

Welcome to Program Review

Welcome Cora Leighton, Please choose your department and activity

Please choose Department

HUMAN - Instruction

Are you completing Program Review or Annual Program Update (APU)?

Program Review

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Program Total Faculty and/or Staff

Full Time

Dylan Eret
Laura Ruberto

Add Faculty and/or Staff

Part Time

Anna Rodas
Luis Valladares
Shawn Doubiago

Add Faculty and/or Staff

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

- o We experiment with new multimedia sources such as kifi.com.
- o We continue to use all media sources available to us in classroom computers (with occasional teaching happening in in computer labs), online sources, and library sources.

Enrollment Trends

College Level - Program and Department comparison

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years.

Enrollment has declined in the last 3 years.
Some questions: Are we offering courses that fulfill GE requirements in competition with other courses that fulfill the same requirement?

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

We offer courses at a variety of times in order to meet student needs

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Yes, because we change times/days/modalities each semester to account for student needs.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Our faculty come from a diverse array of disciplinary training, including Folklore, Comparative Literature, Cultural Studies, Film Studies, Religious Studies, and Theater. Our inter-disciplinary and cross-disciplinary backgrounds mirror the kinds of courses we offer as well as the kind of humanistic approach we take in our courses.

Our theme-based, team-teaching approaches (for courses such as Humanities 1, Humanities 21, and Humanities 30B) were born out of the desire to combine or share our different perspectives and pedagogies with each other on local or contemporary topics. We have already successfully instituted this process, for instance, for Spring 2015 and 2016 courses through the design of either theme- or field- based courses in order to make the curriculum more lively, experiential, and relevant to our changing student body.

Given that all faculty department leaders have an interest in improving retention, success, and transfer rates, we propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.

Other strategies employed by the faculty include:

How is technology used by the discipline, department?

Computers; Kanopy streaming service

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

All of our courses are staffed with the same standards of measurement in mind. We hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession.

We staff our DE courses with the same standards of measurement as we do our face-to-face courses. This means we hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession. We encourage all faculty to participate in professional development activities, including those offered directly at BCC (through the TLC and Staff Development Committee) but also outside of BCC.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item

Increase access to films

Description

Increase student access to films via the BCC Library

To be completed By

5/22/2020

Responsible Person

All

Resource Request

Library

Library materials

Description/Justification

We need consistent OPEN funding for Kanopy film streaming services in order to provide access to students of all economic levels to the films included in our courses

Estimated Cost

25000

Improvement Action

Action Item

Improve technology in the classroom

Description

â€¢ Enhanced or updated speakers, projectors, and lighting in our smart classrooms (for film, music, and popular culture classes) as well as high-speed and reliable Internet access. Faculty who teach online and faculty who teach conventional classes all rely on the Internet and multimedia access in their offices and in the classroom. We repeatedly encounter problems with clunky technology in our classrooms.

â€¢ Redesign several classroom spaces (such as the 421-422-423-424, and the basement classrooms) more whiteboards, a mobile computer desk (or varying heights) with a fast computer. Many of our instructors have shifted to cloud storage and software.

To be completed By

Responsible Person

Laura Rubertp

Resource Request

Technology and Equipment

New

Description/Justification

â€¢ Enhanced or updated speakers, projectors, and lighting in our smart classrooms (for film, music, and popular culture classes) as well as high-speed and reliable Internet access. Faculty who teach online and faculty who teach conventional classes all rely on the Internet and multimedia access in their offices and in the classroom. We repeatedly encounter problems with clunky technology in our classrooms.

Estimated Cost

10000

Resource Request

Facilities

Classrooms

Description/Justification

â€¢ Redesign several classroom spaces (such as the 421-422-423-424, and the basement classrooms) more whiteboards, a mobile computer desk (or varying heights) with a fast computer. Many of our instructors have shifted to cloud storage and software.

Estimated Cost

1000

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

Name
Semester and Year
To be deactivated on

Last updated date
To be updated on

Loading courses...

Section would appear once the course load is complete...

HUMAN 049 - Independent Study in Humanities

May, 06 2016 15:59:50

5/3/2019

Select Year..

Other

HUMAN 800 - Global Cinema (Lab-Screening)

July, 26 2016 13:33:14

5/3/2019

Select Year..

HUMAN 048UA-ZZ - Selected Topics in Humanities

May, 03 2016 16:55:11

5/3/2019

Select Year..

HUMAN 056 - Meditation: Theory and Practice

July, 26 2016 13:26:40

5/3/2019

Select Year..

HUMAN 001 - Introduction to Humanities

November, 09 2016 10:43:57

Select Year..

HUMAN 026 - Global Cinema

November, 09 2016 10:49:56

Select Year..

HUMAN 053 - Comparative Film Genres

November, 09 2016 11:00:34

Select Year..

HUMAN 057 - Film Directors and Artists

November, 21 2016 12:06:23

Select Year..

HUMAN 182 - Introduction to Visual Culture

November, 09 2016 11:04:04

Select Year..

HUMAN 015 - Popular Culture

November, 09 2016 10:45:49

Select Year..

HUMAN 021 - Film: Art and Communication

November, 09 2016 10:48:57

Select Year..

HUMAN 005 - Storytelling in American Culture

December, 21 2016 11:07:44

Select Year..

HUMAN 052 - Women and Cinema

December, 02 2016 10:19:05

Select Year..

HUMAN 040 - Religions of the World

January, 23 2017 13:02:41

Select Year..

HUMAN 030B - Human Values/Aesthetics

May, 23 2018 13:29:12

Select Year..

HUMAN 055 - The Representation of Immigration in Cinema and Television

May, 12 2017 10:40:55

Select Year..

November, 28 2017 13:45:11

Select Year..

June, 08 2018 11:54:01

Select Year..

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

We plan to develop three main strands in the Humanities in the following ways:

Strand 1: Folklore, Popular Culture, and Religious Studies

We plan to build a new set of courses that emphasize the study of folklore (traditional expressive culture/vernacular culture), material culture, and the aesthetics of everyday life. One course, called "Introduction to Folklore" will introduce to the foundation of Humanities itself by acquainting students for the first time with the study of "traditional" forms of local expression, such as speech, stories, jokes, festivals, and emergent technologies/trends. We also plan to create a course called "Comedy: History and Performance" to familiarize students with a universal form of symbolic communication among groups. As a strategy for the strong and weapon of the weak, comedy has long served as a key form of social change and critique while generating surprising explosions of thought for generations of artists and audiences. In addition, we plan to re-evaluate the content for "Religions of World" by isolating specific religious traditions or approaches to make the course more relevant and localized to our lived experiences. We will either break up the content of this course

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Choose your Action

Instruction - Assessment

Student Learning Outcomes Assessment

Course
Last date Assessed

Loading courses...

Section would appear once the course load is complete...

HUMAN 800 - Global Cinema (Lab-Screening)

Student Learning Outcomes (SLO)
Planned Assessment Date

HUMAN 056 - Meditation: Theory and Practice

HUMAN 056 - Meditation: Theory and Practice

Sit for at least 20 minutes in a meditative position and develop a plan to incorporate meditation into their...

HUMAN 056 - Meditation: Theory and Practice

Identify and apply different meditation techniques and practices.

HUMAN 001 - Introduction to Humanities

Students will identify and describe the different humanistic disciplines and put them into historical conte...

12/28/2018

12/28/2018

HUMAN 001 - Introduction to Humanities

Students will be able to describe the basic elements and principles of the formal analysis of various artist...

12/28/2018

HUMAN 001 - Introduction to Humanities

Students will be able to articulate personal sensibilities of taste, and be aware of the diverse cultural res...

12/28/2018

HUMAN 026 - Global Cinema

-Describe the key roles various countries have played and continue to play in cinema history.

5/17/2019

HUMAN 026 - Global Cinema

-Analyze theoretical debates about the categorization and global circulation of films and film styles within...

5/17/2019

HUMAN 026 - Global Cinema

Analyze the role of cinema in individual and national identity formation (gender, ethnicity, sexuality, cultur...

5/17/2019

HUMAN 053 - Comparative Film Genres

Define film genres in relation to non-genre films.

5/29/2020

HUMAN 053 - Comparative Film Genres

Describe the historical emergence, defining characteristics, and overall development of two to four spec...

5/29/2020

HUMAN 053 - Comparative Film Genres

Analyze select films representative of specific genres in relation to such elements as formula, iconograp...

5/29/2020

HUMAN 057 - Film Directors and Artists

Analyze film history through the oeuvres of specific filmmakers (directors, screenwriters and/or cinemato...

5/24/2019

HUMAN 057 - Film Directors and Artists

Analyze select films created by major filmmakers in relation to stylistic, thematic, and narrative details, usi...

5/24/2019

HUMAN 057 - Film Directors and Artists

Analyze the extent to which individual films reflect the social attitudes and political issues of a community...

5/24/2019

HUMAN 182 - Introduction to Visual Culture

Interpret images in relation to visual culture theories.

5/14/2021

HUMAN 182 - Introduction to Visual Culture

Identify major biases and ideology in visual images.

5/14/2021

HUMAN 182 - Introduction to Visual Culture

Critically appraise different types of objectsand images

5/14/2021

HUMAN 015 - Popular Culture

Apply cultural theories to various forms of popular culture.

5/17/2019

HUMAN 015 - Popular Culture

Examine specific forms of popular culture or mediated entertainment within their social and historical co...

5/17/2019

HUMAN 021 - Film: Art and Communication

describe significant aspects of film history (from its inception in the 19th century to present).

12/27/2019

HUMAN 021 - Film: Art and Communication

Critically analyze film and television as a technology, industry, cultural production/cultural artifact, entertai...

12/27/2019

HUMAN 021 - Film: Art and Communication

Demonstrate the ability to critically analyze, interpret, and write about film and electronic media using film...

12/27/2019

HUMAN 021 - Film: Art and Communication

Demonstrate visual literacy through the application of the analytical tools of categories, theories and ide...

12/27/2019

HUMAN 021 - Film: Art and Communication

Demonstrate recognition, description and analysis of formal aesthetics elements of the cinematic arts. (i...

12/27/2019

HUMAN 005 - Storytelling in American Culture

Analyze multiple genres of traditional storytelling in American culture such as popular ballads, trickster tal...

12/14/2018

HUMAN 005 - Storytelling in American Culture

Analyze storytelling traditions among different ethnic groups in American culture.

12/14/2018

HUMAN 005 - Storytelling in American Culture

Integrate knowledge of various storytelling traditions to increase self-awareness, interpersonal, and inter...

12/14/2018

HUMAN 052 - Women and Cinema

Analyze the history of women's role in filmmaking, including the work of early women filmmakers

5/17/2019

HUMAN 052 - Women and Cinema

Describe the basic concepts of feminist and queer film criticism.

5/24/2019

HUMAN 052 - Women and Cinema

Analyze the roles gender and sexuality have in audience as well as in cinematic representation (as prese...

5/24/2019

HUMAN 040 - Religions of the World

Describe the ways in which a religious tradition localizes itself within a specific cultural context.

5/29/2020

HUMAN 040 - Religions of the World

Describe the politics and ethics of religious movements, or the ways in which particular religious practice...

5/29/2020

HUMAN 030B - Human Values/Aesthetics

Explain the history and principles of various examples of aesthetic theory.

5/29/2020

HUMAN 030B - Human Values/Aesthetics

Express a responsible aesthetic judgment and utilize critical mechanisms in the formation of aesthetic ju...

5/29/2020

HUMAN 055 - The Representation of Immigration in Cinema and Television

Identify, differentiate among, and define the ways immigrants and immigration have been represented in...

12/27/2019

HUMAN 055 - The Representation of Immigration in Cinema and Television

Identify and describe the main aspects of US immigration history, policies and laws, including social and ...

12/27/2019

HUMAN 226 - Global Cinema (Screening)

Students will be able to recognize, identify, and describe select films that represent specific nation's film ...

5/24/2019

HUMAN 030A - Human Values/Ethics

Define the main ethical theories covered in the course.

5/17/2019

HUMAN 030A - Human Values/Ethics

Analyze an ethical theory.

5/24/2019

HUMAN 030A - Human Values/Ethics

Explain some prominent and on-going moral disagreements in our society.

5/24/2019

Any obstacles experienced during assessment? What worked well? (mainly based on evidence in the report, attach other evidence as necessary)

Getting instructors to complete assessment is challenging within the limited system provided.

[ACS Assessment Schedule.xlsx](#)

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

While all courses have been assessed; instructors have not completed the process in task stream.

How has your dept worked together on assessment(planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Collaboration

Full time faculty collaborate on assessment methods

Leadership Roles

NA

Planning Process

NA

Dept meetings for Collaboration

NA

Data Analysis

Lead faculty

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

more varied assessment methods need to be used

Does your department participate in the assessment of multidisciplinary programs?

Yes

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

AA Liberal Arts in Humanities

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

No

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

The assessment liaison position does not work for a multi-discipline department. We need to be able to split the stipend between faculty who complete assessment.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Choose your Action

Course Completion

College Level - Program and Department comparison

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Name	2015 - 16 Completion Rate (%)
2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)

HUMAN 1 INTRO TO HUMANITIES	58
59	69
HUMAN 15 POPULAR CULTURE	
70	73
HUMAN 21 FILM: ART & COMM	72
71	73
HUMAN 226 GLOBAL CINEMA (LAB)	
	100
HUMAN 26 GLOBAL CINEMA	69
46	89
HUMAN 30A HUMAN VALUES/ETHICS	62
HUMAN 30B HUMAN VALUES/AESTHETICS	52
69	65
HUMAN 40 RELIGIONS OF WORLD	54
58	50
HUMAN 5 STORYTELLING/AMER CULTURE	49
50	60
HUMAN 52 WOMEN AND CINEMA	69
79	79
HUMAN 53 COMP FILM GENRES	
	61
HUMAN 55 IMMIGRATION IN CINEMA AND TV	61
70	69
HUMAN 57 Film Directors and Artists	
68	
HUMAN 049 - Independent Study in Humanities	76

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age Yes No

65+ has a lower success rate but is likely not statistically representative

Ethnicity Yes No**Gender** Yes No**Foster Youth Status** Yes No**Disability Status** Yes No**Low Income Status** Yes No**Veteran Status** Yes No**Consider your course completion rates over the past three years by mode of instruction. What do you observe?****How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?**

Most of our courses are only 1-2 sections, sometimes only offered once every 2-4 semesters. As such it is difficult to reach any conclusions based on this data. We have much fluctuation in our success rates and see some movement towards improving success in recent semesters.

Success rates are highly dependent on grading, assessment techniques, and attendance/drop policies of individual instructors as well as a student's performance, level of commitment, or changing life-events experienced during the span of a particular course (to name just a few key, qualitative variables). Since none of the above data includes any information about the teaching methods/policies or specific reasons why a particular student has completed a course or not, it is difficult to make any meaningful conclusions that would help in the administrative decision-making process. We can only gauge broad trends that match the fluctuations of the campus as a whole. We suggest that a campus or district research body gather data that is both quantitative and qualitative in scope so that the ways that individual instructors and students actually experience a particular course, successfully or not, is addressed in more detail.

How do the department's Hybrid course completion rates compare to the college course completion standard?

We only offer a few online courses and their success rates are not stellar. We are reviewing our DE course offerings and are turning to more and more hybrid courses, with at least 10% face-to-face mandatory instruction. We are experimenting with offering two-hour classes once a week with an online component to foster student engagement on a face-to-face level while offering a smaller percentage of work online. At present, fully online courses or hybrid courses do not take into account specific media/tools of learning that are more successful or meaningful than others.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

We only offer a few online courses and their success rates are not stellar. We are reviewing our DE course offerings and are turning to more and more hybrid courses, with at least 10% face-to-face mandatory instruction. We are experimenting with offering two-hour classes once a week with an online component to foster student engagement on a face-to-face level while offering a smaller percentage of work online. At present, fully online courses or hybrid courses do not take into account specific media/tools of learning that are more successful or meaningful than others.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

What has the discipline, department, or program done to improve course completion and retention rates?

We do not award degrees in Humanities but we continue to work with all other degree and certificate granting programs at BCC to insure continued success of our students.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Choose your Action

Degrees and Certificates

College Level - Program and Department comparison

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

We do not award degrees in Humanities but we continue to work with all other degree and certificate granting programs at BCC to insure continued success of our students.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

No

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

We do not award degrees in Humanities but we continue to work with all other degree and certificate granting programs at BCC to insure continued success of our students.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Choose your Action

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Full-time faculty participate/have participated in the following committees: Chairs Council, Curriculum Committee, Round Table, Hiring Committees, TRC Committees, and Part-Time Evaluation Committees. Part-time faculty have also participated across the college in various activitiesâ€”organizing college- wide events and participating in part-time evaluation committees for instance.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Both full and part-time faculty in Humanities connect with local institutions by creating field experiences and guest speaker opportunities for our classes. Some of our faculty regularly represent BCC at national academic organizations where they present their research.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct Faculty are always invited to and participate in department meetings, assessment discussions, course development discussions and collaborative possibilities across our discipline.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Resource Request Summary

Total Cost: \$0
Total Resource Request: 0

Instruction

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Engagement

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category