

# Instructional Program Review Template

## What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

## Program Name

Indicate the type of program here:  AA;  AS;  AA-T;  AS-T;  Certificate

Program Name: Associate of Arts for Transfer – Art History

Academic Year: 2022-2023

Name of Faculty Submitter(s): Lewis Goldstein

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## I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

What is the program mission?

The mission of the Art History Program is to support the Barstow College mission by providing students with courses towards an AA degree in Humanities, an AAT degree in Art History and to foster an appreciation of fine arts and how the arts contribute to student success in all fields. It promotes critical thinking, a broad level of cultural understanding, how the arts, past and present, influences our present culture, and strong visual communication skills to inspire students to become artists, educators, global citizens and responsible members of a free society.

What is the program vision?

The Art History Program seeks to expand artistic awareness to a greater number of students by increasing the number and the variety of course offerings via online offerings. The Program seeks to develop a more diverse curriculum that will address the history of underserved peoples by developing classes in Hispanic Art, African Art, Pacific Island Art and Women's Art. Currently our offerings are limited to Western Art History and Asian Art History.

Please provide a short program description:

The Art History Program includes online classes covering Western Art History from Prehistoric times to the Modern Era with some coverage of Islamic Art. A class on Asian Art History is also taught. Students are required to take a foundation studio course in drawing and select other studio courses from a list of art modalities such as painting, design, ceramics and sculpture in addition to the art history classes.

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General Education courses are required and other electives are available to provide a well rounded foundation for continued education in the History of Art.

How does your program align to and/or support one or more of the following BCC Strategic Priorities?

## Ignite a Culture of Learning and Innovation:

*The Art History Program provides our students with creative vision and practical tools they can apply in their achievement of personal goals and professional growth. Our courses help develop creative thinking, problem solving, aesthetic sensibilities, and global awareness, all of which contribute to student success. By exploring, via art, the culture mores, prejudices and dispositions of the past, new and innovative cultural choices can be made.*

*Our Program supports students who wish to continue their study of Art History by transferring to 4-year institutions. The lives of students who embark on other careers, or simply include art appreciation in their lives, benefit from this program.*

## Innovate to Achievable, Equitable, Student Success:

*By creating courses designed to explore and understand the artistic culture of under-represented peoples, all students, of every race, gender, age, and identification can experience equitable representation and value in our developing, diversified culture. In addition, our Art History program, being offered in the online format, enables students from every walk of life, in every situation, have access.*

## Build Community:

Community is the interaction, interrelation and interdependence of all peoples, working together to create a just and equitable society. A study of the history of culture through the artistic expression of all peoples past and present offers great insight on which aspects of culture support healthy communities and which aspects are detrimental.

## Achieve Sustainable Excellence in all Operations:

Creativity is the essence of innovation and an essential aspect of Human Beings. The study of Art and the various ways we have expressed our humanity (or lack thereof) is the foundation of excellence in all fields of study, work and relationship.

*“Many people believe that Art is a luxury. Art is the Necessity that makes Life Luxurious.”*

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

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## II. Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

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For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

## Course Data and Analysis

### *Course Success Rate by*

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Mode of Instruction: The course success rate for all modes together is 80%, for Online it is 80.5%, Hybrid N/A, for traditional it is 80.4%.

All Art History courses are taught online so the traditional success rate refers only to studio courses that are part of the Art History AA-T program.

Scheduling: All scheduled times together the success rate is 80.5%, Afternoon is 81.9%, Daytime is 91.9%, Evening is 65.5% and online (no particular time of day) is 80.5%.

Again, all the Art History classes are online and asynchronous (taken anytime of day by students according to their own time frame availability). Other scheduled class success rates are based on traditional, studio classes, most having been curtailed due to the pandemic.

Faculty Status (PT vs FT): The success rate for all faculty is 80.5%, Full-time is 81.9%, Part-Time 77.2%

### *Retention Rate by*

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Mode of Instruction Retention Rate: 89.8% for all modes of instruction, Online it is 90.2%, Traditional it is 82.1%. The last data point is for two years ago since traditional modes of instruction were curtailed due to the pandemic.

Retention Rate by Scheduling: 89.8% for scheduling all times of day and 90.2% for online classes. Traditional scheduling does not apply past 2019-2020 due to the pandemic.

Retention Rate by Faculty Status (PT vs FT): 89.8% for combined PT and FT, 93.3% for FT, 84.7 for PT

### *Section Count by*

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction Section Count: 30 sections total, 29 sections online, 1 hybrid (due to pandemic),  
Section Count by Schedule: All sections for data available were online.

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Section Count by Faculty Status: 16 FT and 14 PT

*Enrollment Count by*

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Enrollment Count by Mode of Instruction: Hybrid 82, Online 639

Enrollment Count by Schedule: Afternoon 24, Daytime 37, Evening 20, Online 641

Enrollment Count by Faculty Status (FT vs PT): FT 367, PT 355

*Class Size Average by*

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Class Size Average by Mode of Instruction: Hybrid 16.83, Online 27.92, Traditional 19.2. Total Average Class Size 24.08. This data based on three years, including pandemic years. For every year, online average class size was at least 10-12 higher than traditional, over three times larger when hybrid is included with online size.

*Student Equity Data*

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

All equity groups have increased success rates over the last years except for white students whose success rate has dropped from 89% to 82% over the last three years. Pacific Islanders success has also dropped but is based on very low enrollment and a decrease in enrollment over the last year. The success rate of African Americans is lower than whites and hispanics but still above the baseline. I do not see any severe gaps nor do I see any particular teaching methods to narrow the existing differences.

*Efficiency: WSCH, FTES*

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*Curriculum – Course Outline of Record*

All CORs were updated within the last three years.

*Overall Observation of Data on Courses*

This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Reflect on how your program data compares to the [Institution-set Standards](#). Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture.”

The success rates and retention rates for the courses that make up the AA-T for Art History are substantially above the Institution-set Standards, 10-20 points higher. The biggest takeaway from the data is that the enrollment numbers and success rates are substantially higher for the Online mode of instruction. To help correct the lower enrollment numbers due to the pandemic, more classes need to

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be taught online, as students require the scheduling and geographic flexibility afforded by the online mode of instruction.

For Program Learning Outcomes Assessment data, summarize findings in the PLO section below.

Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
<ul style="list-style-type: none"> <li>Develop critical interdisciplinary thinking, both in oral and written form, through comparative analysis and development of visual acuity.</li> </ul>	<p>The data suggests PLO success in the current Art History courses. Each course in the program requires written comparative analysis in the midterm and final papers, as well as a discussion board for every module. Visual acuity is required in the analysis of artworks being discussed and written about.</p>	<p>Continue classes as designed.</p>
<ul style="list-style-type: none"> <li>Discern and appreciate the wide range of ethnically, culturally, and socially diverse art forms, representations, and practices.</li> </ul>	<p>The current classes taught examine some culturally and socially diverse art forms but focus primarily on the art of white, European cultures, past and present. Arts 13a, Asian Art, is the one exception to this imbalance.</p>	<p>Perhaps if courses are created specifically to explore African Art, Hispanic Art and the Art of Women, the already narrow success gap could be made even narrower.</p>
<ul style="list-style-type: none"> <li>Apply art history terminology in the analysis and evaluation of works of art and architecture through written tests, presentations, and oral discussions, the intersection of form, content, and patronage in the</li> </ul>	<p>Quizzes, papers, discussions and video presentations present art history terminology used for analysis and evaluation of art and culture.</p>	<p>Discussions seek to link present day cultural mores to past influences, enabling students to understand how we got here artistically and socially (via art analysis), and open discussions on where we might go from here.</p>

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### Program Data and Analysis

#### *Demographics*

Asian/Phillipino: 26; Black/African American: 114; White: 244; Hispanic: 416; Native American/Alaskan Native: 4; Pacific Island/Hawaiian: 13; Female: 632; Male: 263

#### *Award Count*

AAA-T for Art History had 4 degrees completed for 2020-2021

#### *Student Equity Data*

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

The program is too new to have adequate data to determine equity gaps. One blatant equity gap is the gender disparity between male and female students. The number of female students is close to triple the number of male students enrolled in these courses. This equity gap is not unique to this program but exists throughout the enrollment of all programs.

Considering the greater enrollment of women and Hispanic students, courses should be created to address the needs and cultural interests of these groups such as a class in Women’s Art History and Hispanic Art History. A class in Black Art History would likely serve to increase enrollment for this group of students. Except for a class in Asian Art History, the rest of the classes are primarily focused on White, European Art History.

In my classes for the Spring 2022 semester, I surveyed my students to measure interest in their taking classes covering 1. The Art of Women, 2. Black and African American Arts, and 3. Hispanic Art.

Women’s Art: Out of 40 respondents, 31 desired such a class

Black Art History: Out of 38 respondents, 25 desired such a class

Hispanic Art History: Out of 38 respondents, 26 desired such a class

#### *Student or Program Satisfaction Survey Results*

N/A

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## *CTE-specific data*

- CTE Advisory Boards
- Labor Market data
- Program Viability

N/A

## *Comparative data (compared to BCC and/or compared to other programs)*

The Art History enrollment and success rates are substantially higher than the BCC baseline.

## *How is your program doing overall based on observation of program data?*

This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Reflect on how your program data compares to the [Institution-set Standards](#). Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture.”

The data reveals a success rate and enrollment rate on average 15% higher than the Institutionsl-set standards. The retention rate is also higher. The big picture concerning the AA-T in Art History is how the current course offerings meet the needs (or do not) of diverse student cultures?

## **Guided Pathways and Response**

*Name of the Guided Pathway that your program is a part of*  
Arts Cluster and Studio and Peformng Arts Cluster, Humanities

*List the other programs that are part of your Guided Pathway*  
Theater Arts and Photography

*Provide a summary of how your program collaborates with other programs in your Guided Pathway*

Examples of collaboration: meetings, projects, etc.

We collaborate with all the Humanities pathways via all division meetings, best practices and personal interdepartmental communications

## **Faculty/ Program Staff Data and Analysis**

*Faculty Load (FTEF)*

189.78

*FT/PT/OL Faculty Ratio*

102/88

*Faculty Professional Development*

The full-time faculty recently engaged in three days of assessment/program review workshops. Much time has been spent working on guided pathways, seminars on OER resourses and eLumin education. I took a 5 week online class on Canvas Studio, rich-text editing and ADA compliance. Part-time faculty have been actively engaged in developing their online curricula for studio and arthistory classes.

*Program Staffing and Support*

There are currently enough art and art history instructors to maintain the current program staffing needs and to maintain the two year scheduling requirements. The Dean of Instruction, Jennifer Rodden,

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has been impeccable in her support for the program and in support of our students and their diverse needs.

In the goals section I will outline an expanded future for both the Art History AA-T and the Studio Arts AA-T since they are intimately connected.

### *Overall Observation of Data on Faculty*

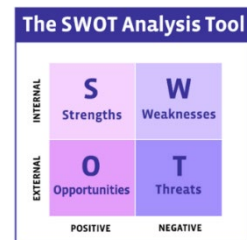
This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture.”

The data concerning the retention and success of the AA-T in Art History indicates growth and success with the numbers exceeding the baseline for success. This AA-T is a new program and the number of students enrolled in this program has increased greatly. Barstow has never had declared majors in Art History until the last year and enrollment continues to climb. Online classes have doubled in attendance and extra classes have been scheduled to accommodate the growth.

Because of the ongoing pandemic and the extreme adjustments necessary in the last couple of years, it is impossible to analyze some trends and in person classes have had to limit enrollment and this continues

### SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	<p><b>STRENGTHS</b></p> <p>The program has one fulltime and two parttime instructors teaching art history who have excellent success rates.</p> <p>The online program at Barstow is an expemplary, successful program and has been for quite some time.</p>	<p><b>WEAKNESSES</b></p> <p>The scope of the art history classes is limited, mostly covering white, European art history. Classes on Women’s art and the arts of other cultures are lacking</p>
External	<p><b>OPPORTUNITIES</b></p> <p>The Art History program is taught online allowing for expanded enrollment as Barstow Community College has a limited, rural capacity for oncampus classes.</p>	<p><b>THREATS</b></p> <p>The only threat is that of limiting the scope of the online format and not allowing for fulltime online faculty.</p>



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	The online program can expand because there are no credit limits restricting the number of online units if fulltime instructors can teach.	
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### III. Program Goals

The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Program Goals** to maintain or enhance program strengths, or to address identified weaknesses.
  - Some programs may only have three program goals while others may have four or five—that is okay.
  - Cite evidence from assessment data and/or other student achievement data, course, faculty, etc.
- Indicate how each Goal is **Aligned** with the College's [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.
- Identify specific **Actions, Tasks** to meet the objectives.
- Develop **Outcome** statements and appropriate measures for each objective.
- Identify specific **Resources** needed to meet goals and objectives.

#### GOAL #1

Increase enrollment in Art History courses by 15% in the next year.

*Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

*Strategic Priority 4: Achieve Sustainable Excellence in all Operations*

#### *Objective 1*

Include Student Satisfaction as means to increase enrollment

#### *Actions, Tasks*

1. Through course feedback and email contact, have students recommend taking art history classes to their peers.

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Outcomes, Measures, Assessment

Click or tap here to enter text.

*Objective 2*

To expand enrollment

Actions, Tasks

Announce availability of current and new courses to existing students in all Art and Art History classes.

Emphasize cost effectiveness of OER texts.

Outcomes, Measures, Assessment

Monitor enrollment statistics

*Objective 3*

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

OER resources, library resources, Canvas shell development support

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## GOAL #2

“Develop an equitable Art History program through the development and expansion of culturally responsive course offerings.”

*Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

*Strategic Priority 4: Achieve Sustainable Excellence in all Operations*

*Objective 1*

Develop classes in Women’s Art, Black Art and Hispanic Art

Actions, Tasks

2. Research similar courses offered at California colleges
3. Develop curriculum and content
4. Research and develop OER texts

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5. Create Canvas Shells
6. Submit to Curriculum Committee.
7. Offer Classes

Outcomes, Measures, Assessment

Click or tap here to enter text.

*Objective 2*

To expand enrollment

Actions, Tasks

Announce availability of new course to existing students in all Art and Art History classes.

Outcomes, Measures, Assessment

Monitor enrollment statistics

*Objective 3*

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

OER resources, library resources, Canvas shell development support

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## GOAL #3

Click or tap here to enter text.

*Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Choose an item.

Choose an item.

Choose an item.

*Choose an item.*

*Objective 1*

Click or tap here to enter text.

Actions, Tasks

8. Click or tap here to enter text.

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Outcomes, Measures, Assessment

Click or tap here to enter text.

*Objective 2*

**To expand enrollment**

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

*Objective 3*

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

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## **GOAL #4**

Click or tap here to enter text.

*Objective 1*

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

*Objective 2*

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

*Objective 3*

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

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Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

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**GOAL #5**

Click or tap here to enter text.

*Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Choose an item.

Choose an item.

Choose an item.

*Choose an item.*

*Objective 1*

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

*Objective 2*

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

*Objective 3*

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

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### IV. Resource Requests:

What does the program need to meet its goals and objectives? Requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- Personnel/Staffing
- Technology Resource
- Facilities Resource
- Other

For all resources listed below that require a Budget Allocation Proposal (BAP), programs should submit their requests utilizing the [Budget Allocation Proposal form](#) and submit with their program review. The BAP form may also be updated and submitted in Years Two and Three if needed.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1.Develop class in Women's Art	1.Create equity in learning	OER resources, Library support, Canvas support, research	Unknown	Not at present	NA
2.Develop class in Black Art History	1.Create equity in learning	OER resources, Library support, Canvas support, research	Unknown	Not at present	NA
3.Create class in Hispanic Arts	1.Create equity in learning	OER resources, Library support, Canvas support, research	Unknown	Not at Present	NA
4.Create fulltime, online, art history contract for current fulltime professor	Expand learning and teaching quality	Consultations with Dean and VP	NA	No	NA

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