



Barstow Community College

Program Review

Instructional

PROGRAM:	Humanities		
ACADEMIC YEAR:	2012	Date Submitted:	November 2, 2012
	By Humanities Faculty		
	Faculty Lead	Dr. Christie Firtha, Ian Caldon	
	Members	Dr. Melanie Hanson, Amy Ross, Lewis Goldstein, Dennis Conrad	

- [Mission and Vision](#)
- [Description and Overview](#)
- [External Factors](#)
- [Policies and Processes](#)
- [Status](#)
- [Data](#)

- [Prior Goals/Objectives](#)
- [Goals/Objectives/Actions](#)
- [Resources](#)

1. Program Mission and Vision

A.	Program Mission
	<p>The mission of the Humanities Degree is to support the Barstow Community College mission by providing students with courses towards an AA degree in English and other languages, 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.</p>
B.	Program Vision
	<p>The Humanities Departments at Barstow Community College are open to all students and are dedicated to the development of critical thinking, communication, and global awareness and promote the value and celebration of diversity.</p> <p>The Art Department at Barstow Community College is focused on the studio arts of Ceramics, Painting, Drawing, Sculpture and Art History. Part of our mission is to inspire and inform the creativity of each student so that they can apply creative visualization and thinking to all their classes and career activities. Visual thinking is an essential and often overlooked aspect of growth and development and serves students in all their endeavors. Classes are also transferrable to four year colleges and degree programs in the Humanities. The Art Department as developed its 3D program over the last 6 years, as well as its painting and drawing classes and has curated student art shows every semester. Expansion has been limited in the last few years due to budget constraints restricting the creation of new classes, studio and online, and restricted faculty hiring. Classes, however, are always full with waitlists.</p> <p>The English Department at Barstow Community College is a dynamic association of scholars and students, who work together on communication skills. Our mission is to prepare students with the skills</p>

	<p>to accomplish their goals whether those be continuing their academic education, being a part of the workforce, or reaching personal enrichment goals. We will provide opportunities for students to improve communication skills including language skills, organizational skills, and academic-quality writing skills. We will also provide opportunities for students to gain insight into literature and its diversity, and also to develop an ethical understanding of and expectations for writing appropriate to a responsible, global citizen.</p> <p>During the next three years, there will be a lot of changes in the world. Some of these will affect communication. Instructors will need to adapt to advances in technology and both major and minor trends. Three years from now, the Speech department will have made adjustments in curriculum to accommodate trends in society that affect the discipline. Perhaps more than three years from now, online Speech 3 (Interpersonal Communication) may need to explore how students are able to use visual contact media (i.e. Apple Face Time, Skype and other options) to expand the scope and nature of how a class is delivered, administered, and how students post remarks.</p>
C.	<p>Describe how your mission and vision align with and contribute to the College's <u>Mission</u> and <u>Vision</u>.</p>
	<p>The mission and vision of the Humanities Program at Barstow Community College aligns with the College's 1) mission in that it too seeks to provide an open access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses and support services.</p> <p>and 2) vision in that the Humanities Program seeks to empower 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)</p> <p>Outcomes</p> <ol style="list-style-type: none"> 1. Communication: Demonstrate communication skills in written, musical, verbal and visual forms 2. 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. 3. 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.

4. **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. Program Description and Overview

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

- Organization, including staffing and structure
- Group(s) served (including demographics and other data)
- The kinds of services your program provide
- How you provide them (*Including alternative modes and schedules of delivery; for example, online, hybrid, early morning, evening classes.*)

Suggest a quick overview of which departments etc are IN HUMANITIES them show breakdown – link to [pathways](#) visual (locked) – may be on web, not sure

The Humanities Program emphasizes the study of cultural, literary, humanistic activities, and artistic expression of human beings. To earn an Associate of Arts in Humanities, students 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. The program is built around courses in eleven disciplines: Arts, English, History, Humanities, Music, Philosophy, Photography, Religious Studies, Spanish, Speech, and Theater Arts. A quick overview of the departments can be seen at **P:\Instruction Office\DeptProgramReview Forms and Preparation\Forms\Appendix and forms\ BCC DeptProgramReview AppendixA-REFERENCE-BCC Pathways_rev_jan2010.**

Arts

- Description- The Fine Arts and Art History classes provide classes that are fulfilling in themselves and also are part of the Humanities AA degree and transferrable as part of a four year degree in the arts, art History and Humanities. We offer two survey online Art History classes that provide the basis for all art history programs in the nation. These online classes are taken by

students from all over the US and also military personnel overseas.

- **Organization-** There is one fulltime instructor and currently one adjunct. We have two classrooms, one for 3D classes and the other for 2D classes. Our studio has two kilns, ten potter's wheels, a slab roller, clay extruder. The 2D classroom has central, adjustable lighting, a stage area for set-ups and numerous easels and drawing benches.
- **Groups Served-** The Art Program serves the local community's need and desire for creative classes as well as transfer credits for students going on for Bachelors degrees. The classes are part of the Humanities AA degree here. The Art History classes serve degree programs for students from other community colleges, four year colleges and universities, and military personnel here and overseas.
- **Services Provided-** Transferrable credits, aesthetic needs of students, a student art show highlights student accomplishments and creativity each semester and serves the local community with an art event.

English

Description and Organization There are 2 full time English instructors and there are several adjunct instructors in the English discipline for Fall 2012/Spring 2013. The English department has regular meetings that all faculty (FT, PT) are invited to attend. These meetings cover SLOs for all of the courses taught in the course sequence. There is a course of record for all of the classes in the sequence approved by the curriculum committee that all of the instructors adhere to. More discussion on grading procedures for each course and pre-req revision needs to be addressed. Recently we have posted an English department website, designed by Dr Christie Firtha and devised by the English department, to keep students and faculty/staff updated on English department standards of excellence. All of the full-time faculty members attend in-services and conferences each year to improve their knowledge and expertise in the course material that is taught.

Groups Served Since the English department teaches classes that are required, all students at BCC must pass English courses for certificates and degrees. Demographic information is included in the BCC Master Plan from April 2011 which is the basis for the demographic population which the English classes serve.

Services Provided The BCC English discipline provides basic skills writing courses, transferable writing courses to the state college or university, and literature courses. This service helps students who want to improve their writing skills for the business world as well as prepares students to transfer to a college after they receive their AA degree from BCC. There is a chart below of the composition classes offered at BCC:

<u>English 101</u>	<u>Basic Skills</u>	<u>Assists students with writing basic sentences & multisentence construction – this is a preparation for understanding sentence to form basis for more complex writing</u>
<u>English 102</u>	<u>Basic Skills</u>	<u>Assists students with writing more complex sentence s& multisentence construction – this is a preparation for stronger understanding of paragraph development as a basis for more complex writing</u>
<u>English 50</u>	<u>Basic Skills</u>	<u>Student covers simple composition foundation – multi-paragraph essay including essay structure (thesis, topic sentence, support, & development); Also covers introductory research techniques resulting in using MLA and preparing for college level research techniques</u>
<u>English 1A</u>	<u>General Education, Transfer, and Humanities</u>	<u>Student create compositions at the college level using various strategies and rhetorical modes using appropriate essay structure (thesis, topic sentence, support, & development); Complex reading and synthesizing ideas gleaned from reading in writing; Also covers college level research techniques resulting in using MLA and preparing college level research techniques that prepare students for University level coursework</u>

The English department offers these online classes: Introduction to Literature, English literature survey courses, Introduction to Shakespeare, Introduction to Linguistics, The Graphic Novel as Literature, Introduction to Children’s Literature, The Bible as Literature, Creative Writing, and American Indian Literature. There are live and online classes as BCC. BCC classes are taught at a Ft. Irwin satellite campus as well. There are classes that are 18 weeks and 9 weeks in length. There are classes that are scheduled in the mornings 2 days per week, in the afternoons 2 days per week, and in the evenings 2 days per week.

Spanish

Description

Organization

Groups Served

Services Provided

Speech

- **Organization** There is one full-time instructor (Dennis Conrad) and a variety of part-time instructors teaching both live Elements of Public Speaking (Speech 1) - Conrad

(FT) and Trotter(PT). Online Interpersonal Communication (Speech 3) – Trotter (PT), Alitori (PT), Cheek (PT) and others.

- **Groups Served** Last year, Dr. Pacheco did an extensive presentation on the constituency Barstow Community College serves. This class draws from all constituent groups. Speech classes serve students who are part of EOPS, OSS, the United States Military, and all levels and segments of the populations living in and around Barstow. Many students commute to take classes from Victorville, Lucerne Valley and beyond.
- **Services Provided** Accommodations are made for students in OSS. See below for how classes are provided to meet a variety of student needs. Speech 1 (Elements of Public Speaking) classes are offered live, on campus, in the morning, early and late afternoon, and at night. Classes are also offered at Fort Irwin (full term and to meet the rotation schedules). Degree Applicable Speech 3 (Interpersonal Communication) is offered online (with start times at different times throughout the semester). At Fort Irwin, the class has recently be also offered live.

Theater Arts and Music

- **Description** - Performing Arts is a vital part of the Humanities A.A. degree. The Performing Arts prepares the future theatre or music major for university, entry level positions in the theatre, film, television, music or related professional areas. It provides students the opportunity to participate in theatrical experiences at every level of study (performance and production). It supports the work of other programs in the college by providing a varied production and concert season representing major works, genres, and social and historical perspectives. It provides for the campus, community, and the high desert area a valued cultural experience.
- **Organization** - one full-time instructor and three adjunct faculty. Facilities - Currently there is a multi-purpose space in which a set is built for each production, with lighting, a dressing room, and a control room.
- **Groups served** – Performing Arts has one of the widest age demographics of any discipline in humanities as productions (and choir) have students that range in age from 7 to 90. Community members as well as college students are served. Students include those who are not full-time students and only take courses for plays, and also full-time students with other educational goals. Attendees include staff from the college, but more community members attend. . (Please see attached demographic information.)
- **Service provided** - Music classes encompass courses in appreciation, vocal, and instrumental. Theatre Arts classes encompass courses in appreciation, beginning and intermediate acting, musical theatre, and production.
Also Performing Arts has a very active club, called The Callboard Performing Arts Club. Students are directly involved with the main stage productions and music

concerts, helping to produce them and manage the audience. They also plan their own theatre events, having the chance to perform, direct, or do technical aspects of a show. Callboard is also actively involved in community service. They give out scholarships to deserving students. They do annual, free events for the children of the Barstow community, including a Halloween Fair in the fall and an Egg Hunt in the spring. Being a member of Callboard gives students opportunities to serve on event committees, making important decisions regarding the planning and execution of various events.

3. External Factors

What external factors have a significant impact on the program? Include the following, as applicable:

- Budgetary constraints or opportunities
- Competition from other institutions
- Requirements of four-year institutions
- Requirements imposed by regulations, policies, standards, and other mandates
- Job Market
 - Requirements of prospective employers
 - Developments in the field (both current and future)
 - FORM Question – should there be a bullet on Academic preparedness?

In general, the main external impacts on the program are budgetary. We need to hire more full-time instructors in the Humanities. Since Barstow College is geographically isolated, other institutions are not having an impact on our program but though some recent changes to courses will facilitate students' articulation to four-year institutions.

Art

- Budgetary constraints or opportunities: Budgetary constraints have limited the course offerings and faculty hiring. Art History classes online are over full and more classes could and should be developed and offered but cannot as class offerings have been reduced, especially in the summer.
- Competition from other institutions: Barstow Community College has the only ceramics program in this area and draws students from Victor Valley College.
- Requirements of four-year institutions: All the Art Classes are applicable for credit for AA degrees and as transfer credits for Bachelor's degrees at four year colleges, and the UC, CSU programs.
- Requirements imposed by regulations, policies, standards, and other mandates: Unfortunately the state has limited repeatability for studio art classes, limiting the ability of interested students to earn credits while mastering techniques and aesthetic sensibilities that require repeated years of study. This was done with the linear goal of earning degrees in the shortest amount of time as opposed to actual mastery.

- Job Market
 - Requirements of prospective employers: Creative people are more likely to be hired no matter what type of work they do.
 - Developments in the field (both current and future)

English

- **Budgetary constraints**--For the English Department, budget opportunities have allowed the dedication of two rooms (B-16 and B-17) to primarily English classes. One of these was made into a computer room so that English classes might have the benefit of computer-assisted instruction. Budgetary constraints, on the other hand, have made it so that we are unable to replace the full-time English Instructor who retired over a year ago even while we still try to offer the same number of classes. It has also meant that very few literature courses are offered, the emphasis being on basic skills and transfer-level classes.
- **Competition**--There is little competition from other institutions for English classes. In fact, many students travel to Barstow from Victorville to take classes.
- **Requirements**--There have been recent modifications to English 1A and 1C to make the reading and Critical Thinking aspects of the class more clear. These modifications were to enhance the ease of matriculation.
- **Job Market**--A change in many two-year degree offerings recently is that many now require English 1A for a degree/certificate. Consequently, for this and the previous few semesters, English 1A instructors have noticed an increase in the number of students attempting to enroll in and complete English 1A.

Spanish

- **Budgetary constraints or opportunities**- There has not been a full-time foreign-language instructor for 10 years at the college, and there does not seem to be a "budget opportunity" for hiring faculty to fill open positions like this. However, there has been a 10% increase in students that are enrolling in the Spanish 1A courses (Beginning Spanish) for the last 2 years.
- **Competition from other institutions**- Because there is such an impact due to the current educational-budget crisis in California, BCC's nearest community college neighbor (Victor Valley Junior College) is also impacted by high numbers of enrolling students into Spanish courses. Consequently an average of 10% of Spanish students enrolled in the Spanish 1A courses (Beginning Spanish) are from the greater Victorville area, and inland empire. So, rather than confronting competition, BCC is actually an outlet for other impacted community colleges.
- **Requirements of four-year institutions**- There are many humanities majors that require students have at least 2 semesters of a foreign language in order to graduate, although typically the University-of-California system often requires only 1 semester of a foreign language. Nevertheless, many a foreign-

language requirement is necessary for Humanities' majors whether one semester or two.

- **Requirements imposed by regulations, policies, standards, and other mandates-** *See above bullet point.*
- **Job Market-** 25% of the student population at BCC is Hispanic, and almost 50% of the residential population in Barstow is Hispanic. We serve our community, and also prepare students to work locally and abroad. Therefore, the demographics alone show a need for Spanish-speaking professionals.
- **Requirements of prospective employers-** Industries such as: Real Estate, Law Enforcement and Legal Services provide a bilingual service in Spanish and English. Law-Enforcement officers are paid at a higher rate for speaking Spanish. The above mentioned industries and more need to be able to communicate in Spanish in order to professionally and equally provided service to the constituents of Barstow and the greater Barstow area.
- **Developments in the field (both current and future)-** According to the 2010-U.S. Census Hispanics are the largest minority population in the USA, comprising 16.3% (50.5 million people)of the total USA population. Also according to the 2010-U.S. Census it is estimated by 2020 that the Hispanic population will grow by 16.6 million people to a total of 66.3 million people. Basically according to the 2010-U.S. Census, **Hispanics are driving over half of the total U.S. population growth, and will account for 53% of the total population growth between now and the year 2020. Approximately 50% of the students in the Spanish courses at BCC are "heritage speakers" and Hispanic.**

Speech

- **Budgetary constraints or opportunities** None
- **Competition from other institutions** N/A – The classes have a tendency to fill as they are offered. (See Fill Rates)
- **Requirements of four-year institutions** Although Speech 1 is doing well, the Speech 3 (Interpersonal Communication) no longer fulfills IGETC transfer requirement for Speech because it is offered online and does not have an oral communication component. This happened several years ago. Students still enroll in Speech 3 in order to graduate from BCC and it has been a requirement for Nursing programs.
- **This raises questions – should we review the A>A> and look at hybrid to resolve the problem?**
- **Requirements imposed by regulations, policies, standards, and other**

mandates

N/A

- **Job Market** The text books for both courses continue to be updated every few years and reflect new research and trends. How is this about job market and employment opportunities?

Theater Arts and Music

- **Budgetary Constraints** - The major constraints that impact the program is the lack of funds and the demographics of the community.
- Barstow College as well as the Barstow Community will be welcoming their own performing arts center within the next two years. This is an important milestone. However, the budget is still an issue in regards to running the facility, purchasing needed supplies, and hiring faculty.
- **Community Demographics and Economic Situation** - One constraint in Humanities and especially the arts programs at BCC is that the Barstow community has an unemployment rate of 12.7% (more than the state average) and the median household income is much lower than the state average, it is difficult to promote the arts and humanities. There is a dearth of culture in the area with the exception of a thriving high school band program and two dance schools that cater to younger people. Many people are not aware that there are college theatre productions or a choir. Thus lack of marketing and connection in the community is a major constraint to the growth of the program.
- **Competition of other institutions** - At this time there is little competition from nearby community colleges, although there is a community college with a performing arts center 45 minutes away.
- **Requirements from four year institutions** - At this time BCC does not have the courses and offerings to prepare students to transfer to a 4-year school as a performing arts junior completely.
- **Requirements imposed by regulations, policies, standards, and other mandates** – None for Performing Arts
- **Job Market** – Some job opportunities for film crews needing extras, but minimal local job market opportunity as a graduate, but students with an emphasis in Performing Arts normally plan to move to a more entertainment focused area.

4. Curriculum

A.	Total number of courses in program (<i>break down by discipline if appropriate and helpful</i>)
	There are a total of 45 courses in the Humanities Program that are degree

	<p>applicable.</p> <p>Art</p> <p>Art Classes=9 courses (Beginning Ceramics, Intermediate Ceramics, Sculpture, Acrylic painting, Watercolor painting, Freehand Sketching, Drawing and Composition, Art History 1 and 2.</p> <p>English</p> <p>English Courses=9 courses</p> <p>Spanish: Spanish 1A (Beginning Spanish), Spanish 1B (Elementary Spanish), Spanish 2A (Intermediate Spanish), Spanish 2B (Advanced Spanish).</p> <p>Speech</p> <p>Two Courses (Speech 1 and Speech 3) are offered by the department. This has had the benefit of keeping the current faculty members focused. In the past, courses that did not make the numbers were archived. (i.e. Speech 2 (Oral Interpretation) and Speech 4 (Argumentation).</p> <p>Theater Arts and Music</p> <p>Music Classes = 14 courses</p> <p>Theatre Arts Classes = 7 courses</p>
B.	<p>Percentage or number of courses with Course Outline of Record in full compliance with curriculum standards (see Curriculum Manual for additional information, if necessary).</p>
	<p>Art: 100%</p> <p>English</p> <p>To the best of our knowledge, all classes are in compliance.</p> <p>Spanish- 2 courses, Spanish 1A (Beginning Spanish) and Spanish 1B (Elementary Spanish – others). All other course for Spanish have been archived? as major course revision is needed and they have not been offered for at least 5 years, although they are valuable to the college curriculum and Barstow-Community-College learning community.</p> <p>Speech</p> <p>All instructors are currently conforming with the COR. <- not the question</p> <p>Theater Arts and Music</p> <p>36% are in compliance regarding SLOs. The courses not in compliance are taught by adjunct instructors. The full-time instructor has attempted to reach out to these instructors, but has received limited feedback. Revisions are</p>

	<p>currently being made to MUSI 3 and MUSI 4 to be up to code for Methods of Instruction.</p> <p><u>Theatre</u> 100% are in compliance regarding SLOs. Revisions are currently in development for Methods of Instruction.</p>
	<p>If not in compliance, what is the plan for moving them into compliance?</p> <p>Art</p> <p>English</p> <p>N/A</p> <p>Spanish- Spanish 1B is in full compliance. The lacking area of Spanish 1A (SLOs, Objectives, and Methods of Instruction) are to be on the curriculum agenda this semester for review and approval in order to be in full compliance.</p> <p>Speech</p> <p>No comment</p> <p>Theater Arts and Music</p> <p>Revisions are in development for all courses taught by full-time faculty to update Methods of Instruction as well as repeatability. – All courses taught by full-time faculty should be completed by the end of Fall 2012. Full-time instructor will ask Curriculum Chair and SLO Coordinator to contact adjuncts, since they have not responded to the full-time faculty.</p>
C.	<p>Plan for developing any new or additional courses and the rationale for them.</p> <p>Art</p> <p>The current fulltime instructor would like to create at least 2 more online art history classes, Renaissance Art and 19th Century Art to offer more detailed and focused exploration of these highly influential periods on our modern culture. Another course, ART and Religion would also be very relevant to today's educational dialogue. As all the available online art history classes are over-full, such classes would serve student needs and demands and would also be transferrable. We are currently in the process of creating COR for classes in Advanced Ceramics, Intermediate Sculpture, Intermediate Painting and Intermediate Drawing. These classes would allow students to continue to develop their creative skills since the repeatability limitations that will go into effect in the Fall 2013.</p> <p>Question to consider – why another Art History and appreciation class and not make separate history and appreciation classes? should/could these be different? There are two ART HISTORY AND APPRECIATION classes now – how much different</p>

	<p>History will be covered to make courses unique? More explanation could help</p> <p>English</p> <p>The department has plans for developing a course in the second half of American Literature 1865-present. This is a standard course and will help facilitate an English Transfer degree.</p> <p>Spanish- The department has plans for developing more courses to provide vocational training and support and/or to accompany transferable degrees and certificates.</p> <p>Speech</p> <p>No comment</p> <p>Theater Arts and Music</p> <p>Plans are in development to create Intermediate, Advanced, and Mastery courses for College Choir, Chamber Singers, and Production classes to comply with new repeatability policies given by the Chancellor's Office.</p>
D.	<p>Plan for archiving or deleting any existing courses and the rationale for it.</p> <p>Art</p> <p>We have archived a 3D design class and a Photoshop class due to limited enrollment and limited faculty. PROCESS Question - Others have been archived as well – how to help ensure more accurate and up-to-date info in the data areas?</p> <p>English</p> <p>All courses that needed to be archived were approved by Curriculum during the Spring 2012 semester.</p> <p>Spanish</p> <p>Courses that are not being offered and need major course revision have been archived.</p> <p>PROCESS Question - some have been archived– how to help ensure more accurate and up-to-date info in the data areas?</p> <p>Speech</p> <p>No comment</p> <p>Theater Arts and Music</p> <p>All courses that needed to be archived were approved by Curriculum during the Spring 2012 semester.</p>

E.	<p>Plan for additional courses for online delivery and the rationale for them.</p> <p>FORM Question – should this read “approved for” not “planned” this could be misread – is it will there be more courses approved to offer on-line? Or do you plan to offer more classes on-line?</p> <p>Art</p> <p>Online Art History classes due to over enrollment. See above.</p> <p>English</p> <p>The department has plans for developing a course in the second half of American Literature 1865-present. This is a standard course and will help facilitate an English Transfer degree.</p> <p>Spanish- Current Spanish teacher is in process of obtaining a certificate in online instruction with an emphasis in Moodle, and simultaneously developing an online delivery method for the Spanish courses.</p> <p>Speech</p> <p>No comment</p> <p>Theater Arts and Music</p> <p>There are none at this time.</p>
F.	<p>Percentage of the number of courses that have:</p> <p>FORM – need a total number for the degree/program and number with requisites – including percentages</p> <p>FORM Question – should we ask for number? i.e. 4/14</p>
	<p>1. Prerequisites</p> <p>Art</p> <p>Arts 18A as prerequisite for 18B. 10%</p> <p>English</p> <p>77%</p> <p>Spanish-</p> <p>50%</p>

	<p>Speech</p> <p>0%</p> <p>Theater Arts and Music</p> <p>MUSIC - 29%</p> <p>THEATRE - 14%</p> <p>2. Co-requisites</p> <p>Art</p> <p>No comment</p> <p>English</p> <p>0%</p> <p>Spanish- 0%</p> <p>Speech</p> <p>0%</p> <p>Theater Arts and Music</p> <p>MUSIC – 7%</p> <p>Advisory</p> <p>No courses in Humanities have Advisory</p> <p>PROCESS Question - how to help ensure more accurate and up-to-date info in the data areas?</p>

5. Program Status

A.	<p>What is going well and why? This should have more data to help support explain – not just narrative</p>
	<p>Students are performing well in class and are finding value in the courses they are taking in the Humanities. Based on the class climate forms students are demonstrating high levels(averaging 4 out of 5) of conceptual understand, process analysis, and communication in their work in the Humanities Program. 4.5 out of 5 students have found the courses that they take in the Humanities Program to be very helpful. Students report that they are also regularly completing homework and</p>

practices tests.

(See class climate forms human1001 and human 1002)

Art

Art History online classes are always full, well attended and, according to online surveys, well liked. These are basic elective, transferrable credits for schools nationwide and Barstow is a leader in online educational opportunities. The studio classes offer a creative contrast to academic classes and are very well attended. The art shows are successful and well attended. Courses are well liked? Or results from online surveys? Which is more valid?

English

There is more involvement in the accreditation, curriculum, and SLO process. We are beginning to mentor part-time faculty and include them more in the program process. We are having monthly meetings with Speech, Spanish, ESL instructors to create dialogue with the disciplines that intersect with English. The dedicated classrooms are working well. The DHWC, Black History month presentation, Women's History month presentation, and Poetry month in-service and presentations are highlights of the English discipline program.

Spanish- The Spanish courses are reaching maximum enrollment every semester, and the Spanish instructors are collaborating with other Humanities professionals. As well, Spanish instructors have collaborated with on-campus events and an exchange program with the University of Salamanca via BCC's consortium with Citrus Community College.

Speech

1. Demand for classes continues to be high. Class offering times vary and give students a chance to complete degree and transfer requirements. 2. The classes are offered at various times: (Speech 1) morning, early afternoon, late afternoon, night, and (Speech 3) online and live at Fort Irwin.
3. Updates made in light of feedback from SLO assessments are improving student success. (i.e. The addition of templates for outlines help students more completely and accurately complete assignments successfully.)

Theater Arts and Music

MUSIC – The instrumental program is strong. Tim Garvin has a giant following in the community due to his work in the high school. College Choir performs at college and community events.

THEATRE – The quality of the theatre productions continues to grow, with strong student actors. Having a talented set designer has made a lot of

	<p>difference in how the community sees the productions at BCC. More money is being spent on costumes and props to match the value to the sets. Popularity of the acting classes and other theatre arts classes also continues due to word of mouth by former and current students.</p>
<p>B.</p>	<p>What is not going well and why?</p> <p>FORM question – should this read “weakness” the phrasing is a bit awkward and invites more narrative and less data</p>
	<p>Students are not utilizing office hours or tutorial services as much as they could. According to the class climate forms, students demonstrate a need to improve in the accuracy of application of Humanities concepts, on average scoring a 2.5 of 5. Students also report that only 2.6 of 5 students are attending office hours or tutorial sessions.</p> <p>Art</p> <p>Expansion is limited due to both budget and space requirements. We have two classrooms and large classes with virtually no storage space or locker space for student work. The number of sinks are very limited making cleanup and studio functioning challenging at times. More room is needed for shelves, glaze mixing and student work storage.</p> <p>English</p> <p>Closing the loop on assessment needs to be worked on. We need to meet more regularly with community educators to assess the needs of the students in our area. English staff needs to be sent by BCC to conferences for professional development. We need another full time English faculty member. We need to be prepared to teach in be involved in the new online class platform. The English department needs to continue to work on having more interaction with the job placement program, creating creative scheduling, and establishing formal links with OSS and EOPS. The department needs to work more closely with matriculation to see how many student successfully graduate using English skills. We need try to improve retention rates.</p> <p>Spanish- Better communication amongst adjunct faculty. A full-time instructor could bring cohesiveness to the courses and instructors teaching them.</p> <p>Speech</p> <p>One adjunct instructor did not complete their SLO Form in a timely fashion. Ms. Nunes-Gill did work with this person to turn in the proper SLO form last semester.</p>

	<p>Theater Arts and Music</p> <p>MUSIC – Filling the choir class continues to be a challenge as many are not aware there is a choir on campus. Marketing continues to be a challenge.</p> <p>THEATRE – The marketing of theatre productions continues to be a challenge. Social media, flyers, and the Public Information Officer are all utilized but it’s not enough. This is a difficult community to reach. Not even the staff, faculty, or administrators attend the productions on a large or regular basis.</p>
--	---

6. Program Data

A. Performance Data

Discuss the program’s performance on the specific data items listed below. *(If you have already discussed your program’s performance on one or more of these components, then refer to that response here, rather than repeating it.)*

1.	Course Completion Rate
	Program specific data has been requested and the reports are in the process of being formulated.
2.	Course Success and Retention
	Program specific data has been requested and the reports are in the process of being formulated.
3.	Full-Time/Part-Time Faculty Ratio
	<p>Program specific data has been requested and the reports are in the process of being formulated.</p> <p>Art</p> <p>English</p> <p>The full-time/part-time faculty ration varies by semester. Currently, there are 2 full-time faculty.</p> <p>Spanish- The courses are taught completely by adjunct faculty.</p> <p>Speech</p> <p>Theater Arts and Music</p> <p>In the fall of 2011, one full-time instructor taught one music class, which was not one of his regular courses. But using him as part of the data, the ratios would be as follows:</p>

	<p><u>MUSIC</u> Fall 2011 – 50% fulltime and 50% adjunct Spring 2012 - 25% fulltime and 75% adjunct</p> <p><u>THEATRE</u> Fall 2011 – 100% fulltime Spring 2012 – 100% fulltime</p>
4.	WSCH/FTEF ratio
	Program specific data has been requested and the reports are in the process of being formulated.
5.	Fill Rate
	Program specific data has been requested and the reports are in the process of being formulated.

B. Progress Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)

1.	Summarize the progress your program has made on program and/or course level SLO measures you have applied since your last program review.
	<p>Art</p> <p>Course level SLOs have been updated and data accumulated these past two years on a limited basis. Course SLOs will be assessed fully this semester for all classes and all SLOs. Assessment procedures have been updated on the CORs and have been used to make teaching adjustments for the last couple of years.</p> <p>Data for 33.3% of the SLOs for all art courses have been gathered and assessed for the last 2 years (except spring 2012 semester as the full time instructor was teaching overseas). Adjunct teachers have begun assessing SLOs since Spring 2012 semester.</p> <p>English</p> <p>Since the last program review, the English department has made sure that all courses have SLOs listed on the Course Outline of Records. SLOs for courses that have been taught regularly, such as English 1A and 1C, are measured each semester. Assessments for both classes have indicated that current students are demonstrating adequate</p>

performance in the SLO areas. The department has discussed whether the measures are comparable and accurate between faculty. We have offered the same examinations to multiple classes and had comparable results to different assessments based on assignments chosen by each instructor. The result is that the English department has taken to sending out sample assignments for measuring SLOs and allowing individual teacher to determine the materials for assessing SLOs.

Speech

The SLO's were updated just before the last Program Review. All are still current and being measured by Full-time and Part-time faculty.

Theater Arts and Music

SLO – For the fulltime instructor, there has been a concentrated effort to measure each outcome for each course each semester. In the last cycle, there were discrepancies in this, as not every single outcome for courses were measured, but most of them were. There is definite progress, however, as expectations have become clearer. It is still a difficulty to have outcomes measured by the adjunct faculty.

Fall 2011 assessment completed

Fulltime = 20% of the classes offered were assessed

Number of outcomes assessed within course

MUSI 3 – 0%

MUSI 4 – 33%

TART 1 – 0%

TART 3 – 0%

TART 5 – 0%

Adjunct = 0

Spring 2012 assessment completed

Fulltime = 100% of the classes offered were assessed

Number of outcomes assessed within course

MUSI 3 – 50%

MUSI 4 – 67%

TART 3 – 100%

TART 4 – 100%

TART 13 – 50%

Adjunct = 0

PLO – There is a plan in place to measure Humanities program level outcomes, with measurements in certain areas (from specific

	<p>departments) collected for each pathway. At this time Performing Arts has not been informed if they will participate in the next Humanities PSLO Assessment cycle. It is still a work in progress, but there is improvement.</p>
<p>2.</p>	<p>Describe any program/course and/or instructional improvements made by your program as a result of the outcomes assessment process.</p>
	<p>Programmatically, teaching has become more specific towards the full and successful understanding of student learning outcomes and projects designed to instill and assess SLOs, and full-time faculty are communicating more regularly with each other and with part-time faculty</p> <p>Art</p> <p>Teaching has become more specific towards the full and successful understanding of student learning outcomes and projects designed to instill and assess SLOs have been altered for these purposes. Essays in Art History have become SLO specific.</p> <p>English</p> <p>Full-time faculty in English are communicating more regularly with part-time faculty as a result of the SLO assessment process. The main reason for this is to ensure consistency in SLO measurements and materials.</p> <p>Spanish- Spanish instructors are collaborating with other Humanities instructors; however, the adjuncts teaching these courses still lack in communication.</p> <p>Speech</p> <p>Revised Handouts provide students with more information (i.e. handouts and the like) to successfully complete outlines.</p> <p>Theater Arts and Music</p> <p>Changes in course assignment descriptions/explanations have become clearer.</p> <p>Measurements are applied at intervals during the class. For instance, videotaping a choir rehearsal mid-semester and then again at the end to show improvement.</p> <p>Students are given an explanation of the student learning outcome and what it means to them.</p> <p>SLO's are being updated and revised to reflect more accurately the desired outcomes of the class.</p>
<p>3.</p>	<p>What is your plan for completing and then continuing the assessment cycle?</p>

	<p>Art</p> <p>There is no end of the assessment cycle. It is ongoing and is being coordinated by our SLO coordinator who is doing a wonderful job in this process of continuous improvement.</p> <p>English</p> <p>In keeping with working with Ms. Nunes-Gill, the Department will continue to comply with the assessment cycle in a timely fashion.</p> <p>Spanish</p> <p>In keeping with working with Ms. Nunes-Gill, the Department will continue to comply with the assessment cycle in a timely fashion.</p> <p>Speech</p> <p>In keeping with working with Ms. Nunes-Gill, the Department will continue to comply with the assessment cycle in a timely fashion.</p> <p>Theater Arts and Music</p> <p>The plan is to continue to update the revise SLOs to reflect what each class is doing, and collecting the data needed for the measurement. More focus will be made to collect data for each measurement. There will also be more focus on re-reading the SLO measurements from the past cycle so as to work on specific implementation ideas.</p>
--	---

C. Supporting Assessment Data

1.	<p>Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program's effectiveness (<i>e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.</i>)</p>
	<p>Art</p> <p>There has been a record of the improvement of student skills through archival data in the form of class climate surveys and Appendix B forms. Student headcounts can be accessed from the admissions and records office as well as data of student success.<-- so who is expected to get that data?</p> <p>English</p> <p>There has been a record of the improvement of student skills through archival data in the form of class climate surveys and Appendix B forms.</p>

	<p>Spanish</p> <p>There has been a record of the improvement of student skills through archival data in the form of class climate surveys and Appendix B forms.</p> <p>Speech</p> <p>Theater Arts and Music</p> <p>There has been a record of the improvement of student skills through archival data.</p> <p>There has been an effort to keep track of student success (transfers to university and professional work in the arts) but it hasn't been officially tracked in a number of years. This needs to be revisited.</p>
2.	Summarize the results of these measures
	<p>Art</p> <p>Continuous improvement of the student art work and expansion of the student art show each semester. The instruction and studio organization has improved through the assessment of SLOs. There has been an increase in interdisciplinary communication and camaraderie as a result of working together on these course and program Student Learning Outcomes.</p> <p>English</p> <p>The class climate surveys and Appendix B forms provide a way of tracking and talking about SLO measurements, so they have ultimately led to better departmental organization and more participation of part-time faculty.</p> <p>Spanish- The class climate surveys and Appendix B forms have provide important feedback for meeting students' needs by reviewing texts being used, critical thinking assignments and practical application of the language for authentic tasks and projects produced by students.</p> <p>Speech</p> <p>Theater Arts and Music</p> <p>Looking at the archival footage, you can clearly see growth in the theatre arts department. The vocal music footage is spotty, some semesters being of a higher quality and others not.</p> <p>Most of the program students are not performing arts majors, but those that are have gone on to successfully complete degrees and work</p>

	professionally within their respective industry.
3.	<p>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? <i>(List any resources required for planned implementation in #9: Resources.)</i></p>
	<p>Art</p> <p>I have continued to develop new online art history classes and have been revising instructional projects for Arts 19 (sculpture). Any improvements requiring budget increases, such as more space, course, teachers, etc have been put on hold.</p> <p>English</p> <p>The English Department’s evaluations resulted in the changing of room B-16 into a computer classroom. This new computer classroom has facilitated computer-assisted instruction, which is especially valuable to Basic Skills English classes.</p> <p>Spanish- Hopefully Humanities and BCC will see the need for more develop of foreign languages in serving the students.</p> <p>Speech</p> <p>Theater Arts and Music</p> <p>Changes in pedagogy have changed in the vocal music classes. Less music is being taught so that the quality of the songs can be worked on more. Social Media has played a role in keeping track of former students but the tracking needs to be formal.</p>
4.	<p>Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.</p>
	<p>Art</p> <p>English</p> <p>Spanish</p> <p>Speech</p> <p>Theater Arts and Music</p> <p>Data has been collected for Humanities’ assessments of Communication, Critical Thinking, and Global Awareness. The next step is to measure Personal and Professional Growth.</p>

D. Two-Year Scheduling Plan

1. What is the Two-Year Plan? If no Two-Year Plan, why not?			
Art			
Alternating drawing and painting and sculpture classes due to demand and limited number of teachers. There are always enough transferrable elective credits offered in art for students working on the Humanities AA degree.			
English			
Fall Year 2	F13, F15	Spring Year 2	SP14, SP16
English 101	English Skills	English 101	English Skills
English 102	English Skills	English 102	English Skills
English 50	Basic Skills	English 50	Basic Skills
English 1A	English Comp. & Read.	English 1A	English Comp. & Read.
English 1B	Intro. To Lit.	English 1B	Intro. To Lit.
English 1C	Critical Think. & Comp.	English 1C	Critical Think. & Comp.
English 2	Survey of Eng. Lit.	English 3	Survey of Eng. Lit.
English 4	Intro. to Shakespeare	English 11	Graphic Novel as Lit.
English 5	<i>Intro. To Children's Lit.</i>	English 7	Creative Writing
Fall Year 1	F12,F14	Spring Year 1	SP13,SP15
English 101	English Skills	English 101	English Skills
English 102	English Skills	English 102	English Skills
English 50	Basic Skills	English 50	Basic Skills
English 1A	English Comp. & Read.	English 1A	English Comp. & Read.
English 1B	Intro. To Lit.	English 1B	Intro. To Lit.
English 1C	Critical Think. & Comp.	English 1C	Critical Think. & Comp.
English 2	Survey of Eng. Lit.	English 3	Survey of Eng. Lit.
English 5	Intro. To Children's Lit.	English 11	Graphic Novel as Lit.
English 12	American Literature I	<i>English 13</i>	<i>American Literature II (In Progress)</i>
Spanish- For the past two years Spanish 1A has been offered every semester; however, Spanish 1 B is offered only in every Spring semester.			
Speech			
Continue to Assess the SLO's. Work in some concert with the Adjuncts to assure that all continue in compliance. For example, Jerry Peters, Fort Irwin campus, is now aware of SLO assessment forms for Speech classes.			

Theater Arts and Music

MUSIC

- 2** – ? (taught by adjunct)
- 3** – Offered each semester. Has completed a SLO Assessment loop and now being revisited.
- 4** – Offered each semester. Has completed a SLO Assessment loop and now being revisited.
- 5** – ? (taught by adjunct)
- 6** – ? (taught by adjunct)
- 7** – ? (taught by adjunct)
- 8A** – Will be offered in Spring '13. Will be offered each semester. Will complete the SLO Assessment loop by Spring '15.
- 12** – ? (taught by adjunct)

THEATRE

- 1** – Offered every fall. SLOs are being updated. All will be measured by Spring '15.
- 3** – Offered every semester. Has completed a loop and now being revisited.
- 4** – Offered every other semester. Has completed a loop. SLOs are being updated and will be measured by Spring '15.
- 5** – Offered (usually) once a year. Loop has been completed but SLO's are currently in revision development. They should be measured by Spring '15.
- 6** – Offered every 2 or 3 semesters. The hope is that most, if not all, SLOs will be measured by Spring '15.
- 12** – This is not offered on a regular basis. It depends on what production is chosen each semester. Because of this, no measurement plan can be put into place. Also, SLOs are in revision development.
- 13** – This is offered (usually) once a year. SLOs are in revision development but all should be measured by Spring '15.

7. Prior Goals/Objectives

Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review.

FORM and PROCESS issue

Hard to read progress on goals with no previous goals stated

TART shows clear reflection on previous goals others do not.

Recommend in future

Previously stated goal	actions taken or progress	status or what happens now
------------------------	---------------------------	----------------------------

There are no previous program review goals for the Humanities Degree Program degree since past program reviews were discipline based not degree based.

Art

When I arrived at Barstow Community College, only drawing and painting was offered. I developed the curriculum for the art history classes, developed a ceramics and sculpture program and developed and built the entire studio program. BCC supplied funds for the expansion of the art program at that time. Since then, budgets have shrunk and monies have gone elsewhere so any continued expansion of the arts program is now on hold. In the last 6 years we have done well and perhaps, if budgets improve, we can initiate another round of artistic expansion.

English

The English discipline faculty has worked to make certain that SLOs are present in all courses and that all faculty is informed of the SLOs for each English course. We have worked to add Methods of Instruction to the English courses to bring our courses up to ACCJC standards for accreditation. We have archived courses that are no longer being taught to streamline the English curriculum. Due to budgetary constraints, we have not been able to finance instructors going to conferences nor added a full-time instructor to our English staff as yet.

Spanish- Due to lack of a full-time Spanish instructor, Spanish had little to no presence in previous program reviews.

Speech

Theater Arts and Music

MUSIC

Spring 2010 program review Goal	Fall 2012 program review Status
Submit an audition choir to Curriculum to strengthen vocal music and push	Chamber Singers, an audition choir, was submitted and approved by Curriculum

students who are more advanced	and will be taught in the Spring of 2013.
Continued involvement in school and community for exposure and recruitment	This is done through performances, directing, and visiting/volunteering for organizations – though as stated earlier, improvement still needs to be made.
Advertise for an accompanist	This was looked into and cost was an issue. To save money, CD accompaniment has been used for vocal music classes and musical productions. An accompanist would still be ideal.
Join music associations	The fulltime instructor has not yet joined any music associations.
Recruit high school students	This has been done by picking productions that will appeal to high school students and then using word-of-mouth – this has increased the high school student population participation.
At the start of each semester, check SLOs to determine what data needs to be collected for each class	In the Spring of 2012, the SLOs were looked at for each course offered. A note was made regarding which assignments or other data to keep for that class to measure the SLOs.
Contact adjunct instructors regarding creating and measuring SLOs.	An effort to contact adjunct instructors has been done but only one instructor seemed willing. It will be left up to administration

THEATRE ARTS

Spring 2010 program review Goal	Fall 2012 program review Status
Consult administration about hiring a part-time dance instructor.	There has been no formal meeting, but when it has been mentioned, it was answered with a negative.
Continued involvement in school and community for exposure and recruitment	Opportunities to perform in Victorville have been utilized. Further research needs to be done for theatre conferences

	and workshops.
Find opportunities for professional development.	This was looked into and cost was an issue. To save money, CD accompaniment has been used for vocal music classes and musical productions. An accompanist would still be ideal.
Recruit high school students	This has been done by picking productions that will appeal to high school students and then using word-of-mouth – this has increased the high school student population participation.
At the start of each semester, check SLOs to determine what data needs to be collected for each class	In the Spring of 2012, the SLOs were looked at for each course offered. A note was made regarding which assignments or other data to keep for that class to measure the SLOs.

8. Goals/Objectives/Actions

Reflect on the responses to all the previous questions.

- Formulate Program **Goals** to maintain or enhance program strengths, or to address identified weaknesses.
- Indicate how each Goal is **Aligned** with the College's **Strategic Priorities**.
- Identify explicit **Objectives** for reaching each goal.
- Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.
- Develop **Outcome** statements and appropriate measures for each objective.
- The **Comments** 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, BAM, 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.**

As you create your Program **Goals, Objectives, Outcomes** and **Action Plan**, it might be helpful to think about some of the following questions:

- Imagine your Program three years from now in an ideal future. You and your colleagues have done everything you possibly can to make the Program excellent. Look around: What do you see?
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
- What long-term impact would you like your Program to have on the College and the community?
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

Complete the following table with your Program's **Three Year Action Plan**.

Action Plan					
GOAL	ALIGNMENT	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE		OUTCOME
#1	Improve the community and campus involvement in the performing arts program	<ol style="list-style-type: none"> 1. Foster innovative learning environment 2. Provide Successful college learning experience 3. Promote and support student engagement 4. Cultivate and enhance local partnerships 5. Attract/ develop excellent employees 6. Strengthen college planning/ decision making 	#1 Improved Marketing	<ol style="list-style-type: none"> a) Work with PIO b) Outreach to community and High schools c) Enhance online marketing presence 	<p><u>Outcome:</u> Measure play attendance, graduation transfer emphasis.</p> <p><u>Measurement:</u> Ticket sales, course graduation transfer</p>
			#2 Offer more diverse curricular opportunities in performing arts	<ol style="list-style-type: none"> a) Offer Dance, - Hire dance instructor b) Offer technical theater - create courses? And 	Additional courses

					utilize instructor
				c)	Realign existing courses and create new of vocal courses with more variety
			#3	a)	
				b)	
				c)	
<i>Comments:</i>		This is supported by the District Master Plan 2007-2011: Promotes awareness, inte			

Action Plan

FORM and PROCESS issue- understanding of goal, objective, etc is unclear – most of this seems part of expected job duties, not new improving goals, maybe needs to be clearer

GOAL		ALIGNMENT	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE		OUTCOMES/MEASURES	
#2	Continue to adapt as the discipline changes. Introduce innovations as appropriate in the context of the current COR's.	1. Foster innovative learning environment	#1 The objective is to adapt as needed. Introduce innovations...	a)	Stay current with trends and changes that impact the discipline.	Make changes to the curriculum as needed within the context of current COR's or update the COR is necessary, so faculty remain in compliance. This may be as simple as updating a	
		2. Provide Successful college learning experience			b)		
		3. Promote and support student engagement			c)		
		4. Cultivate and enhance local partnerships			a)		
		5. Attract/ develop excellent employees			b)		
		6. Strengthen college planning/ decision making			c)		
	Continue to adapt as the discipline changes. Introduce innovations as	1. Foster innovative learning environment	#1 The objective is to adapt as needed. Update and adapt to changes in discipline?	a)	Stay current with trends and changes that impact the discipline.	Make changes to the curriculum as needed within the context of current COR's or update the COR is necessary, so faculty remain in compliance. This may be as simple as updating a	
		2. Provide Successful college learning experience			b)		Update CORs to reflect changes
		3. Promote and support student engagement					
		4. Cultivate and enhance local					

	appropriate in the context of the current COR's. So the GOAL is student success?	<ul style="list-style-type: none"> partnerships 5. Attract/ develop excellent employees 6. Strengthen college planning/ decision making 					
	<i>Comments:</i>						
#3	Hire a full-time faculty member for Language Arts	1. Foster innovative learning environment	#1 Add stability and consistency to language instruction.	a)	Meet students' needs in terms of flexible schedule.	Students are able to benefit from a wider variety of scheduling of courses to meet the demands of their professional lives while furthering their education.	
		2. Provide Successful college learning experience					
		3. Promote and support student engagement					
		4. Cultivate and enhance local partnerships	#2 Provide a stronger history at college for the disciplines in this area. How?	a)	Students, faculty, administration are familiar with the faculty teaching the discipline.	A stronger identity is forged at the college, encouraging students to develop academically and professionally by taking the courses in this area of discipline.	
		5. Attract/ develop excellent employees					
		6. Strengthen college planning/ decision making					
			#3 Fulfill Core Competencies in terms of Communication and Global Awareness. How?	a)	Students are developing personally and professionally in the globalized world by studying this discipline. So language arts = global awareness?	A stronger communication is forged for the college and students by developing this Core Competency in a practical manner, preparing students for the 21 st century and challenges they will face in a globalized world, albeit personal and/or professional.	
				b)			
				c)			
		<i>Comments:</i>					

9. Resources Required

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

Also list any resources required to implement planned improvements noted in 6.C.

Rationale*: For each resource listed, enter the reason(s) the resource is needed to achieve the objective.

Goal #	Objective #	Resource Required	Rationale*	Estimated Cost
1	2	Hiring of a Part-Time Dance instructor	Dance classes will give students more options in their P.E. requirement as well as offer a diverse selection of classes to the community as a whole.	\$4536 to \$4968 each semester - for two classes each semester
3		Why isn't Hiring of a full-time Language arts instructor here? Instructor	Foreign-language courses will fulfill all of the Core Competencies, allowing for development of curriculum and outreach in this area in order to meet the vocational needs of the community as well as personal. Moreover, this position will bring cohesiveness to the foreign-language area, diversifying the Humanities Department and BCC on the whole.	????
2		professional develop to remain current in the discipline?		

A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for EACH new resource requested.



Budget Allocation Proposal

Originator:	Ian Caldon and Christie Firtha		
Program or Department Name:	Humanities		
Dean/Vice President/Supervisor:	Penny Shreve		
Amount Requested:	\$80,641		
Date:	November 15, 2012	One-time funding: <input type="checkbox"/>	Ongoing Funding: <input checked="" type="checkbox"/>

1) What are you requesting? Why is the request being made? Where was the need identified?

All the recommendations below were made based upon needs identified through the Office of Institutional Effectiveness, the Humanities-Department Program Review, and the recently researched DCP Benchmarks for the Humanities Department.

The Humanities Department requests the following:

Hiring a new full-time Language Instructor. We estimate the salary for this instructor with an M.A. to a Ph.D. and experience to be \$59,641 to \$65,871, with benefits of approximately \$21,000. Because of our commitment to students at Barstow College in terms of our Global-Awareness Core Competency, we need a full-time instructor to bring more diversity to our student in regards to a foreign language that is necessary in our community and Southern California as a whole. (Currently, we only have adjunct faculty on the main campus, who also teaches ESL part-time). Moreover, vocational courses could also benefit students in the foreign-language area, especially Spanish.

Your thoughts, decisions, and actions should be imbedded in the fundamental belief that it will have a positive affect on student learning and achievement.

2) Indicate how your request is supported by your:**a) Program Review/Annual Update**

a:

The request above was included in the Humanities-Department Program Review and also DCP Benchmark III update and DCP Benchmark IV report, which shows need for a Language Instructor as one has not filled this position at Barstow Community College for over a decade now.

Fortunately, language instruction began to take a presence in regards to Program Review as of last year due to the higher demand of foreign-language classes being needed as a result of impacted enrollment at nearby universities and community colleges.

AND

b) Student Learning Outcomes/Program Learning Outcomes/Service Area Outcomes

b:

Student Learning Outcomes have been created, updated, assessed and reported (Appendix B). They also now exist on the course outlines of record via the curriculum process. Also, these Student Learning Outcomes have been linked to the Program Learning Outcomes as a more integral part of the Humanities Department.

Your thoughts, decisions, and actions should be imbedded in the fundamental belief that it will have a positive affect on student learning and achievement.

3) Describe the goal(s) for this proposal. How will this impact students or institutional services?**Goal 1:**

Promote social and human activity in terms of language acquisition by fulfilling the Core Competency of Global Awareness.

Goal 2:

In regards to the Core Competency of Communication, this contributes to the various types of a more diverse communication and abilities related to communication and language.

Goal 3:

In regards to the Core Competency of Personal and Professional Development, self awareness and social wellness are met by meeting students' needs by allowing for a more diverse set of social skills as well as professional skills.

4) What are some measurable outcomes that will lead to meeting this goal(s)?**Outcome 1:**

Develop language abilities to meet the growing demand of a bilingual workforce in the community.

Outcome 2:

Promote and encourage foreign language and appreciation of global cultures to broaden students' perspective and world view of their ever-growing diverse community.

Outcome 3:

To aid local industries that require an ever-more bilingual workforce to meet the needs of the people these industries service.

5) What steps will be taken or need to be taken to implement this proposal?**Step #1: Hire a new Language Arts instructor**

1. Develop a job description and marketing for it.
2. Sort applications and select qualified applicants.
3. Interviews
4. Selection of new instructor.
5. Board approval
6. Acclimate new instructor to BCC environment and institutional needs.

Step #2: Hire a new Language Arts instructor

1. Develop a job description and marketing for it.
2. Sort applications and select qualified applicants.
3. Interviews
4. Selection of new instructor.
5. Board approval
6. Acclimate new instructor to BCC environment and institutional needs.

(Much of the material in this form has been adapted from resources available at the Mt. San Jacinto College website.)

Your thoughts, decisions, and actions should be imbedded in the fundamental belief that it will have a positive affect on student learning and achievement.

6) Describe how your request is aligned with the college's Strategic Priorities:

1. Foster an innovative learning environment that respects diversity.

- a. Offer programs and services for emerging student populations that are appropriate to and in support of individual students' needs.
- b. Advance a culture of inclusion that respects and appreciates the human condition.

The very nature of language acquisition alone promotes and fosters diversity. Barstow being part of the diverse state of California benefits from such development of students.

2. Provide students a successful college learning experience.

- a. Plan and implement instructional programs based upon student learning needs and career paths.
- b. Augment current and emerging technologies to foster student learning in on-campus and alternative learning modalities.

California universities require a second language in the area of humanities, and this requirement is becoming a part of some future transferable degrees.

3. Promote and support student engagement.

- a. Facilitate student growth and development by assisting students to set, monitor and evaluate educational goals.
- b. Expand and sustain an efficient, attractive and welcoming campus environment that supports teaching and learning.

Foreign languages in the area of Language Arts exist diverse higher-educational institutions; therefore, this very essence of diversity promotes an attractive and welcoming environment if BCC is to compete with neighboring institutions.

4. Cultivate and enhance local partnerships.

- a. Market and enhance the college image in high desert region and on the world wide web.
- b. Promote positive community and economic growth through greater outreach to local schools, business and industry, governments, service organizations and military.

By creating more distance-education courses and courses directed to the industries (service, entertainment, military, etc.) that are present in BCC's community, local partnerships are cultivated and forged.

5. Attract, retain, and develop excellent employees.

- a. Implement practices to attract a diverse pool of highly qualified applicants for employment opportunities.
- b. Provide employees with a wide range of training and development opportunities to foster their professional growth.

As mentioned before, this position brings cohesiveness to the area of Language Arts and foreign language courses by providing a lead and strong direction for adjunct faculty. Also, by meeting growing needs of the community a more diverse faculty is retained.

6. Strengthen college planning and informed decision-making.

- a. Maximize physical, human, fiscal and technological resources using program review and outcomes assessment results.
- b. Expand interactions and collaborations among faculty and staff using data and evidence.

With globalization becoming a stronger presence in all of the world, such a position will be able to assist in future planning and the decision-making process by characterizing and representing BCC in the globalized world, bringing a diverse perspective to the college.

Your thoughts, decisions, and actions should be imbedded in the fundamental belief that it will have a positive affect on student learning and achievement.

ADMINISTRATIVE USE

Administrator: _____ **Title:** _____

Comments/Recommendations:

Signature: _____ **Date:** _____

Administrator: _____ **Title:** _____

Comments/Recommendations:

Priority Ranking: _____ of _____

Signature: _____ **Date:** _____

Your thoughts, decisions, and actions should be imbedded in the fundamental belief that it will have a positive affect on student learning and achievement.