# Instructional Program Review Template

## Humanities

Indicate if x AA;  □AS;  □AA-T;  □AS-T;  □Certificate

**Program Name:**  Associate of Arts Degree, Humanities

**Submitter:**  Andrew Rehfeld

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## I.    Program Description

In this section, programs will answer the questions "Who are we? What do we do?" The purpose of this section is to orient the reader/ reviewer to the program and provide context to the program review. This section should be kept short, a few paragraphs at the most, and include the following:

### Mission/Vision

The mission of the Humanities degree is to support the Barstow College mission by providing students with broad education in communication skills, the arts, and humanities. The department fosters an appreciation of language, literature, fine arts, and scholarship. It promotes critical thinking, a broad level of cultural understanding, and strong written and verbal communication skills to inspire students to become artists, educators, global citizens and responsible members of a free society.

### Description – short description only

This degree emphasizes the study of cultural, literary, humanistic activities, and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have expressed themselves and responded to the world around them in artistic and cultural creation. This program requires 18 units in Humanities including a minimum of 3 units in at least three different departments from the list below.

### Alignment to/ support of BCC Strategic Goal

The Humanities program teaches expertise in various forms of communication, critical thinking skills, and cultural awareness—all of which help produce graduates with marketable skills in the workplace.

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## II.    Program Effectiveness

In this section, programs will answer the question "How is the program doing?" by reviewing and analyzing data. The purpose of this section is to evaluate the program holistically in terms of fostering student success, helping students reach their goals, and furthering the mission of BCC.

Programs will be provided with data on Students, Courses, Program, and Faculty. For each item below, review the data provided. Look for trendlines, outliers, etc., and provide a short analysis (2-3 sentences) for each. If data are not available (i.e., student satisfaction surveys), indicate that on the form. For Program Learning Outcomes Assessment data, review the eLumen Report and summarize findings in the PLO section below.

Course Data and Analysis

*Course Success Rate by*
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Traditional courses had the highest success rate. There was a slight drop in online success at the start of COVID, which could be the result of difficulties with traditional students moving online. Scheduling time doesn't seem to have a significant correlation with success. Success rates are marginally higher with full-time faculty, as opposed to part-time.

*Retention Rate by*
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

There doesn't seem to be much difference in retention among different modalities or time of day. There is a bit better retention among full-time faculty.

*Section Count by*
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Almost twice as many courses are offered online, as opposed to traditional. Traditional courses are fairly evenly scheduled at different times in the day. And about 1/3 of the sections are taught by full-time faculty.

*Enrollment Count by*
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Pre-COVID, online enrollment was about twice as high as traditional. Evening enrollment was a bit lower than other times during the day, but there are also fewer evening courses offered. Part-time faculty enrollment is about twice as high as full-time.

*Class Size Average by*
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Online enrollment averaged 26.7 students, and traditional averaged 21.39 students. Online enrollment dipped 20% since COVID. Midday courses have the highest enrollment for

traditional courses, while online is consistently the highest. Full-time and part-time faculty have roughly the same numbers for class size.

### Student Equity Data

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?

The only ethnic group which significantly deviates from the rest of the data are black students. Males and younger students don't have quite as high of success rates, though the differences don't seem to be statistically significant. The humanities disciplines are actively working with student success and tutoring to help students achieve their goals.

### Efficiency: WSCH, FTES

As a whole, efficiency is below targets. Targets are 525 and 17.5. Data is 361 and 12. Among disciplines within the program, HUMA, MUSI, COMM are most efficient, while ENGL, PHOT, and TART are least efficient.

### Curriculum – Course Outline of Record

As part of the curriculum reset, new CORs were submitted for every course in the program within the past few years. Several new courses have been submitted among the disciplines, and two new ADTs have been created (PHIL and COMM)

### 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. 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."

Since the the last program review, the biggest changes have come in new full-time faculty in COMM, HUMA, and PHIL. Also, ADTs for PHIL and COMM are now active. This has contributed to more consistency and communication between full-time faculty among the varied disciplines which make up the Humanities program. Faculty in this program have been able to collaborate on projects and courses to help create unifying curriculum across the disciplines.

| Program Learning Outcomes | Assessment Results – Summary of Data | Use of Results |
|---|---|---|
| 1. Demonstrate communication skills in written, musical, verbal and visual forms. | No data in elumen | Click or tap here to enter text. |

| | | |
|---|---|---|
| 2. 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. | No data in elumen | Click or tap here to enter text. |
| 3. 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. | No data in elumen | Click or tap here to enter text. |
| 4. 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 | No data in elumen | Click or tap here to enter text. |

## Program Data and Analysis

### *Demographics*

Humanities students are evenly distributed among the age groups, and the ethnic demographics are consistent with the Barstow College community at large.

### *Award Count*

Among an average of 47 graduates per year in humanities, an average of 18 are under 24, 18 are 25 to 34, and 12 are 35+. Humanities students are evenly distributed among the age groups. Of the 47 average graduates, an average of 32 are female and 13 are male. Ethnically, 14 are white, 2 are Asian, 5 are black, 23 are hispanic, and 4 are two or more ethnicities.

### *Student Equity Data*

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?

The only ethnic group which significantly deviates from the rest of the data are black students. Males and younger students don't have quite as high of success rates, though the differences don't seem to be statistically significant. The humanities disciplines are actively working with student success and tutoring to help students achieve their goals.

### *Student or Program Satisfaction Survey Results*

N/A

### *CTE-specific data*

- CTE Advisory Boards
- Labor Market data
- Program Viability

N/A

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

N/A

### *Overall Observation of Data on Program*

This section provides an opportunity to tie in all the data about the program. 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."

N/A

## Guided Pathways and Response

### *List the other programs that are part of your Guided Pathway*

Since Humanities covers such a broad group of subjects, there aren't that many programs that are outside the Humanities, though these include MATH, SDEV, PE, PHSC, POLI, and PSYCH.

### *Provide a summary of the collaboration with other programs in the pathway.*

Examples: meetings, projects, etc.

Collaboration has been in the form of meetings and open discussions between the disciplines.

## Faculty/ Program Staff Data and Analysis

### Faculty Load (FTEF)

The are an average of 19 full-time faculty across the disciplines in the humanities since 2018. Per discipline, the average numbers are:

ARTS: 3

COMM: 2

ENGL: 6

HIST: 1

HUMA: 1.5

MUSI: 0.8

PHIL: 2

PHOTO: 1.1

### FT/PT Faculty Ratio

The average PT/FT faculty ratio across the disciplines is 2:1, PT/FT.

ARTS: 1:1

COMM: 2:1

ENGL: 3:1

HIST: 4:1

HUMA: 3:1

MUSI: 2:1

PHIL: 1:2

PHOTO: 1:1

TART: 1:1

### Faculty Professional Development

Humanities faculty continue to engage in professional development, including various types of collaborative training, such as faculty retreats, online teaching conferences, access training, disability training, diversity training, and bias training. Humanities faculty have also furthered formal education in earning additional degrees or taking courses. The Humanities departments is also responsible for the Desert Heritage Writing Contest.

### Program Staffing and Support

Since the last program review, there have been new full-time and part-time faculty hired. We now have a full-time HUMA/PHIL instructor, which hadn't been staffed in many years. There are also new and returning full-time ENGL and COMM instructors, who teach HUMA courses, too.
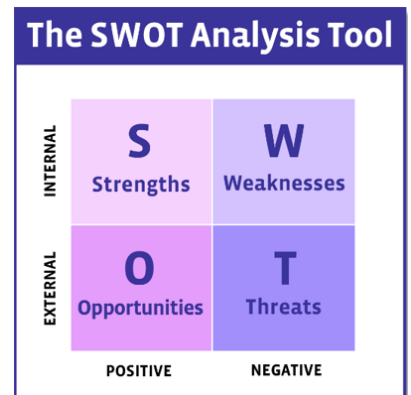
*Overall Observation of Data on Faculty*

*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 Humanities faculty is as diverse as the subjects we teach. We have full-time faculty covering all disciplines within the program (other than PHOT), which is important for collaboration and advancing the program. In particular, the HUMA, PHIL, and COMM disciplines have been reinvigorated by new full-time faculty. Several full-time instructors are able to teach multiple disciplines, which creates additional value for a program as broad as the humanities, since this help create more collaboration and cohesion between the disciplines.

## 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.



The SWOT Analysis Tool

|  | Positive/ Helpful | Negative/ Harmful |
|---|---|---|
| Internal | STRENGTHS<br>Diverse faculty<br>Online/Traditional flexibility<br>Consistent offerings at Ft Irwin (not provided in data)<br>High percentage of full-time faculty<br>Variety of course offerings<br>Faculty who teach several disciplines<br>Small class sizes | WEAKNESSES<br>Efficiency rates are below targets for several disciplines<br>This is a local degree<br>Incomplete data for PLO/SLO success<br>Low enrollment in some courses<br>Not enough offerings at Ft Irwin |
| External | OPPORTUNITIES<br>Connect with Barstow High<br>Revamp DHWC | THREATS<br>COVID:<br>Enrollment has dropped<br>Success has dropped<br>BCC overall enrollment has dropped<br>Irwin courses not available |

## III.  Program Goals

In this section, programs will answer the question "How can we improve? What do we need to meet our 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.
    - 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.
- Develop **Outcome** statements and appropriate measures for each objective.

GOAL #1
Increase enrollment and efficiency

*Objective 1*
Connect with Barstow High

Actions, Tasks
Faculty to reach out to Humanities instructors at the high school to schedule in-class presentations on the merits of Barstow college

Distribute materials to students

Provide BCC success stories

Outcomes, Measures, Assessment
Increase the number of Barstow High graduates who attend Barstow college by 20% by next program review

*Objective 2*
Revamp DHWC

Actions, Tasks
Incentivize Barstow college students to participate in the production of the contest

Have community teachers from lower schools filter the best submissions before getting to DHWC

Incorporate blockchain technology in prizes

Outcomes, Measures, Assessment
Increase the number of Barstow High graduates who attend Barstow college by 20% by next program review

*Objective 3*
More Ft Irwin courses

Actions, Tasks
Increase the number of courses offered at Ft Irwin in the Humanities disciplines

Outcomes, Measures, Assessment
Increase Ft Irwin offerings by 30% and expect to increase enrollment at Ft Irwin by 30%

*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)*
Build Community

Ignite a Culture of Learning and Innovation

## GOAL #2
Humanities ADT

*Objective 1*
Make sure all courses articulate

Actions, Tasks
**Determine the requirements for having a Humanities ADT**

Each full-time faculty member will assess their current course offerings to estimate the LOE

Faculty members will make necessary changes to current courses and/or create new courses

Outcomes, Measures, Assessment
ADT approved before next program review

*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)*
Achieve Sustainable Excellence in all Operations.

## GOAL #3
**Generate accurate data on** SLOs/PLOs and incorporate into curriculum

*Objective 1*
PLOs/SLOs mapped and functional in eLumen with complete data

Actions, Tasks
**e**Lumen training and practice

Regularly submitting SLO assessments to eLumen

Outcomes, Measures, Assessment
Verifying data is correct and eLumen is functioning properly every semester

*Objective 2*
Incorporate data into curriculum

Actions, Tasks
Meetings among humanities faculty to reflect on success

Brainstorm on solutions across the disciplines

Update syllabi and/or CORs to reflect new findings

Outcomes, Measures, Assessment
Measurable changes in student success year over year, based on these curriculum changes

*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)*
Innovate to Achieve Equitable Student Success

Achieve Sustainable Excellence in all Operations

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## IV.   Resource Requests:

What does the program need to meet its goals and objectives?

Programs can submit their requests for resources by utilizing the Resource Request Form. Requests should be evidence-based and tied to goals and objectives stated above.

This form may also be updated and submitted in Years Two and Three if needed.

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