Barstow Community College

INSTRUCTIONAL PROGRAM REVIEW

*(Refer to the **Program Review Handbook** when completing this form)*

PROGRAM:	Humanities - Discipline			
Academic Year:	2014-2015	**FULL PROGRAM REVIEW**	**Date Submitted:**	
Academic Year:		**ANNUAL UPDATE #1**	**Date Submitted:**	
Academic Year:		**ANNUAL UPDATE #2**	**Date Submitted:**	

By:

Faculty Lead:

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Annual Update #1
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1.   Program Mission and Vision

A. Program Mission

> The purpose and commitment of the Humanities program is to instruct students in understanding, evaluation, and application of rational methods of critical analysis to the subject of human culture, values, and tolerance in a globalized, multicultural world.

B. Program Vision *(Where would you like the Program to be three years from now?)*

> The vision of the Humanities program is to instruct students in rational, analytic skills for assessing human culture and values; focusing on instilling tolerance of diversity.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

"Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures."

The Humanities discipline and the faculty who teach the subject are experts on culture and values. The Humanities as an academic practice recognizes how even though people come from different traditions and beliefs, everyone is still human and is deserving of basic human dignity. Recognition of this common humanity makes the diversity of individual human experience valuable since it provides exposure to different thoughts, abilities, and perspectives for dealing with common human problems that can arise as a result of conflicts between cultures. Exposure to, as well as rational, civil discussion and analysis of these issues provides a safe place for students to explore differing and diverse ideas of the world in the spirit of tolerance and good will.

"Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities."

The Humanities discipline has developed an Associate of Arts Transfer degree (HUMA-AAT) that allows students transferring to the California State University system with a Junior status. This is a pathway to lifelong learning opportunities, like graduate work in the Humanities.

c. **"Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities."**

Instructors who teach the Humanities closely work with students to encourage rational thought and analysis of complex cultural problems by offering courses that not only aim to cover necessary core aspects of the human condition, but also accounts for differences related to individual experience. Students are encouraged to utilize tutorial services provided by the college as well as to work with peers and the instructor to produce high quality work.

"Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential."

All students at Barstow College are provided with an education plan to support and implement their educational and life goals in obtaining a Humanities degree. As subject experts in the field, Humanities instructors mentor students in identification of achievable goals within the discipline as well as within surrounding fields such as Education, Law, Mediation, Business and other fields in which knowledge of culture and values applies.

"Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth."

The Humanities discipline continually seeks to inform students of venues and experiences to encourage the promotion of intercultural education and tolerance. For instance, a recent event at the The Guibord Center – *Religion Inside Out* in which students were encouraged to attend a free lunch accompanied by a

lecture on Decoding the Rituals and Symbols of Hinduism. Closer to home, students have been encouraged to attend the Arts and Theater productions produced by the college.

"Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace."

The Humanities discipline teaches analytic and critical thinking skills that are valuable in all work places and are immediately usable. Also, there is a degree pathway in the Humanities in which an Associates of Arts can be obtained and used to transfer to a 4-year university with a Junior status.

"Using institutional research to further develop courses, programs, and services."

The Humanities discipline has gathered information/data from faculty in the discipline who have knowledge of the program, its goals, and implementation in order to identify and institute necessary changes to meet student needs.

"Increasing access to all students by continuing to promote and develop our extensive distance education program."

Students entering the Humanities discipline with the expectation of achieving a degree have the opportunity to take all the necessary courses to complete an Associates of Arts online or on campus. There are substantial resources available to the students to enhance their opportunities for learning such as: (1) the Barstow College Library; (2) the Barstow College Off-Campus Database Access; (3) Tutoring and mentoring programs to assist student learning. All materials for success in the course are made available to the students, including course syllabi, supplementary articles, and other study aids.

2.   Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

A. Organization, including staffing and structure

The Humanities Discipline has 4 adjunct instructors. Three teach in other disciplines as well as Humanities.

The adjunct faculty under the supervision of the Dean of Instruction.

There are 6 Humanities courses, but three have been locally archived.

B. Who do you service (including demographics)?

This discipline serves OL, fort, and main campus students. The demographics of BCC students is diverse:

2010 Census	BCC 2012-2013 (Equity Plan)	BCC 2014-2014 Fact Book 5 year avg.
Latino = 42.8% White = 34.2% Afr. Am. = 13.8% Multi-Eth=3.8% All others = below 2%	Latino = 35.91% White = 35.75% Afr. Am. = 15.41% Multi-Eth = 4% All others = below 3%	Latino = 30.2% White = 35.5% Afr. Am. = 13.3% Multi-Eth = 3.2% All others = below 2.5%
Age group attending BCC 19 and under = 33% 40-49 =12% 50+ = 27% Other ages = between 7-5%	19 and under = 22.7 % 20-24 = 26.7% 25-29 =16.2% 30-34 = 11.6% 35-39 = 7.8% 40-49 = 9.8% 50+ = 5.2%	Under 18 = 9.4% 18-21 = 29.8% 22-25 = 16.4% 26-30 = 14.3% 31-39 = 14.9% 40-49 = 9.4% 50-69 = 5.4%

Students by Residency - BCC 2014-2014 Fact Book

Barstow Area Residents = 54.6% Greater SB = 26.1% Other Areas = 19.3%	By CA areas: Barstow Service Area: 52% Victor Valley = 19% SB/Mountains = 6% So. Calif. = 15%

C. What kind of services does your unit provide?

The Humanities Discipline is part if the Humanities AA degree and the GE requirements for CSU, UC, IGETC, and BCC degrees.

D. How do you provide them?

Of the three classes that are regularly taught, they are taught in a variety of methods and sites.

Number of courses offered on an Annual Avg from fall 2012-spring 2015

Courses	BCC 18 weeks	BCC 9 weeks	Fort 9 weeks	OL 9 weeks
HUMA 1	.3*	1	.3*	5.7
HUMA 4	2.3	0	1.7	NO
HUMA 5	1	0	1.7	2

HUMA 1 was only offered one time on the main campus for 18 weeks – for the Transitional College program in hybrid format.
HUMA 1 was only offered one time on the fort

E. Does the program have a degree or certificate?

NO. Though it is part of the Humanities AA Degree

3. Program Data

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

There are 4 adjunct faculty and no FT faculty.

Ratio: 0/4

One teaches in Humanities and PHIL/RLG.

Three only teach the cross listed HUMA courses.

	TRADITIONAL	**ONLINE**
2) Course Completion Rate	**TTL RET = 0.88 or 88% (OL+ Traditional)**	**TTL RET = 0.88 or 88% (OL+ Traditional)**
3) Course Success/Retention Rate	**SUCC= 0.73 (Traditional)** TTL SUCC = .74 TTL RET = 0.88 or 88% (OL+ Traditional) TTL = .88/.74 = 84%	**SUCC= 0.76 (OL)** TTL SUCC = .74 RET = 0.88 or 88% (OL+ Traditional) TTL = .88/.74 = 84%

4) WSCH/FTEF Ratio

Full-time:	**NA**	**NA**
Part-time:	**Trad?/1.7 TRAD Efficiency = 353.7** TTL WSCH = 1660.49 TTL OL+ Trad. = 518.9	**OL?/1.5 OL Efficiency =** 664.7 TTL WSCH = 1660.49 TTL OL+ Trad. = 518.9
5) Fill Rate	**0.82 or 82% TOTAL OL+ Trad. = 90%**	**0.95 or 95% TOTAL OL+ Trad. = 90%**

Reflect on the data above:

Additional Summary HUMA Discipline enrollment (2014-2015)

Students in all HUMA classes at census = 553

Students in all HUMA classes at EOT = 489 (489/553 = 88% Retention rate)

Students in all HUMA classes who Passed (C or higher) = 408   (408/553 = 74% Success rate)

FTEF OL = 1.5 FTEF Traditional = 1.7 --- TOTAL FTEF = 3.2

WSCH = 1660.49

Efficiency = 518.9 (formula WSCH 1660.49/FTEF 3.2)

Reflection on Data: The HUMA Discipline shows retention and success rates due to meeting the PLOs and SLOs outlined by the general Humanities Department.
Retention rate?

Success rate?

In the 2014-2015 school year, there were 0 fulltime faculty in the Philosophy/Religious Studies Discipline and there were 4 part-time instructors. 2 instructors conduct courses entirely online and 2 conduct courses on campus, at Fort Irwin, online, and in a hybrid capacity. Only 1 instructor is qualified to teach Philosophy course the remaining 3 instructors are only qualified to teach religion course cross-listed with Philosophy. General retention could improve. Total overall retention and success rates are slightly higher (.5%) in online venues. The majority of Philosophy courses are taught online, by part-time instructors who are limited by the amount of course they can teach, which limits direct student access to faculty outside of the classroom. Furthermore, limited faculty negatively impacts student retention and course completion since some students have difficulty learning in a Distance Education format causing them to be dropped at the census or through the term.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The mission and vision of the Humanities Program at Barstow Community College aligns with the College's 1) mission in to provide an open access learning environment by offering courses that promotes critical thinking, communication, personal and professional responsibility, and global awareness.

And 2) vision in that the Humanities Program seeks to enable students to achieve their personal best through education. The PSLOs reflect the College's mission and vision, too, in its Core Competencies of Communication, Critical Thinking, Global Awareness and Personal and Professional Growth as they pertain to the Humanities. (see http://www.barstow.edu/outcomes/CoreComp/Communic.html)

Humanities A.A Program Outcomes

Communication: Demonstrate communication skills in written, musical, verbal and visual forms

Critical Thinking: Analyze the cultural and historical foundation of contemporary human experiences; recognize the interconnectedness of all things; historical context, writing, composing poetry, creating art, singing, acting, and have developed a healthy curiosity about the world and its peoples.

Global Awareness: Analyze different historical/artistic/literary movements throughout history and how those movements developed; demonstrate skills to become more historically and culturally literate; and demonstrate a deeper appreciation of people's use of history, language and cultural mediums.

Personal & Professional Growth: Demonstrate the willingness to explore and discover through writing, performing or creating works of art; demonstrate respect and appreciation for humans' place in the world and the diversity of the human experience; and demonstrate an appreciation for history, art, music, literature, culture and philosophy.

2) Summarize the progress you have made on Program Level Outcomes.

Since there were no PSLOs previously, there is no direct work on assessment at this time.

The progress for this review time frame has been to determine the PSLOs and start planning how to assess them. Currently, the Humanities discipline only consistently offers 3 courses that minimally fulfill the Program Level Outcomes. There is room to develop a more robust program that includes at least three general instructions courses including: (1) Humanities: Pre-history to Medieval; (2) Humanities: Renaissance to Modern; and (3) Humanities: The Contemporary Era. Further development of courses ought to be considered after the aforementioned courses are developed and offered.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

Current course-level outcomes have been revised and implemented in the last 2 years.

4) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

In the last year, no program, course, and/or instructional changes have been made to the Humanities discipline.

5) Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?

In the 2014-2015 school year, there were 0 fulltime faculty in the Humanities Discipline and there were 4 part-time instructors. 2 instructors conduct courses entirely online and 2 conduct courses on campus, at Fort Irwin, online, and in a hybrid capacity. General retention rates are high in all areas, but could improve. Traditional courses taught in a classroom show a lower fill rate, but a higher retention rate. Total overall success rates are equivalent in both venues. The majority of Humanities courses are taught online, by part-time instructors who are limited by the amount of course they can teach, which limits direct student access to faculty outside of the classroom. Furthermore, limited faculty negatively impacts student retention and course completion since some students have difficulty learning in a Distance Education format causing them to be dropped at the census or through the term. Over the next year, the Humanities discipline needs to revise and/or create courses in (1) Humanities: Pre-history to Medieval; (2) Humanities: Renaissance to Modern; and (3) Humanities: The Contemporary Era.

C. SUPPORTING ASSESSMENT DATA *(See Handbook for additional information)*

1) Provide a list of any additional measures *(not included in 3.A.)* **that you have chosen to gauge your program's effectiveness** *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).*

> The Humanities discipline continues to draw steady numbers of student enrolment and completion numbers in courses 3 courses currently offered on campus, at Fort Irwin, and online. Students have expressed desires for a more diverse menu of Humanities course offerings.

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. **(Include labor market and demand information using resources in CTE and the PR Handbook.)**

> This is not a CTE program

2) Summarize the results of the measures listed in #1 above:

> Philosophy course fill rates in combination with Humanities warrant expansion of course offerings and fulltime faculty hiring.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you _plan*_ to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

> Greater availability of the 3 courses in the Humanities discipline have been offered. Greater diversity in the Humanities discipline need to be offered in the future to strengthen the program.

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

Current offerings over two years – ALL three active courses are offered every semester:

	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
HUMA 1	Fort & OL	BCC, Fort, & OL	OL, Fort, & *BCC-TRANS College)	BCC, Fort, & OL
HUMA 4	BCC	BCC & Fort	BCC	BCC & Fort
HUMA 5	BCC, Fort, & OL	BCC, Fort, & OL	BCC, Fort, & OL	BCC, Fort, & OL

2) What changes, if any, have been made since the last Program Review?

Transitional College class has been added to the two year schedule

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

The Two-year Scheduling Plan has met student needs and educational goals. The students can achieve a degree in this pathway in two years; however, many of the courses that are offered are cross-listed in specific Humanities disciplines like Art, Music, Literature, and Philosophy that are specializations in the Humanistic discipline. Few general Humanities discipline courses exist. Only HUMA 1, HUMA 4, and HUMA 5 are currently offered as general Humanities discipline courses.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

The goals for the next program review are to develop a richer course offering for the Humanities discipline.

4. Curriculum

A. List any <u>new</u> courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

> No New Courses in last 3 years

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

> Since 2012, HUMA 2, 3, and 6 have been archive at the local curriculum level.
> HUMA 1, 4, and 5 were updated in Fall 2012 with SLOs, Objectives, etc.
> There are no Prerequisites or Co-requisites for any of the active HUMA courses (HUMA 1, 4, and 5)

1) *CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer.* **(May require reviewing ASSIST or meeting with Articulation Officer.)**

> According to ASSIT in Fall 2015
>
> CSU Transferable Courses = HUMA 1, 2, 3, 4, 5, & 6
>
> CSU GE-Breadth Certification Courses = HUMA 1, 2, 3, 4, 5, & 6 (AND 12, 20, 30, 48)
>
> IGETC for UC and CSU = HUMA 1, 2, 3, 4, 5, & 6
>
> UC Transferable Courses = HUMA 1, 2, 3, 4, 5, & 6 (1,2, and 3 Combined – MAX credit 2 courses)
>
> UC Transfer Admission Eligibility Courses = HUMA 1, 2, 3, 4, 5, & 6

2) *CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation.* **(Contact Articulation Officer for additional information.)**

> All textbooks are currently up to date; However, the addition of a text for HUMA 5 that includes strong discussions on mythological theories should be added.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. **(NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)**

> **ASSIST**: HUMA 1, 4, & 5 courses are approved for ASSIST as of Fall 2015.
> **BCC Curriculum**: HUMA 2, 3, and 6 have NOT been updated to meet BCC
> requirements for SLOs, **Objectives**, etc. As they were archived locally.
> **C-ID**: There are no HUMA c-ID descriptors for HUMA at this time.
> **Prerequisites**: There are no Prerequisites or Co-requisites for active HUMA courses
> (HUMA 1, 4, and 5)

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum *(including all modes of delivery)*?

> Exploring options of expanded textbook offerings for HUMA 5. Construction of further course offerings is warranted to strengthen the program.

5. Internal Factors *(see Handbook for additional information)*

A. Strengths: ***Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.***

> The Humanities department has long-established AA degree and a variety of course offerings. The success (74%) and retention (88%) rates of the department are high in both traditional and online formats. The high success and retention rates are the result of an engaged faculty that work to help retain students and aid them in achieve success.

B. Weaknesses: *The program or department's* internal *vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

> There are only 3 courses in the Humanities discipline that are regularly currently offered. Revision, renewal and creation of courses to strengthen the department is warranted due to the currently weak course offerings.
>
> General misconceptions that a Humanities degree is a less viable degree to obtaining employment.

6. External Factors *(see Handbook for additional information)*

A. Opportunities: *Current trends and events occurring* outside *the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

There are opportunities to better market the Humanities discipline. Expansion of the discipline proffers an opportunity to expand enrollment and increase the number of students complete the degree.

Another marketing point can be found in how interdisciplinary learning is a current educational trend that many colleges of transfer desire. Humanities is an interdisciplinary practice. Also, according to insidehighered, "In 2013, the median annual salary for humanities majors in the workforce was about $50,000 for those who held only a bachelor's degree, and $71,000 for those who went on to earn an advanced degree in any field."

(https://www.insidehighered.com/news/2015/10/05/new-data-what-humanities-majors-earn)

According to a panel of professors at Harvard, the Humanities stresses the desirability and practicality of the communication, analytical thinking, and writing skills developed through studying in the humanities, which are all desirable skills in many fields. "You learn how to read, think, and be articulate in writing and speech," panelist and Classics professor Kathleen M. Coleman said. (http://www.thecrimson.com/article/2015/10/16/humanities-panel-job-concerns/)According to Business Insider (http://www.businessinsider.com/11-reasons-to-major-in-the-humanities-2013-6) there are a number of reasons to pursue a Humanities degree rather than a STEM degree.

1. Humanities students actually learn how to think and write
2. The average unemployment rate for new graduates across all of the humanities is 9%, which is on par and slightly less than with computer science and math (9.1%) and only slightly higher than all majors combined (7.9%).
3. Humanities students are able to do things that machines can't do in a service economy
4. Humanities students learn to explain and sell an idea, and actually deal with people

5. Companies like Google recognize that specific degree and GPA matters less, emotional intelligence, data and skills matter more
6. A degree in the humanities pays off in the long run being one of the biggest feeders to graduate programs, which helps reduce the salary gap with STEM.
7. A Humanities degree stand out from the crowd when many people are pursuing STEM degrees
8. People respond to financial pressure and the large and highly publicized demand for STEM graduates potentially will result in a glut of students in that area in the same way that a glut in law degrees.
9. Studying the humanities is a way to get ahead of the curve by combining the liberal arts with a degree of technical know-how helps. A journalist, marketer, or manager who can code, or at least speak the language, stands out a lot more than yet another new developer hire. Harvey Mudd, the American college with the highest return on investment according to Payscale, is very much an engineering and science school. But it's also very much a liberal arts school, and produces more well-rounded graduates.
10. It's the one kind of education you can't get better and cheaper online
11. Former IBM CEO Sam Palmisano was an English major at Johns Hopkins. American Express CEO Kenneth Chenault majored in history at Bowdoin.
12. Humanities students are extremely well-read.

B. Threats: *Current trends and events occurring* outside *the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

Again, insidehighered states, "The median salary levels for humanities majors (with and without graduate degrees) was about $7,000 lower than those with similar degree attainment, but well above the $42,000 average for all American workers." This minor difference in overall wages can prompt some students to opt for a degree path that currently has a higher median salary, and does not require the high degree of mastery in an interdisciplinary manner. In short, the threat is continuing misperception of the benefits of a HUMA degree and the focus on STEM degrees.

Continuing Education/Professional Development

7.

A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?

> Jamie C. Love: Continues to do course work toward a PhD. in Humanities with an emphasis in Philosophy. EdX Certificate course completed through the Smithsonian on The Effects of the Super Hero on Pop Culture.

B. How did this benefit your department and the College?

> Jamie C. Love: Pursuing terminal degree in Humanities with an emphasis in Philosophy added to the instructor's knowledge base, thus enabling enrichment of the course material.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

> Jamie C. Love: Plans on continuing to work toward completion of a PhD. in Humanities with an emphasis in Philosophy.

8. Prior Goals/Objectives

Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

If the program does not have prior goals and objectives, please explain.

> No Goals or Objectives as this discipline has not done a Program Review in over 5 years.

9. Goals/Objectives/Actions (ACTION PLAN)

A. GOALS: **Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.**

B. ALIGNMENT: **Indicate how each Goal is aligned with the College's Strategic Priorities.**

C. OBJECTIVES: **Define Objectives for reaching each Goal.**

D. ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE: **Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.**

E. OUTCOMES: **State intended Outcomes and list appropriate measures and assessment methods for each Outcome.**

F. ADDITIONAL INFORMATION: **This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Revitalize the discipline with more diverse, up-to-date offerings.	***List all that apply:*** #1- Foster an innovative learning environment that respects diversity. #2- Provide students a successful college learning experience. #3- Promote and support student engagement.	#1	Update HUMA 2, 3, and 6	Put through Curriculum – get on a two year cycle	If successful, courses will be on the schedule by the next Full program review in 2018
			#2	Increase HUMA 1 offerings live (BCC and Fort)	Get on a two year cycle and promote to students	If successful, courses will be on the schedule by the next Full program review in 2018
			#3	Hire FT faculty to spearhead department and teach additional updated HUMA classes	Create BAP, Follow up with Senate, etc. Start offering courses	A FT faculty is hired and more courses re updated and offered in a regular cycle
	Additional Information:					

ACTION PLAN

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Strengthen communication and discussion of standards in the discipline between faculty.	*List all that apply:* Strengthen planning and informed decision making among department faculty.	#1	#1 Investigate departmental standards at other collegiate institutions	Development of departmental standards of student evaluation	Instructors will develop commons standards for grading and measurement of student success.
			#2	#2 Plan and implement a department meeting with program instructor	Email department members.	Communication will be initiated among instructors.
			#3	#3 Open dialogs with program instructors about ways to increase student completion.	Schedule meetings and encourage departmental involvement.	The outcome will be that a meeting schedule will be implemented. This will be measured by instructor participation resulting in a cohesive management department.
	Additional Information:					

ACTION PLAN

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Research and adopt materials that enrich course offerings.	*List all that apply:* • Promote and support student engagement. • Provide students a successful college learning experience. • Foster an innovative learning environment that respects diversity.	#1	#1 Obtain student and PHIL instructor comments on the effectiveness of current course materials.	Read and analyze student surveys and plan a meeting for PHIL instructor staff.	The outcome is that data collected from research in social media will be gathered. This will be measured by information gathered from students and the expertise of the instructor staff. The data will be assessed instructors will suggest ways to improve the course content.

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#2	#2 Address course offerings concerns in an effort to improve program completion rate.	Review two-year plan and course offerings for the previous 2 years.	The outcome will be a list that specifically outlines when and how frequently all courses in the program offered. The result will be an analysis of course needs and a possible revision to the two-year plan. This analysis will be used to assess and develop a list of course offerings suggests to promote program completion.

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#3	#3 Begin research and pilot revisions to courses.	Attend meetings with peers in the PHIL discipline to learn about contemporary concepts and learning strategies.	The outcome will be a list of opportunities for networking with MGMT professionals. This will be measured by a list of meetings attended by instructor staff. The data gathered from these meeting will be assessed and specific improvements will be added to the curriculum content.
	Additional Information:				

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: **A** BUDGET ALLOCATION PROPOSAL **must be completed and submitted for** EACH **new resource requested.**

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1,2,3	FT Faculty in HUMA or split with other discipline	100,000	Yes	

Annual Update #1   Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) (from #3B of full PR)

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT

# 1	Revitalize the discipline with more diverse, up-to-date offerings.	# 1	Update HUMA 2, 3, and 6	Put through Curriculum – get on a two year cycle	If successful, courses will be on the schedule by the next Full program review in 2018
		# 2	Increase HUMA 1 offerings live (BCC and Fort)	Get on a two year cycle and promote to students	
		# 3	Hire FT faculty to spearhead department and teach additional updated HUMA classes	Create BAP, Follow up with Senate, etc. Start offering courses	A FT faculty is hired and more courses re updated and offered in a regular cycle

Goal #1 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Research and adopt materials that enrich course offerings.	**#1**	Development of departmental standards of student evaluation		☐
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		**#1**			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: **A** BUDGET ALLOCATION PROPOSAL **must be completed and submitted for** EACH **new resource requested.**

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2   Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) (from #3B of full PR)

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT

# 1	Revitalize the discipline with more diverse, up-to-date offerings.	# 1	Update HUMA 2, 3, and 6	Put through Curriculum – get on a two year cycle	If successful, courses will be on the schedule by the next Full program review in 2018
		# 2	Increase HUMA 1 offerings live (BCC and Fort)	Get on a two year cycle and promote to students	
		# 3	Hire FT faculty to spearhead department and teach additional updated HUMA classes	Create BAP, Follow up with Senate, etc. Start offering courses	A FT faculty is hired and more courses re updated and offered in a regular cycle

Goal #1 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1	Development of departmental standards of student evaluation		☐
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: **A** BUDGET ALLOCATION PROPOSAL **must be completed and submitted for** EACH **new resource requested.**

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source