Academic Program Review



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| **ACADEMIC YEAR** | 2014-2015 | [ ]  Basic Skills [x]  Transfer [ ]  Career Technical Education (CTE) |
| **PROGRAM** | Humanities |
| **DESCRIPTION/PURPOSE** | The Humanities Program supports the general education of IVC students |
| **DIVISION** | ALLS |
| **DEPARTMENT** | Humanities |
| **SUBMITTED BY:** | Carol Hegarty, Dr. Nannette Kelly |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.**1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.**1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.**1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.**1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.**2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.**2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.**2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.**2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.**2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.**2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.**3.1** Develop and implement a resource allocation plan that leads to fiscal stability.**3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.**3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.**3.4** Design and commit to a long-term professional development plan.3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.**4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.**4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.**4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.**4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.**4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **1** | **PAST PROGRAM GOAL #1**  | **INSTITUTIONAL GOAL(S)**(Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**Increase online and alternative delivery opportunities for Humanities courses. Dr. Nannette Kelly is working on Hum 100 for online. It will be ready sometime in the future. | [ ]  **1 Mission & Effectiveness** [ ]  1.1 [ ]  1.3 [ ]  1.2 [ ]  1.4[ ]  **2 Student Learning Outcomes** [x]  2.1 [ ]  2.4 [ ]  2.2 [ ]  2.5 [ ]  2.3 [ ]  2.6[ ]  **3 Resources** [ ]  3.1 [ ]  3.4 [ ]  3.2 [ ]  3.5 [ ]  3.3 [ ]  **4 Leadership & Governance** [ ]  4.1 [ ]  4.4 [ ]  4.2 [ ]  4.5 [ ]  4.3  |
| [ ]  Met | [ ]  Partially Met | [x]  Not Met |  |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**Online courses have not been implemented yet. |  |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
3. **Enrollment and Fill Rates**

Discuss the trends in enrollment and fill rate for each program by day and evening at the program level.

The Introduction to Humanities course had a high fill rate of 110% for one section in Spring 2012. The following semesters, Fall 2012 and Spring 2013, included both Introduction to Humanities and Introduction to Mythology. These semesters had fill rates of 92% and 90%, respectively.

In Fall 2013, Introduction to Mythology had an 80% fill rate, with 24 students in a course with a 30-student cap.

Introduction to Humanities has not been offered every semester, as it was in the past, due to lack of instructors.

1. **Productivity**

What are the trends in productivity? [[1]](#footnote-1)

Corresponding with the 110% fill rate of Spring 2012, Introduction to Humanities achieved 495 WSCH/FTEF. The following semesters, Fall 2012 and Spring 2013, which included both Introduction to Humanities and Introduction to Mythology, the WSCH/FTEF figure fell to 412.5 and 405.

Introduction to Mythology had an 80% fill rate, and thus garnered a 360 WSCH/FTEF in Fall 2013.

1. **Success and Retention**

Discuss the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

For Fall 2011 and Spring 2012, success rates for Introduction to Humanities were high, 96% and 93% respectively. Retention rates for those two semesters were at 100%.

Introduction to Mythology was offered in addition to Introduction to Humanities in Fall 2012. These classes combined achieved a 72% success and 97% retention. In Spring 2012, both courses had 77% success and 93% retention.

Introduction to Mythology had a 66% success rate and 83% retention in Fall 2013.

1. **Success and Retention by Ethnicity**

Discuss the success and retention rates by demographic diversity of students.

Hispanics, the largest population of students numbering 174, had a 78.73% success rate and 94.25% retention during this cycle. Students of unknown race, 19, had 78.95% success rate and 100% retention. There were two white, two African-American and two declared "Other" students who all achieved 100% success and retention.

1. **Degrees and Certificates**

Discuss the trends in the number of degrees and/or certificates awarded.

There were three Humanities AA degrees earned in the 2011-2012 academic year, but none since then.

1. **Program Changes**

What program changes, if any, do you expect to have a positive effect on students?

The Course Outline of Record for Introduction to Humanities is currently being revised and updated. This will help to keep the course fresh and timely.

1. Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review.

The instructor who had taught Introduction to Humanities in the past is developing it for online delivery. It will be ready by Fall 2016.

Another instructor was granted equivalency to teach the Introduction to Humanities course. He is scheduled to teach it in the evening in Spring 2015. This will provide much needed choice for students and will be accessible for those who work or otherwise unable to attend during the day.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.

While the Introduction to Humanities and Introduction to Mythology courses are viable humanities choices for students, it is questionable whether the associate degree in Humanities should be continued since the last degrees earned were in the 2011-2012 academic year. There is no Transfer Model Curriculum developed for the Humanities degree. The associate degree in University Studies includes an emphasis in Arts & Humanities.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS**(Describe future program goals. List in order of budget priority.)You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | **INSTITUTIONAL GOAL(S)** (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**Budget Priority #2 | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** To meet student demand for courses that work with their schedules and limited ability to attend regular day classes. | [ ]  **1 Mission & Effectiveness** [ ]  1.1 [ ]  1.3 [ ]  1.2 [ ]  1.4[ ]  **2 Student Learning Outcomes** [x]  2.1 [ ]  2.4 [ ]  2.2 [ ]  2.5 [ ]  2.3 [ ]  2.6[ ]  **3 Resources** [ ]  3.1 [ ]  3.4 [ ]  3.2 [ ]  3.5 [ ]  3.3 [ ]  **4 Leadership & Governance** [ ]  4.1 [ ]  4.4 [ ]  4.2 [ ]  4.5 [ ]  4.3  |
| **Objective:** Offer Hum 100 as an online course. |  |
| **RESOURCE PLAN**(Check all that apply.) |  |
| [ ]  Facilities [ ]  Marketing [x]  Technology [ ]  Professional Development [ ]  Staffing |  |
| **Task(s)** |  |
| 1. Dr. Nannette Kelly creates materials to offer Introduction to Humanities online.
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| **Timeline:** Materials are created by Spring 2016.  |  |
| **Expense Type** | **Funding Type** | **Budget Request** |  |
| [ ]  One-Time[ ]  Recurring | [ ]  General District[ ]  Categorical (Specify) | **$\_\_None\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 1. HUM 100 materials are approved for delivery online by the Distance Education Committee.
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| **Timeline:** Fall 2016 |  |
| **Expense Type** | **Funding Type** | **Budget Request** |  |
| [ ]  One-Time[ ]  Recurring | [ ]  General District[ ]  Categorical (Specify) | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **How will this objective be measured?** HUM 100 is offered online. |
| **How will the completion of tasks identified improve student/program success?** This will allow non-traditional students who are not able to attend day classes to earn humanities credit to move forward with their degrees. |
| **Who are the responsible party(ies) and assigned user(s)?** Dr. Nannette Kelly, Distance Education Committee  |
| **2** | **2015-2016 PROGRAM GOAL #2**Budget Priority #1 | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** To provide the latest available audiovisual materials to enhance students' education and awareness, and make these materials accessible through Blackboard. | [ ]  **1 Mission & Effectiveness** [ ]  1.1 [ ]  1.3 [ ]  1.2 [ ]  1.4[x]  **2 Student Learning Outcomes** [ ]  2.1 [ ]  2.4 [ ]  2.2 [ ]  2.5 [ ]  2.3 [ ]  2.6[ ]  **3 Resources** [ ]  3.1 [ ]  3.4 [ ]  3.2 [ ]  3.5 [ ]  3.3 [ ]  **4 Leadership & Governance** [ ]  4.1 [ ]  4.4 [ ]  4.2 [ ]  4.5 [ ]  4.3  |
| **Objective:** Update humanities instructional materials and ready them for Blackboard delivery. |  |
| **RESOURCE PLAN**(Check all that apply.) |  |
| [ ]  Facilities [ ]  Marketing [x]  Technology [ ]  Professional Development [ ]  Staffing |  |
| **Task(s)**  |  |
| **A**. Purchase new DVDs and other materials. |  |
| **Timeline:** Fall 2015 |  |
| **Expense Type** | **Funding Type** | **Budget Request** |  |
| [x]  One-Time[ ]  Recurring | [x]  General District[ ]  Categorical (Specify) | **$ 2,000** |  |
| 1. Have video materials scanned digitally and uploaded onto the IVC website so they may be linked to and brought into Blackboard.
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| **Timeline:** Spring 2016 |  |
| **Expense Type** | **Funding Type** | **Budget Request** |  |
| [ ]  One-Time[x]  Recurring | [x]  General District[ ]  Categorical (Specify) | **$ 1,000** |  |
| **How will this objective be measured?** Instructional materials were purchased and made ready for Blackboard delivery to students. |
| **How will the completion of tasks identified improve student/program success?** This will enhance the educational experience of students and provide necessary instructional materials for online and other courses. |
| **Who are the responsible party(ies) and assigned user(s)?** Dr. Nannette Kelly and someone to help with technology |

1. (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525. [↑](#footnote-ref-1)