitations to our faculty.

Describe the distribution of adjunct and full-time faculty teaching in the program.

NHU heavily relies on adjunct faculty, given the small number of full-time faculty and the diverse range of subject matter areas offered in general education. In spring 2007, full-time faculty delivered 30% of the classes and 39% for fall 2008. (See Table 3 and Appendix C for specific terminal degrees for faculty)

Table 3: Full and Part-time faculty teaching classes at NHU.

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Faculty teaching classes</th>
<th>Adjunct Faculty teaching classes</th>
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<tbody>
<tr>
<td>Fall 2004</td>
<td>25.0%</td>
<td>75%</td>
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<td>Fall 2005</td>
<td>23.5%</td>
<td>76.5%</td>
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<td>Spring 2007</td>
<td>30%</td>
<td>70%</td>
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<td>Fall 2008</td>
<td>39%</td>
<td>61%</td>
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The distribution of ethnicity and gender in the General Education program aligns with the rest of the programs in regards to adjunct faculty. The GE full and part-time faculty break even at 50% male and 50% female. The ethnic and degree breakdown for full-time faculty is as follows: two white faculty (Michael Jordan, M.A. and Sarah Kates March, M.A.); one Middle-Eastern (George Shamshyooodeh, M.A.) and one Latina (Adriana Ayala, Ph.D.). (See Table 4 for general data on the ethnic and gender breakdown for full- and part-time NHU faculty).
Table 4: Full-time and adjunct faculty from 2002 to 2006 profile by gender and ethnicity.

**Full-time Faculty (2002-2006)**

<table>
<thead>
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<th>Gender</th>
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<th>2004</th>
<th>2005</th>
<th>2006</th>
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<td>4</td>
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<tr>
<td>Male</td>
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<td>66.7</td>
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<th>2005</th>
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**Part-time Faculty (2002-2006)**

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<td>%</td>
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</tr>
<tr>
<td>Total</td>
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<tr>
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</table>

Office of Institutional Research and Evaluation, 2008

**How are adjuncts, identified, assigned their courses, and credentials evaluated?**

The NHU Human Resource Department sends out announcements concerning specific areas of need in Mathematics, Ethnic Studies, Spanish, etc. The department chair receives prospective curriculum vita, reviews them, and based on the department’s need will contact the candidate for an interview. It is common practice at NHU to invite one or two full or part-time faculty specializing within the discipline to the interview. During the interview, we look to see if the professor is a fit with NHU’s mission, has a rapport with the students, has experience working
with students who are first generation and low income, and, most importantly, has a passion to teach his/her discipline.

Adjunct faculty are assigned courses according to their terminal degree. If instructors have extensive experience in a certain area of study, an exception is made. However, this needs to be documented in the Authorization to Teach form. The academic officer keeps the curriculum vita, authorization to teach form, and other documents on file.