



Barstow Community College  
**INSTRUCTIONAL  
PROGRAM REVIEW**

**PROGRAM:**

**Academic Year:**

**Date Submitted:**

**By:**

*Faculty Lead:*

*Members:*

1. Mission and Vision
2. Description and Overview
3. Program Data
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## 1. Program Mission and Vision

### A. Program Mission

#### PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The mission of the Humanities degree is to support the Barstow 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.

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

#### PROGRAM REVIEW RESPONSE from OCTOBER 2012.

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.

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.

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 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.

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.

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

#### PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The mission and vision of the Humanities Program at Barstow Community College aligns with the College's 1) mission in 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.

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><b>Humanities A.A Program Outcomes</b></p> <ol style="list-style-type: none"> <li>1. <b>Communication:</b> Demonstrate communication skills in written, musical, verbal and visual forms</li> <li>2. <b>Critical Thinking:</b> 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.</li> <li>3. <b>Global Awareness:</b> 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.</li> <li>4. <b>Personal &amp; Professional Growth:</b> 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.</li> </ol>
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DATE:

- 1. Mission & Vision
  - A. Program Mission
  - B. Program Vision
  - C. C. Align with BCC
  - D. ANNUAL UPDATE #1:

**OVERVIEW:** Only English added information to the Program Mission and Vision, which includes information about the new AA-T English degree.

No change for any other Humanities disciplines were indicated.

**ENGLISH:** Program Mission and Vision

A. **Program Mission** --The English AA Transfer degree is written/completed as of 9/1/13. It is in the process of being circulated to be signed by faculty for curriculum committee approval.

B. **Program Vision** -- Global awareness is one of the English PSLOS that is used in the class climate assessments surveys that was instituted in the Fall of 2011. Since the institution of class climate surveys, each semester the full time instructors have completed the survey and essay portion of the assessment with all classes and the essay portion has been evaluated using holistic grading methods. More work needs to be done to include all adjunct professors in this process.

Literary diversity is addressed in ENGL 1B. The works of James Baldwin, Sandra Cisneros, Maxine Hong Kingston, and Wole Soyinka are analyzed in this course. Reading presentations and writing assignments in all composition classes address global cultural diversity. The English collective sponsors reading of great writers at events throughout each year: In November, there is a Native American History Month Writers’ presentation event, in February, there is a Black History Month Writers’ presentation event, and in March, there is a Women’s History Month Writers’ presentation event.

Critical thinking exercises, writings and discussions occur in all English classes, especially ENGL 1B, 1C, 2, 3, and 4. The SLOs in these classes address critical thinking issues.

C. **Mission and Vision alignment** -- The BCC mission statement includes critical thinking, communication, personal and professional responsibility and global awareness. These are the English collective PSLOs that are assessed every semester in all classes taught by full time faculty in the class climate assessment. The PSLOs need to be assessed by part-time faculty as well which is our next goal. Also, Ft Irwin and online classes need to do these assessments as well, which is part of our ongoing goals in this area

DATE: October 3, 2014

ANNUAL UPDATE #2: No change

## 2. Program Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including Demographics)?
- C. What kind of services does your program provide?
- D. How do you provide them?

### PROGRAM REVIEW RESPONSE from OCTOBER 2012.

**Overview:** 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 Bachelor's 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:

<b>English 101 - Basic Skills</b>	Assists students with writing basic sentences & multi-sentence construction – this is a preparation for understanding sentence to form basis for more complex writing
<b>English 102 – Basic Skills</b>	Assists students with writing more complex sentence s& multi-sentence construction – this is a preparation for stronger understanding of paragraph development as a basis for more complex writing
<b>English 50 - Basic Skills</b>	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
<b>English 1A - General Education, Transfer, and Humanities</b>	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

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), Alattore (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.

DATE:

**2. Program Description and Overview**

- A. Organization
- B. Who do you service?
- C. What kind of services provide?
- D. How services provided?

**ANNUAL UPDATE #1:**

**Overview:** a DCP coordinator handbook or guide should be created to facilitate smooth transition of the role when faculty take on and leave the role. Humanities and Philosophy/Religious Studies were not in original Oct. 2012 Program Review. Spanish teacher who compiled data for last year’s program review no longer at BCC but sent update for the time he taught in 2013.

**ARTS:**

**Description:** The Arts Department has created and had approved two new studio classes: Intermediate Painting Arts 10B and Advanced Ceramics Arts 18C. These classes will be offered Spring 2014.

A Transfer Degree in Art History is being completed with the creation of an online Asian Art History class. The Arts program currently has two adjuncts, one in studio art and one in Art History.

**ENGLISH: Program Description and Overview**

- A. **Organization, Staffing and Structure** – in the fall of 2013, there is one full time English instructor at BCC, Dr. Melanie Hanson. Dr. Christie Firtha is teaching in London and teaching part-time at BCC. There is one full-time temporary instructor, Susan Nylander. There are 14 adjunct instructors teaching English classes at BCC. In fall of 2008, there were 4 full time tenure-track instructors. In fall of 2013, there are 2 full-time tenure track instructors. 2 full-time tenure track instructors need to be hired.
- B. **Demographics** –The English students are surveyed every semester using the class climate survey forms to discover data about which classes the students are taking or scheduled to take next semester and so forth. More accurate statistics could be accrued if all adjuncts, all online instructors and all Ft Irwin instructors were required to have their students complete the class climate survey and essay sample. Instructors need to participate in SLO measures, whether full time or part time, and a list-serv or department website would greatly facilitate communication to allow for participation in class climate.
- C. **Services the program provides:** In Fall of 2013, the English collective is status quo in terms of courses taught as explained in the Program review for fall of 2012. ENGL 101, 102, 50, 1A, 1B, 2, and 1C are being taught in Fall 2013. Introduction to Linguistics, Introduction to Children’s Literature, the Graphic Novel, Creative Writing, The Bible as Literature, American Indian Literature are not being taught this semester. Work needs to be done in Curricunet to archive some of these classes that are not being taught at present.
- D. Here is the breakdown for Fall 2013 classes taught (numbers in table refer to the number of sections taught of that course):

	ENGL 101	ENGL 102	ENGL 50	ENGL 1A	ENGL 1B	ENGL 1C	ENGL 2
9-week course	2	2	3	7	2	4	1
18-week course	1	2	5	4		2	
Ft. Irwin	3	3	3	2		1	

Morning class	2	3	3	2		1	
Afternoon class			1	2		1	
Evening class	2	2	3	3		1	
Online class			2	4	2	3	1

There must be processes in place to allow faculty to take sabbatical and professional development opportunities when they are available in order to ensure a smooth transition when faculty are away. Professional development is a necessary and important tool to ensure faculty are able to serve students and fulfill the mission and vision of the department and the college. Currently, due to retirement and promotion, there are not enough full time instructors on staff for this to happen. In order to ensure that teaching assignments and completion of accreditation and program review requirements are met, staffing needs to reflect current need, therefore Budget needs to be allocated to include the hiring of 2 full-time tenure track instructors for Fall 2014.

**HUMANITIES: (Not in original program review in Oct. 2012)**

**Description and Organization:** There are no full-time faculty and no regular organizational meetings for the department.

Recent updates to course SLOs have been completed voluntarily by an adjunct faculty member.

Humanities courses offer courses that examine human culture. The Humanities encompasses a wide scope of disciplines including, but not limited to, Art, History, Literature, Music, and Philosophy. The Humanities analyzes cultural values and social movements of civilizations across the globe and through time.

**Groups Served-** The Humanities Department serves the local community by providing a broad spectrum of courses necessary for the completion of general education requirements.

The community and college is served by having classes that offer a general understanding of a multitude of subjects.

Students taking Humanities courses credits for transfer while exploring subjects that they later might complete specialized majors in or complete degrees in the general understanding of a multitude of subjects.

Students taking Humanities courses credits for transfer while exploring subjects that they later might complete specialized majors in or complete degrees in the general study of the Humanities. BCC offers an AA degree in Humanities and is a foundation for students going on for Bachelor’s degrees in the subject or other Liberal Arts or Social Science degrees.

The classes are part of the Humanities AA degree here and may be used as course toward completion of other degrees as well. The Humanities classes serve degree programs for students from other community colleges, four-year colleges and universities, and military personnel here and overseas.

**Services Provided-** The Humanities offers courses with transferrable credits, address scholarly and aesthetic needs of students, and often functions as a feeder discipline to more specialized studies in other departments.

A Humanities degree provides an education that is transferable to a number of different areas. The skill learned in for completion of the Humanities degree includes advanced writing, independent research skills and the ability to understand complex problems and solutions. These skills lend themselves to a number of general fields, providing flexibility as to the career prospects of its students.

**Delivery Methodology:** Currently, Most humanities courses are only offered online or in the evening at Fort Irwin.

**PHIL/RLGN: Description and Organization:** Currently, there are no full-time faculty and no regular organizational meetings for the Philosophy Department. There is one part-time faculty member that credentialed to teach in the areas of Philosophy, Humanities, and Art who teaches at the Barstow campus, the Satellite campus at Fort Irwin, and online. There are also three part-time faculty members credentialed to teach religion courses who teach on campus and online.

Recent updates to course SLOs have been completed voluntarily by adjunct faculty member who is fully credentialed to teach Philosophy. The Philosophy Department at Barstow College currently comprised of the following courses cross listed with RLGN:

- PHIL 4--Ethics (currently active)
- PHIL 5/RLGN 10--Comparative Religion (currently active)

The Philosophy Department at Barstow College is currently revising and constructing the following courses:

- PHIL 1--Introduction to Philosophy (currently in the process of approval by the curriculum committee)
- PHIL 3--Logic (currently being revised)
- PHIL 7--Ancient Philosophy (currently being revised)
- PHIL 8--Modern Philosophy (currently being revised)

**Groups Served-** The Philosophy Program provides the local community with a course of study that is academically rigorous that leads to degree completion, transfer, further study in philosophy, as well as careers in education, religion, law, fine arts, physics, political science, and computer science. The Philosophy Program serves the local community's by offering courses that deal with fundamental questions that other disciplines are not necessarily nor sufficiently equipped to answer.

**Services Provided-** Philosophy courses add diversity to the Humanities Program by providing transferable credits for students going on for Bachelor's degrees. The classes are part of the Humanities AA degree here as well as applicable to a Philosophy AA degree. The Philosophy classes serve degree programs for students from other community colleges, four-year colleges and universities, and military personnel here and overseas. The discipline of philosophy focuses upon critical and comprehensive thought and seeks to bring clarity to confusion, identify assumptions, assess importance and test positions by evaluating evidence for conclusions. A degree in Philosophy lends itself to careers in education and

publishing, provides valuable skills that employers often seek, as well as serves as an excellent pre-Law degree.

**Delivery Methodology:** Currently, Philosophy courses are only offered online or in the evening at Fort Irwin.

For the Comparative Religion course, I intend to get some new videos to replace the old, outdated videos that I had been using.

**SPANISH:**

**Description and Organization:** There has been one regular part-time faculty member teaching Spanish 1A and Spanish 1B for the past 3 years. Previously there were two part-time faculty members teaching only Spanish 1A. However, in the past years, the Spanish classes saw growth and retention allowing for a Spanish 1B course to be taught in the spring semester and a Spanish 1A course to be taught during the summer term.

**Groups Served:** The Spanish courses saw enrollment from the local community as well as enrollment from other near-by communities such as, Victorville, Hesperia, Lucerne Valley and even as far as Riverside. Additionally, some of the students came from the near-by military base, Ft. Irwin.

**Services Provided:** Accommodations have been made for OSS students. Also, medical students have benefited from customized approaches to deliver and acquire the Spanish language instruction. Spanish helps to meet different degree requirements within the Liberal-Arts related majors. Also, both of these courses are CSU/UC transferrable and articulate to either system.

**SPEECH: No Change for Description or Organization**

**Groups Served—** 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 from Victorville, Lucerne Valley and beyond commute to take classes.

**Services Provided--** Accommodations are made for students in OSS (now known as Access). 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 offered full-term and 9-week (late start); classes are also offered at Fort Irwin 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 also been offered live.

**THEATER ARTS and MUSIC: No Change**

DATE: October 3, 2014

ANNUAL UPDATE #2:

**Arts:**

**Description-** The History of Asian Art has been created to complete the necessary requirements for an AA transfer degree in Art History. A Life Drawing class is

currently being developed and the courses needed for an AA degree in Studio Art are being researched with that end in mind.

**Organization-** No change

**Groups Served-** No change

**Services Provided-** The student art show continues to highlight student accomplishments and creativity each semester and serves the local community with an art event. Discussions are beginning to determine how the Art Department can create projects to enhance the artistic presence on campus

**English:** One full time English instructor retired and two full time tenure track English Instructors were hired to replace her as well as an existing deficiency in number of full time faculty. Otherwise no change in organization, description, groups served or services provided.

**HUMANITIES:** Some new films for review and instruction were integrated into the HUMA 4 & HUMA 5 courses to improve students' analytic abilities within the disciplines. Also, discussions of cross listing ENGL 11, the Graphic Novel as Literature as a Humanities course is being explored so that it might be actively offered on campus again.

**PHIL/RLGN:** Recent updates to course SLOs have been completed voluntarily by adjunct faculty member who is fully credentialed to teach Philosophy. **The Philosophy Department at Barstow College currently comprised of the following courses cross listed with RLGN:**

- PHIL 1--Introduction to Philosophy
- PHIL 3--Logic
- PHIL 4--Ethics
- PHIL 5/RLGN 10--Comparative Religion
- PHIL 7--Ancient Philosophy
- PHIL 8--Modern Philosophy

**PHIL/RLGN 2014 Update:**

Comparative Religion and Ethics continue to be the only philosophy courses taught, though other courses are available to be taught by currently employed and qualified faculty. In the last year Ethics, as a new addition, has been very successful, particularly in its online version having been taught in both 9 and 6 week formats. The response to the Ethics course has been overwhelming with the online courses filling in less than three day after being opened to the student population during the Summer session. In the Spring, one 9 week section was also made available at Fort Irwin, which enrolled students at a rate that is common to that population of students. The Fort Irwin section enrolled 7 students, all of whom strongly expressed their appreciation for and desire for more Philosophy courses. This sentiment has been paralleled in the Humanities courses that touch on the subject of Philosophy where students have inquired if there are other courses that deal with the subject matter. Currently, there is at least one student in HUMA 1 who has self-identified himself as a Philosophy major, who currently is not able to complete such coursework at Barstow since all of the necessary course have not been made available yet, though they have been approved by the Curriculum Committee. Such assertions by the student body continue to

show the need to expand in this area that has the potential to fill a needed gap in the courses the community desires and needs.

**PHILOSOPHY/RELIGION:** PHIL 4 Ethics started being taught this last year with great success. Students have expressed a desire for more philosophy courses to be offered at Barstow College.

**Spanish:** New adjunct Spanish teacher hired to replace previous instructor, otherwise no change reported at this time.

**SPEECH:**

**Organization:** There is one full-time instructor (Dennis Conrad) and a variety of part-time instructors teaching live Elements of Public Speaking (Speech 1) - Conrad (FT), Trotter (PT), and Bawden (PT). Online Interpersonal Communication (Speech 3) instructors include Trotter (PT), Alattore (PT) and Cheek (PT)..

**Groups Served:** This year, Carl Yuen did an extensive document about the constituency Barstow Community College serves. The Speech class draws from all constituent groups. Speech classes serve students who are part of EOPS, ACCESS, 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 ACCESS. 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 (and accommodate Fort Irwin's Rotation Schedule). Degree Applicable Speech 3 (Interpersonal Communication) is offered online (with start dates at different times throughout the semester). Speech 1 fulfills one of the requirements for transferring to other institutions.

**Theater Arts and Music:** A. Organization – A new, multi-million, state-of-the-art performing arts center is opening during the fall 2014 semester. There will be a 698 seat main auditorium, a 150 seat capacity Black Box theatre, and an amphitheater. The building has a band room, choir room, dance studio, costume room, green room, dressing rooms, and large shop.

B. Who do you service? - Because of budget cuts at Victor Valley College, there have been several students from the Victor Valley area that have moved their educational instruction to Barstow. The demographics of BCC students has grown wider.

C. What kind of services provide? – No changes

D. How services provided? – Three online classes (Music & Theatre Appreciation) offered every semester. Live classes (Band, Piano, Choir, Production) offered every semester, every fall (Beginning Acting), or every other spring (Voice, Intermediate Acting).

### 3. Program Data

#### A. PERFORMANCE DATA

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

##### 1) Full-time/Part-Time Faculty Ratio

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

**Overview:**

**ARTS:** no response

**ENGLISH:** The full-time/part-time faculty ration varies by semester. Currently, there are 2 full-time faculty.

**SPANISH:** The courses are taught completely by adjunct faculty.

**SPEECH:**

**THEATER ARTS and MUSIC:** 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:

**MUSIC**  
 Fall 2011 – 50% fulltime and 50% adjunct  
 Spring 2012 - 25% fulltime and 75% adjunct

**THEATRE**  
 Fall 2011 – 100% fulltime  
 Spring 2012 – 100% fulltime

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	Program specific data has been requested and the reports are in the process of being formulated.	Program specific data has been requested and the reports are in the process of being formulated.
b) Part-time:	Program specific data has been requested and the reports are in the process of being formulated.	Program specific data has been requested and the reports are in the process of being formulated.

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	Program specific data has been requested and the reports are in the process of being formulated.	Program specific data has been requested and the reports are in the process of being formulated.
b) Part-time:	Program specific data has been requested and the reports are in the process of being formulated.	Program specific data has been requested and the reports are in the process of being formulated.

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	Program specific data has been requested and the reports are in the process of being formulated.	Program specific data has been requested and the reports are in the process of being formulated.
b) Part-time:	Program specific data has been requested and the reports are in the process of being formulated.	Program specific data has been requested and the reports are in the process of being formulated.

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	Program specific data has been requested and the reports are in the process of being formulated.	Program specific data has been requested and the reports are in the process of being formulated.
b) Part-time:	Program specific data has been requested and the reports are in the process of being formulated.	Program specific data has been requested and the reports are in the process of being formulated.

DATE: October 2, 2013

**3. Program Data****A. Performance Data****ANNUAL UPDATE #1:**

**Overview:** Spanish teacher who compiled data for last year's program review no longer at BCC but he sent update for time worked in 2013. History not represented in last year's program review and shows up under Humanities for 1-2 courses and Social Sciences for others; the only program change in history is that a history faculty member retired last year.

**3. A. (1). Full-time/Part-Time Faculty Ratio:**

**3. A. (2). Course Completion Rate (Whole Humanities Program):**

Full Time Traditional: 1,134 .

Part-Time Traditional 1,422.:

Full Time Online: 785.

Part-Time Online: 1,816 .

**3. A. (3). Course Success/Retention Rate (Whole Humanities Program):**

Full Time Traditional: 878/1722=75%.

Part-time Traditional: 1097/1975=75%.

Full time Online: 519/951=61%.

Part-Time Online: 1517/2805=70%..

**3. A. (4). WSCH/FTEF Ratio (Whole Humanities Program):** report not available.

**3. A. (5). Fill Rate (Whole Humanities Program):**

Full Time Traditional: 1<sup>st</sup> Day max: 89.42%. Census Max: 74.57%. EOT Max: 67.66%.

Full Time Online: 1<sup>st</sup> Day Max: 102.70%. Census Max: 82.78%. EOT Max: 72.43%.

Part-Time Traditional: 1<sup>st</sup> Day Max: 60.98%. Census Max: 51.51%. EOT Max: 47.14%.

Part-Time Online: 1<sup>st</sup> Day Max: 83.66%. Census Max: 73.51%. EOT Max: 63.98%.

**Discipline Specific Information listed below:**

**ARTS:**

**3.A. (1) Full-time/Part-Time Faculty Ratio:**

One full time faculty and two adjuncts. One adjunct for art history and one for studio arts.

**ENGLISH:**

**3.A. (1) Full-time/Part-Time Faculty Ratio:** Full-time/part-time Faculty ratio – 2/1/14 (full-time tenure track instructors/full-time temp instructor/adjunct instructors)

**HUMANITIES:**

**3. A. (1) Full-time/Part-Time Faculty Ratio:**

The courses are taught completely by adjunct faculty

**PHIL/RELG:**

**3. A. (1) Full-time/Part-Time Faculty Ratio:**

The courses are taught completely by adjunct faculty

**SPANISH:**

**SPEECH:****3. A. (1) Full-time/Part-Time Faculty Ratio:**

One Full-time Instructor to 4 Part-time instructors

**MUSIC:****3. A. (1) Full-time/Part-Time Faculty Ratio:**

Fall 2012 – 25% fulltime and 75% adjunct

Spring 2013 - 25% fulltime and 75% adjunct

**THEATRE:****3. A. (1) Full-time/Part-Time Faculty Ratio:**

Fall 2012 – 100% fulltime

Spring 2013 – 100% fulltime

**DATE:** October 3, 2014

**ANNUAL UPDATE #2:**

**Arts:** 1). Full-time/Part-Time Faculty Ratio: 3.21/1.53

**3. A. (2). Course Completion Rate:**

Full Time Traditional: .88

Part-Time Traditional .95

Full Time Online: .87

Part-Time Online: .87

**3. A. (3). Course Success/Retention Rate:**

Full Time Traditional: .83

Part-time Traditional: .79

Full time Online: .70

Part-Time Online: .62

**3. A. (4). WSCH/FTEF Ratio:**

Full Time Traditional: 453.6

Part-Time Traditional 285.5

Full Time Online: 771.4

Part-Time Online: 686.6

**3. A. (5). Fill Rate:**

Full Time Traditional: .70

Full Time Online: 1.00

Part-Time Traditional: .67

Part-Time Online: .89

**English:**

A. (1). Full-time/Part-Time Faculty Ratio: 7.42/12.23

**3. A. (2). Course Completion Rate:**

Full Time Traditional: .91

Part-Time Traditional .90

Full Time Online: .80

Part-Time Online: .90

## 3. A. (3). Course Success/Retention Rate:

Full Time Traditional: .79

Part-time Traditional: .77

Full time Online: 054

Part-Time Online: .70

## 3. A. (4). WSCH/FTEF Ratio:

Full Time Traditional: 362.8

Part-Time Traditional 319.1

Full Time Online: 370.9

Part-Time Online: 411.7

## 3. A. (5). Fill Rate:

Full Time Traditional: 1.01

Full Time Online: .77

Part-Time Traditional: .66

Part-Time Online: .88

**Humanities**

## A. (1). Full-time/Part-Time Faculty Ratio:

## 3. A. (2). Course Completion Rate:

Full Time Traditional: N/A

Part-Time Traditional .91

Full Time Online: N/A

Part-Time Online: .79

## 1. A. (3). Course Success/Retention Rate:

Full Time Traditional: N/A

Part-time Traditional: .79

Full time Online: N/A

Part-Time Online: .61

## 3. A. (4). WSCH/FTEF Ratio:

Full Time Traditional: N/A

Part-Time Traditional 349.1

Full Time Online: N

Part-Time Online: 696.2

## 3. A. (5). Fill Rate:

Full Time Traditional:

Full Time Online:

Part-Time Traditional: .78

Part-Time Online: .90

**Music:**

3. A. (1). Full-time/Part-Time Faculty Ratio: No changes

## 3. A. (2). Course Completion Rate:

Full Time Traditional: .61

Part-Time Traditional 1.25

Full Time Online: .88  
Part-Time Online: .88

3. A. (3). Course Success/Retention Rate:

Full Time Traditional: .86  
Part-time Traditional: .91  
Full time Online: .77  
Part-Time Online: .84

3. A. (4). WSCH/FTEF Ratio:

Full Time Traditional: .26  
Part-Time Traditional 1.2  
Full Time Online: .4  
Part-Time Online: .6

3. A. (5). Fill Rate:

Full Time Traditional: .32  
Full Time Online: .97  
Part-Time Traditional: .17  
Part-Time Online: .94

**Philosophy:**

A. (1). Full-time/Part-Time Faculty Ratio:

3. A. (2). Course Completion Rate:

Full Time Traditional:  
Part-Time Traditional .93  
Full Time Online:  
Part-Time Online: .79

1. A. (3). Course Success/Retention Rate:

Full Time Traditional: N/A  
Part-time Traditional: .72  
Full time Online: N/A  
Part-Time Online: .62

3. A. (4). WSCH/FTEF Ratio:

Full Time Traditional: N/A  
Part-Time Traditional 201.4  
Full Time Online: N/A  
Part-Time Online: 362.6

3. A. (5). Fill Rate:

Full Time Traditional: N/A  
Full Time Online: N/A  
Part-Time Traditional: .38  
Part-Time Online: .35

**RLGS:**

A. (1). Full-time/Part-Time Faculty Ratio:

3. A. (2). Course Completion Rate:

Full Time Traditional: N/A  
Part-Time Traditional .93

Full Time Online: N/A  
Part-Time Online: .86

1. A. (3). Course Success/Retention Rate:  
Full Time Traditional: N/A  
Part-time Traditional: .71  
Full time Online: N/A  
Part-Time Online: .74

3. A. (4). WSCH/FTEF Ratio:  
Full Time Traditional: N/A  
Part-Time Traditional: 1212.0  
Full Time Online: N/A  
Part-Time Online: 1427.1

3. A. (5). Fill Rate:  
Full Time Traditional: N/A  
Full Time Online: N/A  
Part-Time Traditional: .31  
Part-Time Online: .46

#### **Speech:**

A. (1). Full-time/Part-Time Faculty Ratio: 2/2.63

3. A. (2). Course Completion Rate:  
Full Time Traditional: .87  
Part-Time Traditional .93  
Full Time Online: n/a  
Part-Time Online: .82

1. A. (3). Course Success/Retention Rate:  
Full Time Traditional: .78  
Part-time Traditional: .83  
Full time Online: n/a  
Part-Time Online: .70

3. A. (4). WSCH/FTEF Ratio:  
Full Time Traditional: 438.0  
Part-Time Traditional 388.2  
Full Time Online: n/a  
Part-Time Online: 643.6

3. A. (5). Fill Rate:  
Full Time Traditional: .73  
Full Time Online: n/a  
Part-Time Traditional: .68  
Part-Time Online: .83

#### **THEATRE ARTS:**

3. A. (1). Full-time/Part-Time Faculty Ratio: No changes

## 3. A. (2). Course Completion Rate:

Full Time Traditional: 1.43  
 Part-Time Traditional n/a  
 Full Time Online: .48  
 Part-Time Online: n/a

## 2. A. (3). Course Success/Retention Rate:

Full Time Traditional: .77  
 Part-time Traditional: n/a  
 Full time Online: .65  
 Part-Time Online: n/a

## 3. A. (4). WSCH/FTEF Ratio:

Full Time Traditional: .7  
 Part-Time Traditional n/a  
 Full Time Online: .4  
 Part-Time Online: n/a

## 3. A. (5). Fill Rate:

Full Time Traditional: .33  
 Full Time Online: .78  
 Part-Time Traditional: n/a  
 Part-Time Online: n/a

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

- 1) Summarize the progress your program has made on program and/or course level SLO measures. (Include *Outcome Statements* in this summary.)

PROGRAM REVIEW RESPONSE from OCTOBER 2012.**The Humanities PSLOs:**

Humanities Program Level Student Learning Outcomes echo Barstow Community College's Core Competencies because the humanities degree is multi-departmental and has campus level reach that is critical to all aspects for the college.

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 and 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.

**Summarization of Progress:****Overview:**

**ARTS:** 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.

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.

**ENGLISH:** 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 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 instructors. 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

**THEATER ARTS and MUSIC:** PLO – There is a plan in place to measure Humanities program level outcomes, with measurements in certain areas (from specific 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.

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

**PROGRAM REVIEW RESPONSE from OCTOBER 2012.**

**Overview:** 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

**Art:** 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.

**English:** 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.

**Spanish-** Spanish instructors are collaborating with other Humanities instructors; however, the adjuncts teaching these courses still lack in communication.

**Speech:** Revised Handouts provide students with more information (i.e. handouts and the like) to successfully complete outlines.

**Theater Arts and Music:** Changes in course assignment descriptions/explanations have become clearer. 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. Students are given an explanation of the student learning outcome and what it means to them. SLO's are being updated and revised to reflect more accurately the desired outcomes of the class.

- 3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

**PROGRAM REVIEW RESPONSE from OCTOBER 2012.**

**From #6.3** (What is your plan for completing and then continuing the assessment cycle?)

**Overview:**

**Art:** 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.

**English:** In keeping with working with Ms. Nunes-Gill, the Department will continue to comply with the assessment cycle in a timely fashion.

**Spanish:** In keeping with working with Ms. Nunes-Gill, the Department will continue to comply with the assessment cycle in a timely fashion.

**Speech:** In keeping with working with Ms. Nunes-Gill, the Department will continue to comply with the assessment cycle in a timely fashion.

**Theater Arts and Music:** 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.

DATE:

**3. Program Data****B. Progress on PLOs and SLOs****ANNUAL UPDATE #1:****Progress Summary –****Course-Level:**

In 2012-2013, for each course taught in that academic year, all humanities course outlines of record were updated to accurately list the SLOs to assist all faculty have consistent and uniform SLOs. All student learning outcomes were assessed for each course taught. We plan continue to assess each class as it is taught.

**Program Level:**

Program outcomes are determined by course assessments. Course assessments have been gathered, but dialogue is pending. Some instructors in Humanities are scheduled to participate in a TracDat pilot in fall 2013.

B. Progress on PLOs – Everything in this area is status quo from the Fall 2012 Program review except for these changes:

1. SLOs -- All classes are complete in this area.
2. Instructional changes – 2 new books were adopted: ENGL 1A -- *Reading Critically Writing Well*, 9<sup>th</sup> ed, Rise B. Axelrod and Charles R Cooper, eds. AND ENGL 102 – *The Assignment: Why am I Writing this Essay?* Rebecca Goodman and Martin Nakell.
3. Implementation for next cycle – use SLO assessments/essay samples to attain SLOs more fully in each English course AND everyone who teaches online must finish Moodle training by December 2013.

DATE: October 3, 2014

**ANNUAL UPDATE #2:**

**Arts:** SLOs are assessed for all arts classes.

**Theatre Arts and Music:****3B 1:**Fall 2012 assessment completed

Fulltime = 100% of the classes offered were assessed

*Number of outcomes assessed within each course*

MUSI – 100%

TART – 100%

Adjunct =

MUSI – information not found

TART – n/a

Spring 2013 assessment completed

Fulltime = 100% of the classes offered were assessed

*Number of outcomes assessed within each course*

MUSI – 100%

TART – 100%

Adjunct =

MUSI – information not found

TART – n/a

Fall 2013 assessment completed

Fulltime = 100% of the classes offered were assessed

*Number of outcomes assessed within each course*

MUSI – 100%

TART – 100%  
 Adjunct =  
 MUSI – information not found  
 TART – n/a

Spring 2014 assessment completed  
 Fulltime = 100% of the classes offered were assessed  
*Number of outcomes assessed within each course*  
 MUSI – 100%  
 TART – 100%

Adjunct =  
 MUSI – information not found  
 TART – n/a

**3B 2:** No changes

**3B 3:** No changes

C. Supporting Assessment Data (See Handbook for additional information)

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

**Overview:**

**Art:** 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?

**English:** 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.

**Spanish:** 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.

**Speech:**

**Theater Arts and Music;** There has been a record of the improvement of student skills through archival data. 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.

- 2) Summarize the results of these measures.

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

**Overview:**

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

**Overview:**

**Art:** 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.

**English:** 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.

**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.

**Speech:**

**Theater Arts and Music:** 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. Most of the program students are not performing arts majors, but those that are have gone on to successfully complete degrees and work professionally within their respective industry.

4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

**Theater Arts and Music:** Data has been collected for Humanities’ assessments of Communication, Critical Thinking, and Global Awareness. The next step is to measure Personal and Professional Growth.

DATE:

**3. Program Data**

C. Supporting Assessment Data

ANNUAL UPDATE #1:

**Overview:** Humanities, PHIL/RLGS, and Speech were not included in the 2011-2012 Program review, so their contributions are listed in this update. No changes for other Humanities Disciplines

**HUMANITIES:** Pre-course and post course evaluations have been utilized in a sample of the Humanities courses. These evaluations have demonstrated measured student improvement and satisfaction with course content as well as achievement of student learning outcomes (SLOs). Appendix B forms have provided another form of tracking and supported discussion of SLO measurement and assessment.

**PHIL/RELG:** Pre-course and post course evaluations have been utilized in a sample of the Philosophy courses. These evaluations have demonstrated measured student improvement and satisfaction with course content as well as achievement of student learning outcomes (SLOs). Appendix B forms have provided another form of tracking and supported discussion of SLO measurement and assessment.

C Supporting assessment data

1. Gauging program effectiveness – utilization of class climate survey and holistically evaluated essay sample plus SEERS meetings.
2. The results of these measures – still a work in progress.

3. Learned from evaluation of these measures – all adjuncts, including Ft Irwin and online instructors, need to be involved in all measurement procedures. SEERS must meet at a time when all can participate, including using live feed of meeting.

4. Status quo from Fall 2012 Program Review.

**Speech:**

C.1: 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.

C. 3: The class climate surveys and Appendix B gave rise to improved topic lists of possible speeches; the variety of topics gave students more ideas for their own speeches and shortened the time it took for students to pick their topics. Moreover, students were more invested in the topics they selected, and this resulted in better speeches.

**Theater Arts: No Change**

DATE:

**ANNUAL UPDATE #2:**

**Arts:** The strongest measure of success in the arts program is the continuous increase in demand for classes. Extra art history classes have been added and waitlists grow. There is a need for more space and perhaps another adjunct instructor.

**Theatre Arts and Music:**

**3B 1:**  
Fall 2012 assessment completed  
 Fulltime = 100% of the classes offered were assessed  
*Number of outcomes assessed within each course*  
 MUSI – 100%  
 TART – 100%  
 Adjunct =

**D. Two-Year Scheduling Plan**

1) **What is the program’s Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?**

**PROGRAM REVIEW RESPONSE from OCTOBER 2012.**

**Overview:**

**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 1 (even: F12,F14)	Spring Year 1 (Odd: SP13,SP15)
English 101 - English Skills	English Skills
English 102 - English Skills	English Skills
English 50 - Basic Skills	English 50 - Basic Skills

English 1A -English Comp. & Read. English 1B -Intro. To Lit. English 1C -Critical Think. & Comp. <b>English 2 -Survey of Eng. Lit.</b> <b>English 5 -Intro. To Children’s Lit.</b> <b>English 12 -American Literature I</b>	English 1A -English Comp. & Read. English 1B -Intro. To Lit. English 1C -Critical Think. & Comp. <b>English 3 -Survey of Eng. Lit.</b> <b>English 11 -Graphic Novel as Lit.</b> <i>English 13 - American Literature II (In Progress)</i>
<b>Fall Year 2 (Odd: F13, F15)</b>	<b>Spring Year 2 (even: SP14, SP16)</b>
English 101 - English Skills English 102 - English Skills English 50 - Basic Skills English 1A -English Comp. & Read. English 1B -Intro. To Lit. English 1C -Critical Think. & Comp. <b>English 2 -Survey of Eng. Lit.</b> <b>English 4 - Intro. to Shakespeare</b> English 5 - <i>Intro. To Children’s Lit.</i>	English 101 - English Skills English 102 - English Skills English 50 - Basic Skills English 1A -English Comp. & Read. English 1B -Intro. To Lit. English 1C -Critical Think. & Comp. <b>English 3 -Survey of Eng. Lit.</b> <b>English 11 -Graphic Novel as Lit.</b> English 7 - Creative Writing

**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.

2) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?

**PROGRAM REVIEW RESPONSE from OCTOBER 2012.**

NOTE: This question was not on the PROGRAM REVIEW from OCTOBER 2012.

Therefore, it was not answered in Oct 2012 full program review – see update Oct 2013

3) Reflecting on these results, what are the goals for the next assessment cycle?

**PROGRAM REVIEW RESPONSE from OCTOBER 2012.**

NOTE: This question was not on the PROGRAM REVIEW from OCTOBER 2012.

Therefore, it was not answered in Oct 2012 full program review – see update Oct 2013

DATE:

**3. Program Data**

D. Two-Year Scheduling Plan

ANNUAL UPDATE #1:

Humanities and PHIL/RLGS were not included in the 2011-2012 Program review, so their contributions are listed in this update. Other discipline changes noted below, but no discipline specific changes noted for Arts, History, Photography, Spanish, or Speech.

**3.D.1 What is the program’s Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?**

Changes to the two year plan include adding 7new “family” courses every semester: ARTS 10 B, ARTS 18 B,C, MUSI 4 B, C, D, TART 13 B,C,D, Tart 4B,C,D, and Tart 5 B, C, D Also other new approved courses ENGL 12B will be offered in the two year cycle.

**ENGLISH:**

2-year scheduling plan

1. Plan was included in Program review from Fall 2012; the 2-year plan is complete.
2. We are in the process of evaluating this 2-year plan at present.
3. Goals for next cycle – If 2 full-time tenure track English faculty members are hired, re-instate any appropriate archived or less taught courses.

**HUMANITIES:**

Fall Year 2012	Spring Year 2013
Humanities 1—Humanities through the Arts Humanities 4—Survey of Film Humanities 5—Multi-Cultural Mythology	Humanities 1—Humanities through the Arts Humanities 4—Survey of Film Humanities 5—Multi-Cultural Mythology
Fall Year 2013	Spring Year 2014
Humanities 1—Humanities through the Arts Humanities 4—Survey of Film Humanities 5—Multi-Cultural Mythology	Humanities 1—Humanities through the Arts Humanities 4—Survey of Film Humanities 5—Multi-Cultural Mythology
Fall Year 2014	Spring Year 2015
Humanities 1—Humanities through the Arts	Humanities 1—Humanities through the Arts

Humanities 2—Survey of Humanities (considered for revision, update, and reinstitution) Humanities 4—Survey of Film Humanities 5—Multi-Cultural Mythology	Humanities 3—Survey of Humanities (considered for revision, update, and reinstitution) Humanities 4—Survey of Film Humanities 5—Multi-Cultural Mythology
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**PHIL/RELG:**

<b>Fall Year 2012</b>	<b>Spring Year 2013</b>
Philosophy 5/Religion 10—Comparative Religion	Philosophy 5/Religion 10—Comparative Religion
<b>Fall Year 2013</b>	<b>Spring Year 2014</b>
Philosophy 5/Religion 10—Comparative Religion	Philosophy 1—Introduction to Philosophy Philosophy 4—Ethics Philosophy 5/Religion 10—Comparative Religion
<b>Fall Year 2014</b>	<b>Spring Year 2015</b>
Philosophy 1—Introduction to Philosophy Philosophy 3—Logic Philosophy 4—Ethics Philosophy 5/Religion 10—Comparative Religion Philosophy 7—Ancient Philosophy	Philosophy 1—Introduction to Philosophy Philosophy 3—Logic Philosophy 4—Ethics Philosophy 5/Religion 10—Comparative Religion Philosophy 8—Modern Philosophy
<b>Fall Year 2015</b>	<b>Spring Year 2016</b>
Philosophy 1—Introduction to Philosophy Philosophy 3—Logic Philosophy 4—Ethics Philosophy 5/Religion 10—Comparative Religion Philosophy 6—Introduction to the Bible Philosophy 7—Ancient Philosophy	Philosophy 1—Introduction to Philosophy Philosophy 3—Logic Philosophy 4—Ethics Philosophy 5/Religion 10—Comparative Religion Philosophy 6—Introduction to the Bible Philosophy 8—Modern Philosophy

**Speech:** No Change: 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.

**3.D.2: How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?**

**Overview:** Students can compete Humanities degree in two years. Actual data for specifics should be reviewed with counselors. Discipline Specifics are listed below if relevant.

**Theater Arts and Music** – The 2-year schedule has been successful but not all courses need to be taught at specific intervals for students as they are elective in nature.

**Music taught by other instructors: 3.D.2:** MUSI 12ABC are offered every semester

**3.D.3 -Reflecting on these results, what are the goals for the next assessment cycle?**

**Overview:** Work with counselor and Dean of Instruction to ensure courses are taught in regular cycle so the course not taught every semester have better planning and support – so they can grow.

Also to formalize program assessment processes and make individual course SLO assessments more uniform to allow for easier compilation of data. Some areas in HUM will be part of the pilot in TracDat to gather course level data and populate program outcomes automatically. Discipline Specifics are listed below if relevant.

**HUMANITIES:** The previous Two-Year Scheduling Plan for Humanities has minimally covered the needs of the student population. However, this is primarily due to a lack of course offered in the discipline and the gross under use of faculty qualified to teach Humanities employed by Barstow College due to budgetary restrictions.

Reflecting on the results of the last two years, the goal of the Humanities Department is to expand course offered and higher full-time faculty. Not moving in such a direction invites stagnation and potential failure for the Humanities at Barstow College by missing opportunities for expansion and diversification of Humanities courses.

**PHIL/RLGN:** The previous Two-Year Scheduling Plan for Philosophy has not met the needs of the student population. However, this is primarily due to a lack of course offered in the discipline and the under use of faculty qualified to teach Philosophy employed by Barstow College due to budgetary restrictions.

Reflecting on the results of the last two years, the goal of the Philosophy Department is to expand course offered and higher full-time faculty to run the department. Not moving in such a direction invites stagnation and potential failure for Philosophy at Barstow College by missing opportunities for expansion and diversification of Philosophy courses.

**Current Offerings:**

PHIL 4--Ethics one section offered online – This course was only offered in Summer 2013

PHIL 5/RLGS 10--Comparative Religion – Three sections offered: One section offered on campus, one on line, and one at the Fort Irwin site.

PHIL 6/RLGS 11—Introduction to the Bible – Three sections offered: One section offered on campus, one on line, and one at the Fort Irwin site.

**Theater Arts & Music – Update with new non-repeatable “Family” courses**

**MUSIC**

**4** – Offered every semester. SLOs have been updated and measured.

**4B, C, D** - New courses have been developed for repeatability and when they have been approved by the Chancellor’s Office, they will be offered and measured.

**8A** – Will be offered in Spring ‘14. SLOs will be measured.

**8B, C, D** – These are currently in process of being developed for repeatability.

**9** – Should be offered in Spring ‘15. Will be offered only when TART 13 is taught and needs an orchestra. Will complete the SLO Assessment loop when it is taught a second time. The date cannot be set in stone at this time.

**9B, C, D** – These are currently in process of being developed for repeatability.

**THEATRE - Update with new non-repeatable “Family” courses**

**1** – Offered every fall. SLOs have been updated and measured.

**4** – Offered every other semester. Has completed a loop. SLOs have been updated and will be measured in Spring ‘14.

**4B,C,D** – New courses have been developed for repeatability and when they have been approved by the Chancellor’s Office, they will be offered and measured.

**5** – Offered (usually) once a year. SLOs have been updated and measured.

**5B,C,D** – New courses have been developed for repeatability and when they have been approved by the Chancellor’s Office, they will be offered and measured.

**6** – Offered every 2 or 3 semesters. SLOs have been updated and measured.

**12** – This is not offered on a regular basis. SLOs have been updated. If new PAC is ready, it will be offered (and SLOs measured) in fall ’14.

**12B, C, D** – These are currently in process of being developed for repeatability.

**13** – This is offered (usually) once a year. SLOs have been updated and measured.

**13B,C,D** – New courses have been developed for repeatability and when they have been approved by the Chancellor’s Office, they will be offered and measured.

....

DATE: October 3, 2014

**ANNUAL UPDATE #2:**

**Art:** No change in 2 year scheduling

**English:** No change at this time

**Humanities:** HUMA 2 & HUMA 3—Survey of Humanities—still needs to have the SLOs revised so that it can be placed in the schedule

**Philosophy/RLGS:** The plan outlined during the previous Two-Year Scheduling Plan is beginning to address the needs of the student populace. However, further development is warranted as faculty availability is provided. The department is limited due to a lack of full-time faculty to strongly foster its development.

Recommended Offerings:

PHIL 4—Ethic: One section offered in the Spring ’14 at Fort Irwin and Two sections offered online in Summer ’14. Similar offerings should be considered for ’15 in the Spring, Summer, and Fall semesters. Also, a section offered on campus should be considered.

PHIL 5/RLGS 10—No change

PHIL 6/RLGS 11—No change

PHIL 1—Introduction to Philosophy—should be offered in ’15

PHIL 3—Logic—should be offered in ’15

PHIL 7—Ancient Philosophy—Should be offered in ’15

PHIL 8—Modern Philosophy—should be offered in ’15

**Speech: Speech** – Spring 2015 will see a change:

In past Spring semesters, there have been two, 2-hour and 50-minute, night classes (Monday and Wednesday). Now there will be one night class. Additionally, instead of a class that meets two afternoons a week 3:00-4:15, there will be one 2-hour and 50-minute afternoon class starting at 1:00 on Wednesday.

This means that classes will continue to be offered during the morning, the afternoon, and the evening time slots.

**Theater Arts:** No change

## 4. Curriculum

- A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.

### PROGRAM REVIEW RESPONSE from OCTOBER 2012.

There are a total of 45 courses in the Humanities Program that are degree applicable.

**Art** - Art Courses Breakdown =9 courses (Beginning Ceramics, Intermediate Ceramics, Sculpture, Acrylic painting, Watercolor painting, Freehand Sketching, Drawing and Composition, Art History 1 and 2.

**Prerequisites:** 10% of the ARTS department courses have a prerequisite. Arts 18A as prerequisite for 18B.

**Co-requisites:** 0%

**Advisory:** 0%

**English** - English Courses Breakdown =9 courses

**Prerequisites:** 77% of the ENGL department courses have a prerequisite.

**Co-requisites:** 0%

**Advisory:** 0%

- A. New courses, program changes – there are 7 not 9 courses being taught in Fall 2013. See 1-year update notes/information in the section labeled 2. Program description and overview.

American literature course is not being taught at present. Dr Firtha is on sabbatical. The AA Transfer degree is done and being signed to be sent to the curriculum committee for approval.

- B. Current evaluation process  
Curriculum and course changes are discussed at SEERS meetings. Courses are archived, changed, developed in Curricunet and then go to the Curriculum committee for approval.
- C. Course not in full compliance.  
This information appears in Curricunet.
- D. Curriculum Development  
Some classes were archived because the English collective lost 2 full-time tenure track faculty members. Budget constraints have caused problems in maintaining the currency and viability of curriculum. To bring back the entire program, full-time faculty members must be added.

**Spanish:** Spanish Courses Breakdown - Spanish 1A (Beginning Spanish), Spanish 1B (Elementary Spanish), Spanish 2A (Intermediate Spanish), Spanish 2B (Advanced Spanish).

**Prerequisites:** 50% of the SPAN department courses have a prerequisite

**Co-requisites:** 0%

**Advisory:** 0%

**Speech** - Speech Courses Breakdown - 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).

**Prerequisites:** 0% of the SPCH department courses have a prerequisite.

Co-requisites: 0%  
Advisory: 0%

#### Theater Arts and Music

**Music** - Music Courses Breakdown = 14 courses -

**Prerequisites:** 29% of the MUSI department courses have a prerequisite

**Co-requisites:** 0%

**Advisory:** 7%

**Theater Arts** - Theatre Arts Courses Breakdown = 7 courses -

**Prerequisites:** 14% of the SPAN department courses have a prerequisite.

**Co-requisites:** 0%

**Advisory:** 0%

- B. Explain the current evaluation process. How and when was the curriculum last evaluated? (*Appropriateness, archiving, deleting, revising, etc.*)

#### PROGRAM REVIEW RESPONSE from OCTOBER 2012.

NOTE: This question was not on the PROGRAM REVIEW from OCTOBER 2012.

Therefore, it was not answered in Oct 2012 full program review – see update Oct 2013

- C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years (*see [Curriculum Manual](#) for additional information, if necessary*).

#### PROGRAM REVIEW RESPONSE from OCTOBER 2012.

**ART:** 100%

**ENGLISH:** 100% To the best of our knowledge, all classes are in compliance.

**SPANISH** - Two 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. NOTE: 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.

**SPEECH** - All instructors are currently conforming to the COR.

**THEATER ARTS and MUSIC** - 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 currently being made to MUSI 3 and MUSI 4 to be up to code for Methods of Instruction.

**THEATRE** - 100% are in compliance regarding SLOs. Revisions are currently in development for Methods of Instruction.

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

#### PROGRAM REVIEW RESPONSE from OCTOBER 2012.

Plan for developing any new or additional courses and the rationale for them.

**Art** - The current fulltime instructor would like to create at least 2 more online art history classes, Renaissance Art and 19<sup>th</sup> 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.  
**ARCHIVE DELETE:** We have archived a 3D design class and a Photoshop class due to limited enrollment and limited faculty.  
**MODE of DELIVERY:** Online Art History classes due to over enrollment. See above.

**English** - 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.  
**ARCHIVE DELETE** All courses that needed to be archived were approved by Curriculum during the Spring 2012 semester.  
**MODE of DELIVERY:** 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. It will be offered online.

**Spanish** - The department has plans for developing more courses to provide vocational training and support and/or to accompany transferable degrees and certificates.  
**ARCHIVE DELETE** Courses that are not being offered and need major course revision have been archived.  
**MODE of DELIVERY:** 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.

**Speech** - No comment

**Theater Arts and Music** - 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.  
**ARCHIVE DELETE** All courses that needed to be archived were approved by Curriculum during the Spring 2012 semester.  
**MODE of DELIVERY:** There are no plans at this time to add or change mode of delivery to classes.

DATE:

**4. Curriculum**  
**ANNUAL UPDATE #1:**

**OVERVIEW:**  
 Last Program review cycle only active and FT disciplines were included in the # of classes in Humanities Program. See complete updated breakdown below:  
 95 courses from 11 disciplines are included in the Humanities Discipline:  
*All new courses in 2011-2012 are indicted by an asterisk.*  
*All courses with prerequisites are in Blue bold font.*

**Arts:** ARTS 1, 2, 3, 7, **9, 10**, 10B\*, 16, 17, **18,18B**, 18C, 19  
**English:** ENGL **1A, 1B, 1C, 2, 3, 4, 5, 6, 7, 10, 11, 12\* 12B\***  
**History:** HIST 1A, 1B, 8A, 8B  
**Humanities:** HUMA 1, 2, 3, 4, 5, **6**  
**Music:** MUSI 2, 3, 4, **4B\*, 4C\* 4D\*** 5A, **5B, 5C**, 6A, **6B, 6C**, 7, 12A, **12B, 12C**  
**Philosophy:** PHIL 1, 2, 3, 4, 5, 6, 8  
**Photography:** PHOT 1A, **1B**, 1C, **2A, 2B, 3, 4, 9**  
**Religious Studies:** RLGS 1, 5, 10  
**Spanish:** SPAN 1A, **1B, 2A, 2B, 10**

**Speech:** SPCH 1,  
**Theatre Arts:** TART 1, 2, 3, 4, **4B\***, **4C\***, **4D\***, 5, **5B\***, **5C\***, **5D\***, 6, 7, 10, 11, 12, 13, **13B\***, **13C\***, and **13D\***

New “family” courses (submitted in 2012-2013): ARTS 10 B, ARTS 18 B,C, MUSI 4 B, C, D, TART 13 B,C,D, Tart 4B,C,D, and Tart 5 B, C, D. All new “family” courses are prerequisite scaffolding.

Also other new approved courses ENGL 12B will be offered in the two year cycle  
 In addition, Some areas were not included in last program review because no FT faculty was lead in those areas

Here is the info for those areas as gleaned from PT instructors. Updates will follow that information

At this time course in compliance of ALL issues (not including prerequisite validations) are as follows (if courses need to have prerequisites validated, there are noted)

All THREE Curriculum questions are answered by Discipline - under the Discipline heading. If question is not noted, there is no change in the discipline.

#### **ARTS:**

**New Courses:** ARTS 10B and 18C

**Compliance:** 100%

**Viability and Currency:** The Art History program is in process of expanding to include a transfer degree in Art History by adding an online class on the Arts of Asia, currently being created.

#### **ENGLISH:**

**New Courses:** ENGL 12B American Lit

**Compliance: 100%** (11 of the 12 courses have prerequisites - All pre-requisites have been validated in last 3 years)

**Viability and Currency: An English AA-T degree is being submitted Fall 13.**

#### **HUMANITIES:**

Prerequisites: 0% of the Humanities Department courses have a prerequisite.

Co-requisites: 0%

Advisory: 0%

The Humanities Department at Barstow College should consider revision of the following courses (currently archived):

- Humanities 2—Survey of Humanities (planned for revision, update, and reinstatement)
- Humanities 3—Survey of Humanities (planned for revision, update, and reinstatement)

There are no plans to archive or delete any existing Humanities course offerings.

Currently there are three sections of Humanities through the Arts (HUMA 1) offered online, two sections of Survey of Film (HUMA 4) offered on campus and online, and two sections of Multi-Cultural Mythology (HUMA 5) offered online and at Fort Irwin. Since there is an attempt to diversify course offerings, there is currently a proposal to offer HUMA 1 at Fort Irwin to help increase student enrollment. However, consideration for expansions to the department includes the revision, update, and reinstatement of Humanities 2 & 3.

Prerequisites – 0% - no prerequisites for HUMA courses  
 Co-requisites – 0% - no prerequisites for HUMA courses  
 Advisory -- 0% - no prerequisites for HUMA courses

**PHIL/RLGS:**

**Compliance: 60% (the remaining 4 classes are in the process of being revise (see below)**

The Philosophy/RLGS Department at Barstow College currently comprised of the following courses (compliant):

- PHIL 4--Ethics (currently active)
- PHIL 5/RLGS 10--Comparative Religion (currently active)
- PHIL 6/RLGS 1 - Introduction to the Bible
- RLGS 5/ENGL 6 - Bible As Literature

The Philosophy Department at Barstow College is currently revising and constructing the following courses (non-compliant):

- PHIL 1--Introduction to Philosophy (currently in the process of approval by the curriculum committee)
- PHIL 3--Logic (currently being revised)
- PHIL 7--Ancient Philosophy (currently being revised)
- PHIL 8--Modern Philosophy (currently being revised)

Both Ethics and Comparative Religion have recently been revised in the last year and Introduction to Philosophy has also been revised and is currently in the process of moving through curriculum review. Logic, Ancient Philosophy, and Modern Philosophy are currently being prepared to for review and curriculum approval. The courses in Philosophy will be subject to annual review.

Prerequisites – 0% - no prerequisites for PHIL or RLGS courses  
 Co-requisites – 0% - no prerequisites for PHIL or RLGS courses  
 Advisory -- 0% - no prerequisites for PHIL or RLGS courses

A review of our current Philosophy course offerings reveals a lack in core courses like Introduction to Philosophy, Logic, Ancient Philosophy, and Modern Philosophy. These courses are the core courses needed for the establishment of the Associate in Arts in Philosophy for Transfer degree. Philosophy degrees are a pathway to careers in education and publishing, provides valuable skills that employers often seek, as well as serves as an excellent pre-Law degree.

Further course offerings of Introduction to Philosophy (PHIL 1), Logic (PHIL 3), Ancient Philosophy (PHIL 7), and Modern Philosophy (PHIL 8) are warranted in traditional, hybrid, and online formats. Since there is currently a great lack of Philosophy courses at Barstow College, and the student populace taking the current limited philosophic offerings has expressed strong interest in taking more philosophy courses, it is believed that the addition of these courses will help to increase student enrollment.

The following are suggested to increase the depth of course offerings after completion of the revision of the core courses occurs in order to make the Barstow College Philosophy Department to offer relevant and competitive courses that are offered at other institutions of higher learning that offer similar course listings in traditional, hybrid, and online course settings:

**Courses to Develop**

The following are courses currently being considered for expansion of the Philosophy Department – as part of the Philosophy AA-T development – AA\_T degree will be submitted in Fall 13:

- Critical Thinking/Informal Logic
- Justice & Political Philosophy
- Aesthetics/Philosophy of Art
- Philosophy of Religion
- Philosophy of Science
- Life, Death & Dying
- Asian Philosophy
- History of Political Philosophy (Ancient & Modern)
- Philosophy of Mind
- The Rational Perspective
- The Para-Rational Perspective
- Post Modern Philosophy

There are no plans to archive or delete any existing Philosophy course offerings

**SPANISH:** Spanish instructor who taught this last year no longer at BCC

**Speech** - No Change: Speech Courses Breakdown - 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).

Prerequisites: 0% of the SPCH department courses have a prerequisite.

Co-requisites: 0%

Advisory: 0%

**Compliance: 100%** (no courses with pre-requisite)

**THEATER ARTS:****4A. New Courses, including newly approved Prerequisites****Theater Arts and Music**

**Music** - Music Courses Breakdown = 17 courses –

**New Courses in 2012-2013:**

- MUSI 4B - Intermediate College Choir
- MUSI 4C - Advanced College Choir I
- MUSI 4D - Advanced College Choir II

**Prerequisites: 41%** of MUSI courses have a prerequisite (**NEW** prerequisite courses include MUSI 4B, 4C, 4D)

**Co-requisites: 0%**

**Advisory: 6%**

**Theater Arts** - Theatre Arts Courses Breakdown = 16 courses –

**New Courses in 2012-2013:**

- TART 4B - Intermediate Broadway Voice
- TART 4C - Advanced Broadway Voice I
- TART 4D - Advanced Broadway Voice II
- TART 5B - Intermediate Modern Theatre Production

- TART 5C - Advanced Modern Theatre Production I
- TART 5D - Advanced Modern Theatre Production II
- TART 13B - Intermediate Musical Theatre Production
- TART 13C - Advanced Musical Theatre Production I
- TART 13D - Advanced Musical Theatre Production II

**Prerequisites:** 63% of the TART department courses have a prerequisite. (NEW prerequisite courses include TART 4B, 4C, 4D, 5B, 5C, 5D, 13B, 13C, 13D)

**Co-requisites:** 0%

**Advisory:** 0%

**Theatre Arts and Music**

**4B. Curriculum Evaluation Process:**

**Music** – 76% of courses were evaluated during Fall of '12. They were all evaluated for SLOs, Methods of Instruction, and Objectives. The remaining percentage of courses not evaluated were new courses.

**Theatre Arts** – 44% of courses were evaluated during Fall of '12. They were all evaluated for SLOs, Methods of Instruction, and Objectives. The remaining percentage of courses not evaluated were new courses.

**Theatre Arts and Music**

**4C. Compliance:**

**Music** – 100% are in compliance

**Theatre Arts** – 100% are in compliance

**4.D: Currency and Viability:**

No Change: All instructors are currently conforming to the COR.

DATE: October 3, 2014

**ANNUAL UPDATE #2:**

**Art:** Arts 10B Intermediate painting will finally be offered in the spring/2015 semester. Arts 18C Advanced Ceramics has been offered for the first time this fall 2014 semester. The History of Asian Art online class has been approved as has the AA transfer degree in Art History.

**English:** No Change

**Humanities:**

**Music:**

**Phil/Relgs: Compliance: 100%**

Current offerings in Philosophy are as follows:

- PHIL 4--Ethics (currently active)
- PHIL 5/RLGS 10--Comparative Religion (currently active)
- PHIL 6/RLGS 1 - Introduction to the Bible
- RLGS 5/ENGL 6 - Bible As Literature

Future courses to be offered in 2015, in addition to those above, ought to include:

- PHIL 1--Introduction to Philosophy
- PHIL 3--Logic

- PHIL 7--Ancient Philosophy
- PHIL 8--Modern Philosophy

**Speech:**

4A. New Courses, including newly approved Prerequisites: No Change:

4.B. Curriculum Evaluation Process: No Change

4.C. Compliance: Still in compliance.

4.D. Currency and Viability: The two courses the school offers are current. Note: Some institutions have changed or are in the process of changing the name of the "Speech Department" to the "Communication Department." Given BCC is not planning to offer a Transfer Degree in Communication, this change is not advised at this time. The reason, Speech (SPCH) is recognized and is also common nomenclature. All the transfer institutions recognize SPCH from BCC.

**Theatre Arts and Music:**

All transfer forms were completed in the fall of 2013

All prerequisite forms were updated in the fall of 2013

## 5. Internal Factors *(see Handbook for worksheet)*

### A. Strengths

#### PROGRAM REVIEW RESPONSE from OCTOBER 2012.

From #5 Program Status: What is going well and why?

**Overall:** 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 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.

**PHIL/RELG:** I think the program is progressing well but we need to be able to include more of religion and philosophy courses.  
I am able to share information and experiences that I had while working in Africa for six years as a

missionary

**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 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.

#### B. Weaknesses

##### PROGRAM REVIEW RESPONSE from OCTOBER 2012.

**From #5 Program Status:** What is not going well and why?

**OVERALL:** 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.

**ART** - 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.

**ENGLISH** - 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.

**SPANISH-** Better communication amongst adjunct faculty. A full-time instructor could bring cohesiveness to the courses and instructors teaching them.

**SPEECH** - 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.

**THEATER ARTS and MUSIC**

**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.  
Class noises “bleeding through” the walls in IPAC affect the music class

**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.

**DATE:**

**5. Internal Factors:**

A. Strengths

B. Weaknesses

**ANNUAL UPDATE #1:**

**Humanities and PHIL/RLGS were not included in the 2011-2012 Program review, so their contributions are listed in this update.** Other discipline changes noted below, but no changes noted for History, Music, Photography, or TART.

**5. A. Internal Factors - Strengths**

**Arts: Strengths**

The Art History program is in process of expanding to include a transfer degree in Art History by adding an online class on the Arts of Asia, currently being created. Online enrollment, satisfaction and success is very high, with classes being added to meet the demand.

**English: Strengths –**

- Utilizing part-time faculty members more in the activities once done by full-time faculty.
- A more positive atmosphere at BCC is leading to increased adjunct and faculty involvement.
- Faculty continue to sponsor SEERS meeting to discuss English and other communication discipline issues.

**HUMANITIES: Strengths:**

Humanities classes are becoming more popular and an expansion of classes is under consideration.

**PHIL/RELG: Strengths:**

The Philosophy department is growing adding to the overall strength of the humanities program; however, there is a demand for a more diversified set of course offerings on campus, at Fort Irwin, and online. To address this, offerings in PHIL 1 and PHIL 4 are being considered for delivery at Fort Irwin. PHIL 1 and PHIL 4 was already offered in the Summer 2013 semester with great success. There are currently plans to offer PHIL 4 at Fort Irwin and Online as well as PHIL. 1 in the next year. Also, PHIL 3, PHIL 7, and PHIL 8 are currently going through revision to be offered in the 2013-2014 school year in support of the Philosophy AA-T, to be closely followed by PHIL 6 the following year.

In Introduction to the Bible, students feel comfortable asking far more questions than they ever have.

**Speech: Strengths**

- 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. Also, providing lists of possible speech topics increases the likelihood of a student selecting a specific topic whereby he or she can give a successful speech.)
- All Speech instructors are in SLO compliance.
- The addition of Sally Bawden (PT) offers students a greater number of live course offerings both on campus and at Fort Irwin.

**5. B. Internal Factors - Weaknesses**

**Arts: Weaknesses**

The studio program continues to work with limited space and increased enrollment

**English: Weaknesses**

Have not replaced FT tenure track faculty – currently only FT temp in place. Turnover in personnel in full-time and adjunct faculty causes consistency issues.

**PHIL/RELG: Weaknesses**

There is a lack of a full-time Philosophy faculty member which hinders the development of a transfer degree. Also, only one current adjunct is qualified to teach Philosophy courses other than religion.”

**Spanish:**

**Weaknesses** – The lack of a full-time instructor does not allow for leadership and growth

DATE:

**ANNUAL UPDATE #2:**

**Art: Strengths**

The Art History program has expanded to include a transfer degree in Art History by adding an online class on the Arts of Asia. Online enrollment, satisfaction and success is very high, with classes being added to meet the demand.

The Student Art Show continues to be a source of inspiration to current and new students.

**Weaknesses**

The studio program continues to work with limited space and increased enrollment. There is a need for a permanent projector and screen in the Arts classroom. More storage space for student supplies and projects is needed as well as another classroom or two.

**English: Strengths**

The English department now includes three full time faculty members, and with this increased stability as well as their collegiality with one another, English faculty will continue to make strides toward the goals set.

**Humanities:** Strengths:

As a discipline, the humanities continue to grow in popularity due to its interdisciplinary nature. To strongly develop more course offerings in this area, a full time instructor is warranted to fully develop the potential of the department.

Weaknesses: Humanities departments at other colleges are much more strongly developed than the offerings at Barstow College, thus warranting development in this area to remain competitive. To help parpituuate this development, a full time instructor is needed.

**Music:** No change**Phil/Relg:** Strengths:

The student population continues to ask for more Philosophy courses. The need to offer additional sections of PHIL 4 Ethics during Summer '14 is evidence of this need. Also, the offering of the Philosophy AA-T also warrants the continued offering of more Philosophy courses and the hiring of a full time instructor to teach them and continue expanding the department, thus producing new revenue for the college.

Weaknesses: The demands for Philosophy courses at Barstow College during Summer '14 were enormous and could barely be serviced. Indeed, students were turned away from the PHIL 4 Ethics course even after a second section was added on a truncated 6-week schedule. The ten-year lack of strong philosophy offerings in the Barstow area has left a vacuum that needs to be filled badly. This warrants the hiring of a full time instructor in this area to properly fill this void, especially since the courses have been recently revised in the last year and an AA-T degree in Philosophy has been created and is currently being reviewed by the Chancellor.

**Speech:** Fall: The Fall Semester will remain the same because enrollment has remained strong.

Spring: A modification has been made for Spring 2015 due to declining numbers in night Elements of Public Speaking classes. This has resulted because two morning classes were added to the schedule. In the past, the morning speech classes were customarily made available after the FT instructor's day and night classes were full, giving students additional options. Also, in the past, there have been two, 2-hour and 50-minute night classes (Monday and Wednesday). For Spring 2015, there will be one night class. Additionally, instead of a class that meets two afternoons a week, 3:00-4:15, there will be one 2-hour and 50-minute afternoon class starting at 1:00. It is possible that this change will continue in future semesters.

There is still a wide range of times classes will be offered: during the morning, the afternoon, and the evening time slots.

2. All Faculty members are in compliance by turning in SLO assessments.

**Theater Arts:** No Change

## 6. External Factors *(see Handbook for worksheet)*

### A. Opportunities

**PROGRAM REVIEW RESPONSE from OCTOBER 2012.**

**From Question 3** *(What external factors have a significant impact on the program? Include the following, as applicable)*

**OVERVIEW:** 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.

**ARTS:**

**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.

**Job Market/Requirements of prospective employers:** Creative people are more likely to be hired no matter what type of work they do.

**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.

**SPANISH**

**Budgetary constraints or opportunities-** 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)

**THEATER ARTS and MUSIC**

**Budgetary Constraints** - 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.

**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 imposed by regulations, policies, standards, and other mandates** – None for Performing Arts  
**Job Market** – Some job opportunities for film crews needing extras.

**B. Threats****PROGRAM REVIEW RESPONSE from OCTOBER 2012.**

**From Question 3** *(What external factors have a significant impact on the program? Include the following, as applicable)*

**Overview:** In general, the main external impacts on the program are budgetary. We need to hire more full-time instructors in the Humanities.

**ARTS**

**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.

**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.

**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

	<p>have noticed an increase in the number of students attempting to enroll in and complete English 1A.</p>
	<p><b>SPANISH:</b></p> <p><b>Budgetary constraints or opportunities-</b> 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.</p>
	<p><b>SPEECH</b></p> <p><b>Requirements of four-year institutions</b> 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. <b>***This raises questions – should we review the A.A. and look at hybrid to resolve the problem?</b></p> <p><b>Developments in the field (both current and future)</b> The text books for both courses continue to be updated every few years and reflect new research and trends.</p>
	<p><b>THEATER ARTS and MUSIC</b></p> <p><b>Budgetary Constraints -</b> 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.</p> <p><b>Community Demographics and Economic Situation -</b> 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.</p> <p><b>Requirements from four year institutions -</b> 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.</p> <p><b>Job Market –</b> 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.</p>

	<p><b>DATE:</b> <input type="text" value="October 2, 2013"/></p>
<p><b>5. External Factors</b>                  A. Opportunities                  B. Threats  <b>ANNUAL UPDATE #1:</b></p>	<p><b>Overview: Humanities, PHIL/RLGS, and Speech were not included in the 2011-2012 Program review, so their contributions are listed in this update. Other discipline changes noted below, but no changes noted for History, Music, Photography, Spanish, or TART.</b></p> <p><b>Arts:</b></p> <p><b>Opportunities:</b>                  Barstow has the only ceramic class offerings in the area so there is no current competition.</p>

Our online art history classes do not suffer from any competition and enrollment is constantly expanding.

**Threats:**

Space restraints continue for studio classes.

**English:**

A. **Opportunities** – AA-T for English vetted by state – will help students transfer and help and the English department grow and expand more diverse offerings as data on new degree is gathered.

B. **Threats** – Budget issues. Resulting in not replacing two FT positions from last 3 years.

**HUMANITIES:**

**Opportunities:** There is a call for more diversity in Humanities course offerings.

**Threats:** Budgetary constraints-- Problem – There is not a full-time faculty chair to lead the department.

**PHIL/RLGS:**

**Opportunities:** Transfer degree vetted from state allows BCC to offer a philosophy degree scheduled to be approved for Fall 2014.

Change at state to include Sikhs in all religious studies courses – luckily, our textbooks already includes this topic and all instructors indicate they already cover this, but will review and improve area as necessary.

According to the Wall Street Journal, Philosophy is one of the top 20 jobs in the United States in terms of satisfaction, salaries, security, and benefits.

**Career opportunities--** Philosophy is a foundational pathway toward some of the most desired professional jobs (Most careers require a bachelor's or advanced degree.):

- Lawyer
- Management trainer
- Public administrator
- Religious leader
- Social worker
- Teacher
- Writer

The times are changing all of the time and we need to update our students on these topics without fear of reprimand.

**Threats:** A number of students are having difficulty to get to the course or get to it on time due to car problems or due to difficulties coming from Victorville, traffic issues, etc. Trying to be politically correct all of the time and not stating the truth.

Budgetary constraints- Problem –

- There is not a full-time faculty chair to lead the department; currently, the department has only one fully credentialed part-time faculty member.
- Overbearing sense of secularism and epistemic overconfidence in student population.
- Inability for science to answer certain substantive fundamental questions.

- We need to hire a full-time philosophy faculty member to teach all of the courses necessary to offer the properly offer all the courses needed to offer the PHIL AA-T and develop the program.
- With PHIL AA-T need to grow program, but no state funding for more instructors or to teach more live classes – currently relying on online classes to grow program.

**Speech:**

**Opportunities/ Threats:** Although Speech 1 is doing well, the Speech 3 (Interpersonal Communication) no longer fulfills IGETC transfer requirement for Speech. This is because it is offered online, and it does not have an oral communication component. This happened several years ago. Students can still enroll in Speech 3 and can get credit 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? [In the past, whenever a live Speech 3 has been offered on campus, it has failed to get adequate enrollment. On-campus students seem to prefer to take this class in an online format although it is hard to quantify student success and improvement in interpersonal skills via the online format (i.e. eye contact, other non-verbal communication abilities, and the like.) Unfortunately, there is no reason to believe that a hybrid course would be any more successful in enrollment than a totally live class.]

DATE: October 3, 2014

**ANNUAL UPDATE #2:**

**Art:** Opportunities: The finishing of the new Performing Arts Center holds opportunities for art students to create art pieces for this building. There is a new possible exhibition area for art work as well, student shows and permanent student collection. There are working studios for theater arts that can also be used for fine art projects in woodworking, etc.  
The Art department has also obtained welding equipment to include a welding module in the Arts 19 Sculpture Class.

Threats: Classes are too large and space is limited. Expansion has been difficult due to budget restrictions. Claustrophobia in the studio is a problem

**English:** With two additional tenure track English faculty members and the third full time faculty member back from leave, there are many opportunities to increase the stability of the program and add support to college needs.

**Humanities:** The interdisciplinary nature of the Humanities makes it a primary method of study today by integrating the specialized views of many disparate disciplines. Furthermore, the Humanities provides a set of courses that work to feed other disciplines by introducing students to those individual disciplines and demonstrating how they work in conjunction with others. Therefore, stronger offerings in the Humanities not only helps that department, but also works to aid other disciplines as well

**Opportunities:** There is a need and a movement in academia toward interdisciplinary learning, which is what the humanities does being essentially the study of at minimum the conjoined study of Art, History, Literature, Music, and Philosophy and at most the study of all things produced by human beings.

**Threats:** Budgetary constraints-- Problem – There is not a full-time faculty chair to lead the department.

**Music:** No change

**Phil/Rlgs:** Continuing to offer more Philosophy courses provide new revenue for Barstow College from courses that previously did not exist. It also serves as a draw for new students that have the need and desire for deep logical analysis of the world, its ideas, and laws that govern it. Philosophy is also a discipline that helps students to excel in other courses from Art to Science and everything in between. Thus, stronger offerings in Philosophy not only help that department, but all other disciplines on the campus as well.

**Opportunities:** The student population at Barstow College has a hunger for Philosophy since it has not been strongly taught at the school in more than 10 years. The overflowing enrolment of PHIL 4 Ethics over the Summer '14 demonstrated this. Student consistently ask when more Philosophy courses will be offered, but are left without a consistent outlet for taking the courses. Consequently, this is a ripe area for expansion of the college.

**Threats:** Budgetary constraints-- Problem – There is not a full-time faculty chair to lead the department.

**Speech:**

Budgetary constraints or opportunities None

In the last Program Review, there was a question about a hybrid class for Interpersonal Communication (SPCH 3). Here is some background. After Speech 3 was offered online, the last attempt to offer Speech 3 as a live class failed to enroll more than about 5 students. Online students are often scattered far and wide, and antidotal evidence suggests that students often select the option of an online class as a way to take classes at their convenience. A hybrid would interfere with this. Being on campus may be an option; however, with the possible reduction of a Speech adjunct instructor in Spring 2015 or in the future means adding a hybrid at this time does not seem to be a viable option.

Developments in the field (both current and future) The text books for both courses continue to be updated every few years and reflect new research and trends. The latest edition of Speech 1 text was carried by the BCC Book Store in Fall 2014.

Speech Contest:

The annual Intramural Anti-drug and Anti-alcohol Speech Contest has continued for 5 years. With funding from the ASB students are able to win cash prizes. In the past, this contest had a follow-up regional contest the winner of the BBC contest could compete. The man who had directed the program for many years died suddenly, and the last year's regional contest was canceled. The future of the regional event remains uncertain.

Key Point: Perhaps it is time to reassess even having the BCC contest because the original reason for having a local contest was to allow the winner to advance to the regional contest where a person could win \$350, %500 or \$1,000 in prize money for placing first, second or third.

Threats:

Disruptive students can hurt any learning environment, particularly in Speech class where everyone must have a safe learning environment to thrive. For example, one student in a Fall 2014 class is a marijuana user. His abuse affects everyone in class and has an influence on the learning environment as he talks out of turn.

**Theater Arts:** No change

## 7. Continuing Education/Professional Development

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

DATE:

### 6. Continuing Education/Professional Development

- A. Continuing education / professional dev.
  - B. Plans for continuing education / professional dev.
- ANNUAL UPDATE #1:**

**Overview:** This question was NOT on the 2011-2012 form. So all disciplines would be represented in the Update below.

**Arts:**

**7. A. Professional Development:**

The full time art instructor has joined and is active in the International Assoc. of Pastel Societies and has become an associate member of the Pastel Society of America.

**English:**

**7. A. Professional Development:**

- Dr. Firtha is teaching in London, England in Fall 2013.
- NCTE conference in Las Vegas, NV was attended in spring 2013 by a number of English faculty.
- All FT faculty attended a Skype meeting with publisher from Cengage to learn about changes in textbook industry and opportunities

**7. B. Plans for upcoming cycle:**

- Cengage conference in Scottsdale, Arizona is being attended by a number of English faculty in Fall 2013.
- BCC sponsors in-services and Best practices meetings every month.

**HUMANITIES:**

**7. A. Professional Development:**

- BCC faculty in-service meeting (Love)
- BCC – Moodle training (Love)
- Mt Sac – Moodle certification (Love)
- CSU-DH - CC teaching certificate (Love)
- CSU-DH – Master’s Degree – Negotiation, Conflict Resolution, and Peacebuilding (Love)

**7. B. Plans for upcoming cycle:**

- Applying to a PhD/JD program (Love)

**PHIL/RELG: 7A:****7. A. Professional Development:**

- engaged in religious studies and practice due to full time pastoral work (Dr. Parent)
- BCC faculty in-service meeting (Love and Parent)
- BCC – Moodle training (Love)
- Mt Sac – Moodle certification (Love)
- CSU-DH - CC teaching certificate (Love)
- CSU-DH – Master’s Degree – Negotiation, Conflict Resolution, and Peacebuilding (Love)

**7. B. Plans for upcoming cycle:**

- Applying to a PhD/JD program (Love)

**Theatre Arts and Music (beyond campus projects)****7. A. Professional Development:****Amy Ross:**

The full-time instructor in both theatre arts and music performs and/or directs for various organizations in the high desert, using the opportunity to recruit. In the past year, this included:

- Director for the Barstow Community Choir, which performed at The Sights & Sounds of Christmas community concert in December 2012.
- Performed the role of Truvie for a scene of *Steel Magnolias*. This was presented for the gala opening of Studio 841 in Barstow in February 2013.
- Creation of “Harmonia”, a female vocal group. Performed with Harmonia for Relay for Life in May, 2013.
- Performed with members of College Choir for the Desert Discovery Center Midsummer Festival in June, 2013.
- Performed the role of Mrs. Tottendale in a performance of *The Drowsy Chaperone* for Standing Room Only Productions in Victorville (August 2013).
- Performed for a community fundraiser, “Barstow Gives Back to Mark Sielski”, in August, 2013.

**Lynn Frazee:**

- Plays in string jam with VP Stanford and other local musicians where she plays flute, guitar and does vocals,
- Plays saxophone quartet with local musicians in the class;
- Plays French Horn in concert band at BCC,
- Plays in BCC Jazz band plays trombone and other instruments.
- Also plays saxophone and various instruments in local church.

**Theatre Arts and Music (beyond campus projects)****7. B. Plans for upcoming cycle:****Amy Ross:**

Planned professional development engagements for the full-time instructor during the 2013-2014 school year will include:

- Director for the Barstow Community Choir, which will perform at the Sights & Sounds of Christmas in December, 2013.
- Harmonia performance for the Barstow Women’s Club in December, 2013.

- Performing for the annual “Burlesque”, produced by Theatre Arts Guild (TAG) in Victorville at the High Desert Center for the Arts, in January, 2014

**Lynn Frazee:**

- Will play saxophone in an upcoming concert with gifted student as main feature Everaldo Delgado
- Will continue her community musical involvement.

DATE: October 3, 2014

**ANNUAL UPDATE #2:**

**Art:** The full-time art instructor has taken a series of communication workshops.

**English:** One of the full time instructors, along with colleagues from CSUSB, presented papers at two different professional conferences and will present at conference again in 2015.

**Humanities:** None reported

**Music:** See TA below

**Phil/Rlgs:** None reported

**Speech:** Mr. Conrad hopes to attend the Great Teacher’s Seminar in August, 2015. Given every annual Great Teacher’s Seminar is different, it would be great to attend again. Please Note: Some instructors have attended every one for the past 20 years, the year I went I met many who had been attending for over 10 years.

**Theater Arts:** .A Professional Development from 2013-2014 Year

The full-time instructor in both theatre arts and music performs and/or directs for various organizations in the high desert, using the opportunity to recruit. In the past year, this included:

- Director for the Barstow Community Choir, which performed at The Sights & Sounds of Christmas community concert in December 2013.
- Performed in the annual “burlesque”, produced by Theatre Arts Guild (TAG) in Victorville at the High Desert Center for the Arts in January, 2013.
- Performed in Carlotta & Friends’ “Phenomenal Woman” as a featured singer at the High Desert Center for the Arts in July, 2014.
- Performed the role of Carol Strong in a performance of *Catch Me if You Can* for Creative Arts Theatre (CAT) in Victorville in July, 2014.
- Took a tap class from instructor Jane Laraman-Brockhurst for a few months, beginning in January 2014.

7.B. Plans for Professional Development

Planned professional development engagements for the full-time instructor during the 2014-2015 school year will include:

- Director for the Barstow Community Choir, which will perform at the Sights & Sounds of Christmas in December, 2014.
- Planned performance for the Retired Teachers’ Association for their luncheon in November, 2014.
- Planned participation with Camerata, a Victorville, opera group.

Possible auditioning for productions in the Barstow area, Victorville, and beyond to hone acting and singing skills.

## 8. Prior Goals/Objectives

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

**PROGRAM REVIEW RESPONSE from OCTOBER 2012.**

**From Question 7**

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

**ARTS:** 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**

<b>Spring 2010 program review Goal</b>	<b>Fall 2012 program review Status</b>
Submit an audition choir to Curriculum to strengthen vocal music and push students who are more advanced	Chamber Singers, an audition choir, was submitted and approved by Curriculum 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.

DATE:

ANNUAL  
UPDA  
TE #1:

**Overview:**

**Arts:** The full time art instructor has joined and is active in the International Assoc. of Pastel Societies and has become an associate member of the Pastel Society of America.

**English:** Previous goal was to finish curriculum updates for courses and expressed concern over not being able to request hiring FT faculty. Courses have been updated including submitting an English AA-T degree. A request to fill at least one of the two faculty no longer in the department will be requested again, but should be taking place in Fall 13.

**HUMANITIES:** The Humanities Department is currently offering HUMA 1 at Fort Irwin and via the on campus High School Transfer program as well as HUMA 4 and HUMA 5. 3 of 7 courses on record have been updated to be in compliance with SLO reporting. The ongoing goal is to continue updating courses and teaching them in compliance with state standards.

**PHIL/RELG:** The Philosophy Department is currently offering PHIL 4, PHIL 5/RLGN 10, & PHIL 6/RLGN 11. In the next year PHIL 1, PHIL 3, PHIL 7, and PHIL 8 should begin to be offered to strongly present students with the opportunity to take all of the philosophy courses Barstow College is capable of teaching.

**Spanish: New:** The goal **continues** to be for all instructors to teach well and comply with the administration’s requirements. As of now, this seems to be happening.

**Speech:** The Speech Department is currently offering both Speech 1 (Elements of Public Speaking) and Speech 3 (Interpersonal Communication). All part-time faculty members have come into compliance with SLO reporting. Moreover, enrollment remains high. The goal is for all instructors to continue teaching well and complying with administration’s requirements.

**THEATER ARTS and MUSIC:**

MUSIC

Fall 2012 program review Goal	Fall 2013 program review Status

Chamber Singers, an audition choir, was submitted and approved by Curriculum and will be taught in the Spring of 2013	Because of Chancellor’s Office issues, the class was not able to be offered in the Spring of 2013. It will be taught in the Spring of 2014.
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.
Join music associations.	This has not yet happened.
Recruit high school students.	This is ongoing and done through word-of-mouth, using social media, and offering classes at compatible times.

THEATRE ARTS

Fall 2012 program review Goal	Fall 2013 program review Status
Hire a Dance instructor	Any time this has been broached with administration, it’s been answered with a negative. It is still a goal.
Continued involvement in school and community for exposure and recruitment – Research for theatre conferences and workshops.	Opportunities to perform in Victorville have been utilized. Research has been made to attend conferences and workshops but scheduling and cost impeded attendance.
Recruit high school students	This is ongoing and done through word-of-mouth, using social media, and offering classes at compatible times.

DATE: October 2, 2014

ANNUAL  
UPDA  
TE #2:

1. **Arts: Goal 1:**
  - A. Create and Install Art Projects on campus:
  - B. Buy student work from each Student Art Show and Create permanent gallery space for permanent art collection
2. Goal 2: Improve motivation and inspiration for art students.
- 3 Goal 3: Research and develop curriculum to create an AA Transfer Degree in the Studio Arts.
- 4 Welding has been added as a module in the sculpture program. Advanced Ceramics has become a reality as has Intermediate Painting.

**English:** Two Full time faculty hired. Department wants to increase the number of accelerated offerings to assist students in completing their English classes in a more timely manner.

**Humanities:** None stated

**Music:** See Below.

**Phil/Rlgs:** None stated

**Speech:**

**Theater Arts:**

ANNUAL UPDATE #2: **THEATER ARTS and MUSIC:**

MUSIC

Fall 2012 & 2013 program review Goal	Fall 2014 program review Status

	Chamber Singers, an audition choir, was submitted and approved by Curriculum and will be taught in the fall of 2014.	There was no real explanation given to the instructor as to why the class was not offered on the schedule as submitted. The goal is to, again, offer it in the spring of 2014.	
	Continued involvement in school and community for exposure and recruitment.	No change	
	Join music associations.	No change	
	Recruit high school students.	No change	
	Improve marketing.	There has been no tracking of class numbers, or graduation transfer rates with performing arts emphasis	
	Offer more diverse curricular opportunities in performing arts	<ul style="list-style-type: none"> <li>▪ The goal is to create new vocal classes but that has not been accomplished.</li> <li>▪ A Theatre Orchestra class has been created and put through Curriculum.</li> </ul>	
<b>THEATRE ARTS</b>			
	<b>Fall 2012 &amp; 2013 program review Goal</b>	<b>Fall 2014 program review Status</b>	
	Hire a Dance instructor	The instructor was informed by Administration to unarchive and update the two dance classes that are in the books. This is in process.	
	Continued involvement in school and community for exposure and recruitment – Research for theatre conferences and workshops.	No change	
	Recruit high school students	No change	
	Improve marketing	<ul style="list-style-type: none"> <li>▪ Play attendance was tracked, assessing attendance and SWAT.</li> <li>▪ There has been no tracking of class numbers, or graduation transfer rates with performing arts emphasis.</li> </ul>	
	Offer more diverse curricular opportunities in performing arts	<ul style="list-style-type: none"> <li>▪ See above regarding hiring a dance instructor.</li> <li>▪ The instructor was informed by Administration to unarchive and update the Introduction to Technical Theatre class. That is in process.</li> <li>▪ There is a goal to create a new Musical Theatre Workshop class.</li> </ul>	

### 9. Goals/Objectives/Actions (ACTION PLAN)

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

- B. ALIGNMENT:** Indicate how each Goal is aligned with the College's [Strategic Priorities](#).
- C. OBJECTIVES:** Define Objectives for reaching each Goal.
- D. ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (*See Handbook for additional examples.*)

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

ACTION PLAN					
GOAL		ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<b>#1</b>	Improve the community and campus involvement in the performing arts program	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> <li>- <b>Foster</b> innovative learning environment</li> <li>- <b>Provide</b> Successful college learning experience</li> <li>- <b>Promote</b> and support student engagement</li> <li>- <b>Cultivate</b> and enhance local partnerships</li> </ul>	#1 Improved Marketing	<ul style="list-style-type: none"> <li>- Work with PIO</li> <li>- Outreach to community and High schools</li> <li>- Enhance online marketing presence</li> </ul>	<p><u>Outcome:</u> Measure play attendance, class numbers, and track graduation transfer rates with performing arts emphasis.</p> <p><u>Measurement:</u> Ticket sales, course numbers, student interest and graduation transfer paperwork</p> <p><b>ASSESSMENT:</b></p>
			#2 Offer more diverse curricular opportunities in performing arts	<ul style="list-style-type: none"> <li>- Offer Dance, - Hire dance instructor</li> <li>- Offer technical theater - create courses? And utilize instructor</li> <li>- Realign existing courses and create new of vocal courses with more variety</li> </ul>	<p>Additional courses are offered and successfully fill.</p> <p><b>OUTCOMES:</b></p> <p><b>MEASURES:</b></p> <p><b>ASSESSMENT:</b></p>
			#3		
<i>Additional Information:</i>		This is supported by the District Master Plan 2007-2011: Promotes awareness, interest and access			
	DATE: <span style="border: 1px solid black; padding: 2px;">October 2, 2013</span>	ANNUAL UPDATE #1:	<p><b>Arts:</b> Create Transfer Degree in Art History by adding online course in Asian Art History</p> <p><b>English:</b> Over the past three years, the English Department has lost 50% of its full-time faculty to retirement and promotion. Due to the number and type of English classes (both Basic Skills and Transfer) that are taught at BCC, a full-time English Instructor would help BCC maintain FT/PT faculty ratios and FTEF/FTES ratios and in order to better meet the first two of BCC's strategic priorities.</p> <p><b>PHIL/RELG:</b> I think that we need to increase courses that teach Church history.</p>		

ACTION PLAN				
GOAL	ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			<p><b>Speech: Objective #1:</b> Request funds for 5 faculty members from SEERS to attend the Great Teachers Seminar</p> <p><b>OUTCOMES:</b> Will help foster innovative learning environments by energizing teachers and giving access to new ideas to bring to the classroom</p> <p><b>MEASURES/ ASSESSMENT:</b> Teachers bring back new classroom management skills, ways to encourage student engagement, and innovative teaching techniques. Self-evaluation and faculty reflection should reflect benefit to faculty who could then offer workshops to faculty in other departments</p> <p><b>Action:</b> Complete BAP</p> <p><b>Objective 2:</b> Purchase a video camera &amp; tripod for use in recording student speeches.</p> <p><b>Action:</b> BAP attached</p> <p><b>Theater Arts:</b></p> <p><b>Objective #1:</b> No changes and no assessment has been made.</p> <p><b>Objective #2:</b></p> <ul style="list-style-type: none"> <li>▪ Outcome: Additional courses are offered</li> <li>▪ Measurement: Courses successfully fill</li> </ul> <p>Assessment: New courses have not been offered.</p>	
	DATE: <input type="text" value="OCT. 6, 2014"/>	ANNUAL UPDATE #2:	<p><b>Arts: Action: A.</b></p> <ul style="list-style-type: none"> <li>• Solicit input from Barstow College constituents for art on campus ideas</li> <li>• Brainstorming session: Perhaps at all college meeting</li> <li>• Develop specific plans and budgets.</li> <li>• Create projects for students and installation input from M&amp;O.                             <ul style="list-style-type: none"> <li>○ Needs:                                     <ul style="list-style-type: none"> <li>▪ College input</li> <li>▪ \$10,000. Annual budget for supplies, equipment, installation costs, etc.</li> </ul> </li> </ul> </li> </ul> <p><b>Action B.</b></p> <ul style="list-style-type: none"> <li>• Assemble previously purchased artwork and establish storage space</li> </ul>	

ACTION PLAN					
GOAL		ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			<ul style="list-style-type: none"> <li>Determine location for permanent exhibition</li> <li>Ascertain, build and/or purchase display cases, stands, framing, etc.                             <ul style="list-style-type: none"> <li>Needs:                                     <ul style="list-style-type: none"> <li>\$800.00 annually to buy eight student works (four from each semester's show)</li> <li>\$5000.00 to set up gallery space</li> <li>\$800.00 annually for framing, mounting, display tags, etc.</li> </ul> </li> </ul> </li> </ul> <p>Action:</p> <ul style="list-style-type: none"> <li>Work with Matriculation to ascertain which courses are needed to complete an AA in Studio Arts.</li> <li>Develop curriculum for missing classes.</li> <li>Ascertain adjunct faculty increase to offer and teach required classes.</li> </ul> <p>Needs:</p> <ul style="list-style-type: none"> <li>New classroom space and hiring of new instructors.</li> <li>Storage space for student work in progress</li> </ul>		
#2	Continue to adapt as the discipline changes. Introduce innovations as appropriate in the context of the current COR's.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> <li>- Foster innovative learning environment</li> <li>- Provide Successful college learning experience</li> </ul>	#1 The objective is to adapt as needed. Introduce innovations	Stay current with trends and changes that impact the discipline - Stay current with trends and changes that impact the discipline. - Update CORs to reflect changes	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 <b>OUTCOMES:</b> <b>MEASURES:</b> <b>ASSESSMENT:</b>
			#2		
			#3		
	<i>Additional Information:</i>				
	DATE: <input type="text" value="October 2, 2013"/>	ANNUAL UPDATE #1:	<p><b>English:</b> Promote flex-time for part-time faculty who wish to attend departmental meetings on campus. <b>Objective:</b> #1 Discipline wide norming of part time faculty for assessing, dialoguing, and reporting of SLOs.</p>		

ACTION PLAN				
GOAL	ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			<p>#2 Increase participation of adjunct faculty in professional development within the discipline of English on campus, at state and nationwide.</p> <p>#3 Raise faculty awareness of events sponsored on campus by the English Department so that they, in turn, raise student awareness and participation</p> <p><b>Action/Tasks:</b> Complete BAP Send notices to part-time faculty of opportunities for Flex Time</p> <p><b>Outcomes:</b> Part time faculty members will demonstrate an increased awareness of departmental activities Part time faculty members will show increased participation in campus activities</p> <p><b>Measure:</b> Number of part-time faculty members participating in English Department Activities.</p> <p><b>Assessment:</b> Quantitative increase in participation</p>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#3	Hire a full-time faculty member for Language Arts	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> <li>- <b>Foster</b> innovative learning environment</li> <li>- <b>Provide</b> Successful college learning experience</li> <li>- <b>Promote</b> and support student engagement</li> </ul>	#1 Add stability and consistency to language instruction.	<p>Meet students' needs in terms of flexible schedule.</p> <p>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.</p> <p><b>OUTCOMES:</b> <b>MEASURES:</b> <b>ASSESSMENT:</b></p>
			#2 Provide a stronger history at college for the disciplines in this area.	<p>Students, faculty, administration are familiar with the faculty teaching the discipline.</p> <p>A stronger identity is forged at the college, encouraging students to develop academically and professionally by taking the courses in this area of discipline.</p> <p><b>OUTCOMES:</b> <b>MEASURES:</b> <b>ASSESSMENT:</b></p>

ACTION PLAN					
GOAL		ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			#3 Fulfill Core Competencies in terms of Communication and Global Awareness.	Students are developing personally and professionally in the globalized world by studying this discipline 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 <sup>st</sup> century and challenges they will face in a globalized world, albeit personal and/or professional. <b>OUTCOMES:</b> <b>MEASURES:</b> <b>ASSESSMENT:</b>
<i>Additional Information:</i>					
	DATE: <input type="text" value="October 2, 2013"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#4		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
	DATE: <input type="text" value="OCTOBER 2, 2013"/>	ANNUAL UPDATE #1:	NEW from Philosophy 2013 <b>GOAL:</b> To expand, improve and expand the PHIL discipline/department <b>OBJECTIVE: #1</b> Course-Level: Establish the core Philosophy curriculum & - Expand and diversify the availability of course listings <b>#2</b> Program-Level: Establish Philosophy AAT <b>#3</b> Faculty Development: Develop full-time and part-time faculty <b>ACTIONS/TASKS:</b> - Update all course to meet BCC and state standard - The establishment of a breath of philosophy courses outside of the necessary core curriculum Add AA-T through curriculum - Development of current and new faculty - develop Relationships with the Philosophy departments of other 2 and 4 year colleges - Expand the philosophy curriculum.		

ACTION PLAN				
GOAL	ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			- Develop part-time faculty members that are willing and able to develop the program. - look for state funds made available for the development and expansion of college offerings <b>OUTCOMES:</b> - attract and graduate students for transfer to four-year institutions - address state req. for feasible transfer degrees <b>MEASURES:</b> satisfaction surveys Compare data... AA-T has been approved locally Numbers will improve	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

## 10. Resources Required

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

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

**IMPORTANT:** A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. (Click the link to access the form.)

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	2	Hiring of a Part-Time Dance instructor	\$4536 to \$4968 each semester - for two classes each semester		
3		Hiring of a Full-Time Language Arts instructor	????		
		?			

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	2	Video Camera and Tri-Pod	\$231.95 +S/H	Yes	

ANNUAL UPDATE #2:

DATE:

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