



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The program seeks to encourage the study of accounting at the undergraduate and graduate course levels incorporating both quantitative reasoning and critical thinking throughout its offerings.

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

C. Describe how mission and vision align with and contribute to the College’s [Mission](#) and [Vision](#)

The study of accounting incorporates critical thinking throughout its course offerings in conjunction with the colleges’ mission to promote critical thinking. Furthermore, offering a certificate and being aligned with the Business Programs is in conjunction with our vision of empowering students to achieve excellence in their personal and academic pursuits.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

The department consist of one full time and two part-time instructors. Our student population consist of both in state and military serviced through both online and live instruction. The program contributes to the offering of business courses leading to certificate attainment and transferability to UC and CSU institutions. Academic preparation is evidenced by the faculty having attained degrees beyond the master’s level. Our department, in coordination with the Vocational Program Director, is consistently updated regarding seminars, conferences, and in the availability of supplemental materials necessary for the success in the study of business.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	201207; CRN# 20161: 32; 201303; CRN# 41303: 12	201303; CRN# 40800:
b) Part-time:		201207; CRN# 20115: 14; 20151: 41; 20152: 30; 201303: CRN#40983: 38; 40964: 41; 40965: 32; 201305: CRN#:80212: 43

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	201207; CRN#20161: 68%; 201303; CRN# 41303:92%	201303; CRN#40800: 77%
b) Part-time:		201207: CRN# 20115: 57%; 20151: 75%; 20152: 75% 201303: CRN 40938: 24%; 40964: 69%; 40965: 78% 201305: CRN 80212: 57%

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	<input type="text"/>	<input type="text"/>
b) Part-time:	<input type="text"/>	<input type="text"/>

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	201207; CRN# 20161: 1 st day:105; Census: 77.5; EOT: 70 201303; CRN#41303: 1 st day:30; Census: 30; EOT: 27.5	201303; CRN: 40800: 1 st day: 50; Census: 44; EOT: 34
b) Part-time:		201207; CRN# 20115: 1 st day: 28; Census: 28; EOT: 24; CRN #20151: 1 st day: 106; Census: 86; EOT: 72; CRN #20152: 1 st day: 78; Census: 72; EOT: 60 201305; CRN# 80212: 1 st Day:102; Census: 92; EOT: 70

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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 Learning Outcomes:

Upon completion of the Accounting Certificate Program (and AS degree), the student will be able to do the following:

1. Understanding the role of accounting and apply basic accounting information to business decision-making.
2. Demonstrate the ability to analyze, interpret, and prepare financial statements and reports in accordance with generally accepted accounting procedures.
3. Demonstrated ethical conduct in accounting functions.

SLO's are being assessed on monthly basis with students attaining a measurable level of success in outcome objectives

In 2012-2013, ACCT course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught

Program goals have been met in all categories regarding SLO objectives

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

Revising the SLOs and Course Outline of record has helped to align our specific areas of concern in the process.

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

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.).

- 2) Summarize the results of these measures.

- 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.)

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

[Empty text box]

DATE: [Empty text box]

ANNUAL UPDATE #1: [Empty text box]

DATE: [Empty text box]

ANNUAL UPDATE #2: [Empty text box]

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?

Student offering consist of scheduling Acct 1A in fall semester followed by 1b and Managerial, with elective offerings, during spring semester

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

Retention and course completion rates have improved.

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

More course offerings in the areas of electives.

DATE: [Empty text box]

ANNUAL UPDATE #1: [Empty text box]

DATE: [Empty text box]

ANNUAL UPDATE #2: [Empty text box]

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.

Dept. updated all course outlines with SLOs.

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

The curriculum for ACCT was evaluated in 2012-2013 – resulting in the new SLOs on the course outlines.
The curriculum process at this time, relies on CTE training, program review and curriculum requirements. There is not standing curriculum discussion in the department since until very recently only adjuncts taught in the discipline.
The one FT Faculty is responsible for course revisions, curriculum submissions.

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).

All courses within full compliance. Those not offered in recent semesters have been archived.

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

Faculty members engaged in post-graduate training in the areas of financial planning, teaching, and consulting.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

5. Internal Factors (see Handbook for worksheet)

A. Strengths

B. Weaknesses

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Opportunities

B. Threats

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

Accounting instructors attend faculty trainings and seminars, publish, and provide financial services outside of BCC.

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

Publishing, completion of certificate program in financial planning offered through UC Irvine.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.)*

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Preparation and analysis of financial statements and the recognition of the importance of transparency in financial reporting necessary for accurate shareholder and governmental entity reporting uses.	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract /develop excellent employees - Strengthen college planning/decision making	#1#1 Students will prepare financial statements which are both accurate and in accordance with GAAP – Generally Accepted Accounting Principles.	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
		#2 Students will develop a mastery of accounting theory and implement theory into practice through development of business plan incorporating all elements of the Accounting Cycle.	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
		#3 Students will develop awareness for ethically prepared financial	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
<i>Additional Information:</i>	KEY - IN= Introducing, PR = Practicing, DE = demonstrating			
DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2 Recognition of the importance of quantitative data essential to budgeting, planning, variance analysis and in determining the profitability of various business enterprises.	<i>List all that apply:</i> Foster innovative learning environment - Provide Successful college learning experience	#1 Knowledge of the significance of reporting for both internal and external users of financial data.	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
		#2 Evaluate understanding of all types of budgets and their relationship to critical tasks and strategic outcomes.	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
	<ul style="list-style-type: none"> - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/ decision making 			ASSESSMENT: IN, PR, DE	
		#3 Understanding Job and Process costing processes essential in the development of goods and services	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE	
	<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3	Understanding the importance of transparency in financial reporting and disclosure	<i>List all that apply:</i> Foster innovative learning environment	#1 Examination of case studies highlighting ethical breaches	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
		<ul style="list-style-type: none"> - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships 	#2 Applied learning through the construction of various financial reports	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
		<ul style="list-style-type: none"> - Attract/develop excellent employees 	#3 Exposure to the objectives of internal and external auditing practices	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	- Strengthen college planning/ decision making :			
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	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"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	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	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#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

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The mission of the Criminal Justice program at Barstow Community College is to prepare students for careers in law enforcement and/or corrections. The program enhances the student's knowledge and understanding of the various areas of U.S. law enforcement through course work in administration of justice, procedures in the justice system, and criminal law.

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

The Administration of Justice Program will become an all encompassing law enforcement and corrections program that is responsive to the educational needs of our community, by providing learner-centered educational experiences and by being committed to innovation and continuous program improvement.

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

The Administration of Justice Program mission ties into the Barstow Community College mission as follows:

1. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
2. Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
3. Providing vocational education and training programs and courses that give students the knowledge, skills, and certification necessary for entry through advanced level employment and career advancement.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

The ADJU program offers an A.S. and a certificate in Administration of Justice. It also offers Corrections courses as electives and is seeking approval to offer an A.S. degree in Corrections. The program currently has 4 part time faculty who instruct in the discipline of Law Enforcement. One of the 4 instructors teaches Corrections courses as well. The classes are taught primarily online. However, approximately 25% of the students attend live courses and the department is looking to expand its live course offerings to the Fort Irwin community. The majority of students are non-traditional and there are quite a few military students in the program. We also offer concurrent enrollment to high school students at Barstow High School and Silver Valley High School. Some career fields, such as electrical or welding have partnerships with specific companies because they cannot find qualified workers. The law enforcement industry in Southern California has a surplus of qualified applicants because there have been so many layoffs due to budget cuts over the last several years. Law enforcement is one of the few career fields where it does not matter how much education a person has; a new employee still has to attend the agency academy training program as provided by law. However, college ADJU programs serve to give individuals a leg up when competing for the positions available by helping them develop knowledge and demonstrate a commitment to pursuing a career in this field.

DATE:	
ANNUAL UPDATE #1:	
DATE:	
ANNUAL UPDATE #2:	

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

FT faculty = 0/ Part-time faculty = 4 =
 Part-time faculty = 100% of the program’s instructors

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	85	294

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	145/101 70%	589/376 64%
4) WSCH/FTEF Ratio		
	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	FTE data is not included in 2012-2103 program review as per Program Review Committee	FTE data is not included in 2012-2103 program review as per Program Review Committee
5) Fill Rate		
	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	183/145 79%	772/592 77%

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 Learning Outcomes(ADJU A.S. degree and Certificate):

1. Evaluate and analyze the political and public administrative aspects of criminal justice organizations.
2. Understand and apply principles and procedures of the justice system from law enforcement to courts and corrections.
3. Demonstrate an understanding of the functions of police, courts, and corrections.
4. Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.

Additional support/mentorship to students who have difficulty with research

and writing is being provided and there has been much success in overall student achievement as a result. Students have been encouraged to use the online library databases, been instructed which databases are useful for Criminal Justice Research, have been provided links to assist in APA formatting and have been encouraged the use of the grammar and spell check program through MSWord, as well as Grammarly (A program for advanced proofreading and grammar support), and are encouraged to utilize the free tutorial services offered through the LRC Library Solarium or via Skype or CCCConfer.

All student learning outcomes were assessed for each course taught and final exam questions have been designed to measure specific student learning outcomes with much success. The ADJU department will continue to assess each class as it is taught.

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

Revising the SLOs and Course Outlines of record has helped to align specific areas of concern in the various ADJU courses. More specifically the final exam questions have been aligned so that they have a direct link to learning outcomes. In this way an assessment can be made to see what, if any learning outcomes are not being covered fully enough within the course and an adjustment can be made for future terms.

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

The program outcomes progress remains a work in progress. As courses are offered and learning outcomes measured each term the department can identify what, if any weaknesses may need to be addressed. In the online course offerings weekly discussions and exam questions within some of the courses have been modified as a result of this review. The Corrections courses were reassigned to a new instructor for Spring 2013. All Corrections courses are being revamped and there are still several courses in corrections that have not yet been evaluated. However, it is expected that all will have been evaluated by next year.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.).

The department in the process of seeking approval for an A.S. degree in Corrections.

2) Summarize the results of these measures.

There has been an advisory committee meeting and a need has been identified for an A.S. degree in Corrections. The advisory minutes along with the approval paper work is being forwarded to the Chancellor’s Office for approval.

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.)

While many of the Corrections courses taught are an elective credit, there remains a high demand for these courses. Offering a degree in Corrections is expected to satisfy community and student needs.

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

Benchmarks were not completed this cycle as agreed upon by the Academic Affairs office

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

ADJU A.S. (and Certificate) Two year plan follows the requirements as shown below:
Below is list of classes taught for last 2 years
Law Enforcement A.S. Degree/Certificate

Spring (even years)		Fall (even years)	
ADJU 1 live	ADJU 1 online	ADJU 4 live	AJ 1 online
ADJU 2 live	ADJU 2 online	ADJU 5 live	AJ 2 online
ADJU 3 live	ADJU 5 online	ADJU 6 live	AJ 3 online
ADJU 8 live	ADJU 6 online	ADJU 7 live	AJ 4 online
	ADJU 7 online		AJ 8 online
Spring (odd years)		Fall (odd year)	
ADJU 1 live	ADJU 1 online	ADJU 4 live	AJ 1 online
ADJU 2 live	ADJU 2 online	ADJU 5 live	AJ 2 online
ADJU 3 live	ADJU 5 online	ADJU 6 live	AJ 3 online
ADJU 8 live	ADJU 6 online	ADJU 7 live	AJ 4 online
	ADJU 7 online		AJ 8 online

ADJU Corrections Courses as shown below:

Below is list of classes taught for last 2 years

Corrections A.S. Degree

Spring (even years)	Fall (even years)
ADJU15 Online ADJU 17 Online	ADJU 14 Online ADJU 16 Online ADJU 18 Online
Spring (odd years)	Fall (odd year)
ADJU15 Online ADJU 17 Online	ADJU 14 Online ADJU 16 Online ADJU 18 Online

Associate Of Science, Administration Of Justice

Major Core Requirements (24 units)

- ADJU 1 Intro to the Administration of Justice 3
- ADJU 2 Principles and Procedures of The Justice System 3
- ADJU 3 Concepts of Criminal Law 3
- ADJU 4 Legal Aspects of Evidence 3
- ADJU 5 Community Relations of the Justice System 3
- ADJU 6 Concepts of Enforcement Services 3
- ADJU 7 Principles of Investigation 3
- ADJU 8 Juvenile Crime and Delinquency 3

Minimum Units Required in Major 24

General Education Coursework 27

Electives 9

Total Units Required 60

Administration Of Justice - Certificate Of Achievement

Required Courses Units

- ADJU 1 Introduction to the Administration of Justice 3
- ADJU 2 Principles and Procedures of the justice system 3
- ADJU 3 Concepts of Criminal Law 3
- ADJU 4 Legal Aspects of Evidence 3
- ADJU 5 Community Relations of the Justice System 3
- ADJU 6 Concepts of Enforcement Services 3
- ADJU 7 Principles of Investigation 3
- ADJU 8 Juvenile Crime and Delinquency 3

Total Units Required 24

Associate Of Science, Administration Of Justice, Corrections (Pending Approval)

- ADJU 1 Introduction to the Administration of Justice 3
- ADJU 2 Principles and Procedures of the justice system 3
- ADJU 3 Concepts of Criminal Law 3
- ADJU 14 Introduction to Corrections 3
- ADJU 15 Legal Aspects of Corrections 3
- ADJU 16 Control and Supervision in Corrections 3
- ADJU 17 Correctional Interviewing and Counseling 3
- ADJU 18 Fundamentals of Probation and Parole 3

Minimum Units Required in Major 24

General Education Coursework 27

Electives 9

Total Units Required 60

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

The above 2 year plan appeared to meet student needs, although there were still quite a few online students we had to turn away because courses were full. For the live class we needed to offer ADJU 5 live at BCC for Fall 2013, but had an instructor back out of teaching that course for this term. In addition, the post General at Fort Irwin has asked that the ADJU department offer courses at the Fort Irwin site and/or via teleconference.

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

The 2 year plan has been changed to cover all live BCC courses and on line courses with the available instructors currently available and committed to instruct those courses. In addition, the ADJU discipline and CTE dean will work with Fort Irwin personnel to see about offering classes at the fort either on site or via teleconferencing.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.

The department has reviewed and updated all SLOs.

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

- The curriculum for ADJU was evaluated in 2012-2013 – resulting in the new SLOs on the course outlines.
- The curriculum process at this time relies on CTE training, program review and curriculum requirements. There was not a standing curriculum discussion in the department since only adjuncts taught in the discipline.

- 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).*

All courses should be in full-compliance at this time.

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

- Any new ADJU course will be updated to include SLOs.
- Some new viable curriculum is not needed to align with state requirements.

- An A.S.T (transfer degree) is an option at the state, but needs to be reviewed for feasibility at Barstow College
- Waiting on feedback concerning approval for the A.S. degree in Corrections
- All ADJU courses are taught in both delivery modes – online and live. Usually over 60% of the offerings are offered online each semester. So no changes at this time to modes of delivery

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

5. Internal Factors (see Handbook for worksheet)

A. Strengths

- Involved faculty who attend all Saturday trainings and positive word of mouth from students
- The discipline has worked together well from a distance

B. Weaknesses

- No lead to work with state and college documentation requirements
- No way to track students whose “success” is getting a job, not completing a certificate or degree

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

6. External Factors (see Handbook for worksheet)

A. Opportunities

- New state delineated Transfer degree a possibility for students transferring to CSU

- The new partnership with Park University which is working to continue BCC ADJU students to a 4 year degree on the BCC site

B. Threats

State and college budget constraints.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

7. Continuing Education/Professional Development

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

ADJU instructors regularly attend the Barstow Community College CTE training. In addition, the lead faculty Michael Beshears and Michelle Beshears have attended the Sloan - C workshop Exemplary Institutions: Addressing Faculty Workload and APUS 201: Learning Objectives workshop.

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

Department members will continue to attend the CTE training meetings. The CTE department does not currently require continuing education training and/or track it for adjuncts. The department is not aware of future plans to do so. Michael Beshears and Michelle Beshears attend at least 2 continuing education courses a year on a regular basis and will continue to do so.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.)

SLO's have been redeveloped for Corrections courses and are currently being utilized in online courses. The department has assessed and/or is assessing SLOs for all ADJU Law Enforcement courses for the current year. The department has incorporated final exams that measure student learning outcomes with positive results. It also continues to evaluate the effective measurement of PLOs and SLO's as well as ensure proper alignment of the SLOs with PLOs. The department is currently in agreement that the SLO's do align with the current PLOs, but it will continue work with the Dean of Instruction to ensure that there is a clear distinction between SLOs and course objectives.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Increase student retention within the online program	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees 	Reach out to students early in the course and create a welcoming atmosphere within the first few days of the course.	Respond to more student intros at the beginning of the course and reach out to students that appear to be falling behind.	<p>OUTCOMES: Increased student retention.</p> <p>MEASURES: Data showing student retention increase for 2013/2014</p> <p>ASSESSMENT: Data showing student retention increase for 2013/2014</p>
	<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Gain approval for an A.S. in Corrections	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> - Foster innovative learning environment - Attract/develop excellent employees - Strengthen college planning/decision making 	Determine the educational and training needs of the community.	An industry program advisory board met in 2013 and determined a need for an A.S. in Corrections degree	<p>OUTCOMES: Ensure A.S. is approved for 2013/2014 school year</p> <p>MEASURES: Representatives in the fields of law enforcement, probation, parole and corrections discussed this as an industry standards and need.</p> <p>ASSESSMENT: Ensure curriculum meets industry standards and needs. Currently seeking approval for A.S. in Corrections since this need was recently identified during the 2103 Industry Advisory meeting.</p>

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3	Develop an outreach program that offers live ADJU courses at Fort Irwin.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> - Attract/develop excellent employees - Foster innovative learning environment - Provide Successful college learning experience. 	To meet the needs of the Fort Irwin site with live course offerings on the base.	Approved salary budget of \$5000 and hiring of an instructor willing to teach at the Fort Irwin base.	<p>OUTCOMES: Expand outreach to Fort Irwin soldiers that may not wish to take online courses and are not able to travel to Barstow Community College.</p> <p>MEASURES: Seeking approval for \$5000 for salary and looking to hire an adjunct professor willing to instruct at the Fort Irwin site.</p> <p>ASSESSMENT: Increased enrollment in the ADJU program.</p>
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#4		<p><i>List all that apply:</i></p> <p>-</p>	#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"/>		

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#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 and 2	1-3 1-2	Time and support for outreach – also holding meetings with counselors and other key contacts on campus and in the community	Unknown		
1 and 2	1-3 1-2	New Adjunct to teach two courses each semester at Fort Irwin if the program pilot is successful	\$5,000 each semester estimate	Yes?	

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year:

Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The mission of the Automotive-Diesel technology program is to serve the community as a provider of an industry certified entry-level workforce capable of employment in specialized automotive and diesel industry disciplines.

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

Our vision within the Auto/ Diesel department is to provide students with the basic understanding of automotive service, maintenance, and repair that meets NATEF and ASE Standards. These courses are designed to qualify our students for entry level positions in the automotive and diesel field.

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

The Auto/ Diesel department has the most diverse student base throughout Barstow Community College. Mr. Locke (Diesel Instructor) and I (Eric Blaine, Automotive Instructor) have well over 20 years of experience working with the military and have learned that each soldier has to be treated fairly yet on an individual basis. We use this experience make each student feel welcome and comfortable throughout the semester. The Auto/ Diesel program has certificates in Automotive Technologies and Diesel Technologies which will provide students the ability to enter the automotive or diesel field as an entry level Trades Helper or Journeyman. We also have an AS degree in both Automotive and Diesel Technologies which is transferable to another 2 year college as well as a 4 year university. Mr. Locke and I work side by side with our students which creates a strong working relationship and develops skills and confidence. I personally utilize a group competition angle in my classes, which helps student become team players and develop people skills. All Students have an Ed plan before they enter my class, though my college experience comes in handy when advising students. Our office at the CTE bldg. post job opening throughout our community as they open. When they pertain to the automotive and diesel industry I post these jobs in our class/ shop. Our department hosts advisory meeting with the local businesses, including Santa Fe, Fort Irwin, and MCLB at least twice a year. We basically brag about our department in hopes of enticing these employers to hire our students. I believe this has been highly effective due to the amount of student we've lost to employment. Our department is the epitome of workforce development. Our main goal is to provide students with the ability to start or change their lives with a certificate or AS in Automotive or Diesel Technologies. As technology in the Auto/ Diesel industry advance we as instructors obviously need training. I've been to several automotive training sessions at Rio Hondo Community College on simulation equipment, eco-friendly vehicles, and a first responder's course.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

At Barstow Community College, Career Technical Education Department we offer several courses in order to obtain a certificate or AS degree in Automotive or Diesel Technologies. Within this department we have one full time automotive instructor and one adjunct diesel instructor.

Automotive Technology Certificate: Required 24 units with courses ranging from Auto 51a-56

AS Automotive Technology: Required 20 units from automotive courses + General eds

Diesel Technology Certificate: Required 20 units with courses ranging from DIESEL 63-65, 67, 703

AS Diesel Technology: Required 20 units from Diesel Courses + General Ed

We definitely have a diverse student base. Our students range from 7th grade to 70 year old women. Most of our student are either on probation or parole and are looking to change their lives for the better. We tend to have a high success rate among this group and they help guide the younger generation in my classes. We get students from Barstow, Yermo, Daggett, New Berry Springs, Apple Valley, and Victorville.

The automotive department provides courses in Steering and suspension, brakes, electrical systems, Fuel systems, A\C and Heating systems, Transmissions, and engine performance. The Diesel department offers courses in Steering and Suspension, Brakes, Electrical Systems, Auxiliary Systems, Fuel Systems, Engine performance, and Engine Service.

We provide these classes with lectures and hands-on labs.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

---- Fall 2012 ----

FT faculty = 0/ Part-time faculty = 3

Part-time faculty = 100% of the program’s instructors
 ---- **Spring 2013** ----
 FT faculty = 1/ Part-time faculty = 2
 Part-time faculty = 66% of the program’s instructors
 ---- **Fall 2013** ----
 FT faculty = 1/ Part-time faculty = 2
 Part-time faculty = 66% of the program’s instructor

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	26	Not Applicable
b) Part-time:	68	Not Applicable

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	Enrolled at census: 30 Successful Compl: 23 Success Rate: 82%	Not Applicable
b) Part-time:	Enrolled at census: 123 Successful Compl: 98 Success Rate: 83%	Not Applicable

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	No data available	Not Applicable
b) Part-time:	No data available	Not Applicable

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	1 st day max: 66.67% Census max: 48.33	Not Applicable
b) Part-time:	1 st day max: 93.33% Census max: 82% EOT max: 75.33%	Not Applicable

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 Outcomes:

1. Possess skills for entry-level placement utilizing the laboratory/shop requirements identified by NATEF.
2. Successfully complete the ASE certification examination.
3. Develop effective communication and interpersonal skills and future continuing education.

In 2012-2013, Auto course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught. We plan continue to assess each class as it is taught. This is the first year we have developed SLOs for the auto/ diesel program.

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

Although we are not NATEF certified, we striving to build the equipment and tools in order to be considered. We train for ASE certification throughout the semester. We would like to host the exam on campus but the task seems more difficult than anticipated. Our communication and interpersonal skills have increased as we get more experience.

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

Any remaining course outlines will be updated as the classes start the 2 year cycle.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.).

Our department gauges our program’s success by the amount of students who become employed. We may not have a method to measure or gauge the amount of students who leave before semester end or drop the program because of employment. We have both certificates in Diesel and Automotive Technologies. We also have AS degrees in Automotive and Diesel Technologies.

2) Summarize the results of these measures.

[Empty text box for summarizing results]

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.)

[Empty text box for improvements]

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

[Empty text box for benchmarks]

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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?

Automotive Technology:
Fall (odd years)
 Auto 51a Intro to Auto
 Auto 55 Steering and Suspension
 Auto 54 Brakes
Spring (Even Years)
 Auto 51a Intro to Auto
 Auto 52 Electrical Systems
 Auto 57 Heating and A/C Systems
Fall (Even Years)
 Auto 51a Intro to Auto
 Auto 56 Fuel Systems
 Auto 53 Transmissions and Transaxles

Spring (odd)
 Auto 51a Intro to Auto
 Auto 58 Basic Engines

Diesel Technology:

Fall (odd)
 Desl 63 Intro to Diesel Engines
 Desl 70 Steering, Suspension and Brakes

Spring (Even)
 Desl 63 Intro
 Desl 67 Auxiliary Systems

Fall (even)
 Desl 63 Into
 Desl 64 Fuel Injection Systems

Spring (odd)
 Desl 63 Intro
 Desl 65 Starting, Charging, and Electrical Systems

Changes: I split the Automotive and Diesel into two separate AS degrees.

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

Although more work must be done with the courses, this two year plan is quite effective with meeting the student’s educational goals. 51a, Intro to Auto, needs to be offered every semester.

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

We would like to add more courses and combine some of the existing courses. We also would like to change the number sequence.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.

The department created another discipline through curriculum to focus on diesel. The new Discipline is DESL. The following courses are in the DESL discipline: DESL 63, 64, 65, 67, 70
 Though these are revised classes, they do have pre-requisites.
 Also a new Short title for AUTO is being approved to help map out the remaining auto courses better.

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

The curriculum for AUTO was evaluated in 2012-2013 – resulting in the new department and change of department name.
 The curriculum process at this time, relies on program review and curriculum requirements. There is not standing curriculum discussion in the department since until very recently only adjuncts taught in the discipline.

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).

Heating and A/C course for automotive, Transmission and Transaxle for Diesel, Engine Performance for Auto and Diesel, and Several courses need to be combined.

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

AUTO and DESL are primarily hand-on and there are no clear plans to change mode of delivery at this time

DATE:	
ANNUAL UPDATE #1:	
DATE:	
ANNUAL UPDATE #2:	

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

A. Strengths

Full-time Auto instructor will be able to take lead in managing the Class/ shop, counsel students, and promote both programs.
 We rely on advisory committees in order to stay current and understand what employers are looking for. We attend all job fairs in our community and have developed a close relationship with high schools and jr. high schools throughout Barstow and neighboring towns.

B. Weaknesses

We are lacking vehicles, equipment, and tools. We also could use a full-time Diesel instructor due to the demand of our community. We need a part-time lab tech in order to oversee and maintain tool, equipment, and lab setup.

DATE:	
ANNUAL UPDATE #1:	
DATE:	

ANNUAL UPDATE #2:

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

A. Opportunities

Find vehicle sources. Update equipment. Improve tool supply.

B. Threats

State budget. Underprepared students

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

AUTO instructors regularly attend the Barstow Community College CTE training
In addition to first responders training and A-Tech simulators training at Rio Hondo Community College.

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

I would like get eco-friendly vehicle training, bio-fuel training, and training for air brakes.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.)*

- 1) One task to accomplish goals and objectives from last Program review update was to Split Diesel from Auto. This was done.
- 2) The goal to hire a full-time AUTO faculty was met – a Temporary full-time faculty was hired in Spring 2013. In Fall 13, this position became tenure track.

DATE: ANNUAL UPDATE #1: DATE: ANNUAL UPDATE #2:

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 BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Formulate a strong and convincing argument to hire a full-time diesel instructor.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/decision making 	#1 Teach more courses – Stabilize and develop courses and curriculum	<ul style="list-style-type: none"> - Create Position - Show need - Hire 	Offer more courses to stay in-line with the 2 year plan – in Desl courses 63-67, 70
		#2 Provide support for Diesel Program and become the advisor to students	<ul style="list-style-type: none"> - Attend CTE meetings - Attend CTE meetings) - Have counseling hours set during the day for all Auto/ Diesel students 	<p>OUTCOMES: SLO/ PLOs</p> <p>MEASURES: PLOs</p> <p>ASSESSMENT: Document hours spent counseling students</p>
		#3 Develop needed advisory committees	<ul style="list-style-type: none"> - Set meetings at least twice a year - Meet with individual reps at least once a month - Ask for input from businesses 	<p>OUTCOMES: Keep an ongoing relationship with the businesses we support</p> <p>MEASURES:</p> <p>ASSESSMENT:</p>
<i>Additional Information:</i>				
DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2 Training for alternative fuel, hybrids, and electrical vehicles	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/decision making 	#1 Keep program current	<ul style="list-style-type: none"> - Get training grants - Get donations from dealerships 	<p>OUTCOMES: Attract more grants, donations, and students</p> <p>MEASURES: Compare courses with other 2 year programs.</p> <p>ASSESSMENT:</p>
		#2 Stay competitive	<ul style="list-style-type: none"> - Offer courses for new technologies - Look at other programs at other colleges 	<p>OUTCOMES: Attract more students</p> <p>MEASURES: Class rosters</p> <p>ASSESSMENT:</p>
		#3 Purchase vehicles	Training tools	<p>OUTCOMES</p> <p>MEASURES:</p> <p>ASSESSMENT:</p>

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3	Formulate a strong and convincing argument to hire a part-time lab technician.	List all that apply: - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract /develop excellent employees - Strengthen college planning/decision making	#1 Set up labs	- Instructed to set up labs pertaining to lecture - Lab will be set up before arrival - Lab put away and cleaned before end of class	OUTCOMES: Gives Instructor more lecture and training time. MEASURES: Improved retention due to more time on lesson and with students ASSESSMENT Retention reports and class satisfaction surveys.
			#2 Maintain shop	- Prevent equipment damage - Prevent safety hazards and injuries	OUTCOMES: Keep shop clean and organized. MEASURES: ASSESSMENT:
			#3 Weekly inventory	- Keeps tools clean - Prevents injuries - Will be able to identify problems with theft	OUTCOMES: Keeps equipment and tools in order and Keeps theft down MEASURES: ASSESSMENT
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#4	Purchase A/C Machine	List all that apply: - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract /develop excellent employees - Strengthen college planning/decision making	#1 Offer Heating and Air conditioning Course	-become more competitive with other colleges	OUTCOMES: Attract more students MEASURES: Census at day one ASSESSMENT: last census
			#2 Train students for 609 certification	-help student become more desirable to employers	OUTCOMES: Students become employed
			#3 Offer 609 cert exam at the end of the course.	-We will be able test as soon as course is completed	OUTCOMES: Students obtain 609 Cert

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			-Keeps content fresh for students	MEASURES: Log all certs ASSESSMENT: Compare semesters
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	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	1, 2, 3	Full-time faculty	\$83,040.00	Yes	
2	3	Training for alternative fuel, hybrids, and electrical vehicles	\$3000	Yes	
3	1, 2, 3	Hire part time lab technician	\$20.00 Hour	Yes	
4	3	Purchase A/C Machine	\$7000	Yes	

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The program seeks to encourage the study of business at the undergraduate and graduate course levels incorporating quantitative reasoning and social science analysis throughout its offerings.

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

The department seeks to increase its transfer rate since it has created a business transfer degree eligible for California State University.

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

The study of business administration incorporates critical thinking throughout its course offerings in conjunction with the colleges' mission to promote critical thinking. Furthermore, offering a transfer degree aligns with our vision of empowering students to achieve excellence in their personal and academic pursuits.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

Organization, including staffing and structure:

1 FT faculty who also teaches in 4 other disciplines and 5 part-time faculty who are practioniers in their fields of expertise. Our course delivery is both online and live which services both the military and much of southern California. Many course offerings are on campus and Fort Irwin.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

There is one full-time faculty member to 5 part-time; 80% of the part-time faculty make up the programs instructor

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	201303; CRN#41273: 12	201207; CRN#20070:51 201305; CRN#80254: 47 201207; CRN#20149:34
b) Part-time:		20162:34; 20163:36;20164:26 201303:CRN#40647:25;40 949;27;40963:28;40966:32 ;40967:32; 40972:38

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	201303; CRN#41273: 12	201207;CRN#20070:51; 201305; CRN#80254: 47 201207; CRN#20149:34; 20162: 34; 20163: 36; 20164: 26
b) Part-time:		201303; CRN#40947: 25; 40949: 27; 40963: 28; 40966: 32; 40967: 32; 40972: 38

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	<input type="text"/>	<input type="text"/>

b) Part-time:

5) Fill Rate

TRADITIONAL

ONLINE

a) Full-time:

201303; CRN#41273: 1st
 Day: 37.5; Census: 30;
 EOT: 30

201207; CRN# 20070: 1st
 day:104; Census: 102;
 EOT: 64; 201305;
 CRN#80254; 1st Day: 110;
 Census: 94; EOT: 90

b) Part-time:

201207; CRN: 20149; 1st
 day: 108; Census: 70;
 EOT: 65; 20162; 1st Day:
 102; Census: 72; EOT: 62;
 20163; 1st Day: 98; Census:
 96; EOT: 66; 20164;
 1stDay: 104; Census: 64;
 EOT: 44

201303; CRN: 40947: 1st
 Day: 94; Census: 76; EOT:
 40; 40949; 1stDay: 102;
 Census: 96; EOT: 50;
 40963; 1st Day: 80;Census:
 56; EOT: 52; 40966; 1st
 Day: 92; Census: 78; EOT:
 54; 40967; 1st Day: 98;
 Census: 74; EOT: 58;
 40972; 1st Day: 100;
 Census: 82; EOT: 76

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 Learning Outcomes (from Catalog):
 Upon completion of the Business Program, the student will be able to do the following.
 1. Demonstrate an introductory knowledge of the entry level skills common to the contemporary business environment.
 2. Speak and write business communications efficiently and effectively.
 3. Demonstrate a basic understanding of monetary and legal aspects of the 21st century business

environment.

- Objective measurements currently under examination have been met. Constant assessment and revisions do occur.
- Status update on meeting the program goals and objectives identified in the last Program Review - Thus far faculty continues to monitor and assess goals and objectives for courses under Business Administration program.
- Plan for assessing the SLOs that have not been assessed at this time - None noted

:

In 2012-2013, Business course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught

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

Additionally courses offered live to meet student demand. Specifically in the areas of Business Law and economics.

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

Our program will continue to monitor SLO's so that they are in conformity with program outcomes, and develop additional courses based, however, on student need.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.).

- 2) Summarize the results of these measures.

- 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.)

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

DATE:	<input style="width: 200px; height: 20px;" type="text"/>
ANNUAL UPDATE #1:	<input style="width: 600px; height: 40px;" type="text"/>
DATE:	<input style="width: 200px; height: 20px;" type="text"/>
ANNUAL UPDATE #2:	<input style="width: 600px; height: 40px;" type="text"/>

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?

BADM A.S. Two year plan follows the requirements as shown below:

Semester 1 (Fall odd?)
CORE requirements:
ACCT 1A Principles of Accounting
BADM 2 Business Law

Electives:
CBIS 40 Spreadsheet Applications
CBIS 41 Beginning Word Processing
CBIS 42 Advanced Word Processing
CBIS 43 Presentation Applications And Media ...

Semester 2
CORE requirements:
ACCT 1A Principles of Accounting
BADM 2 Business Law
...

Electives:

Degree requirements From BCC Catalog
Major Core Requirements (units)
ACCT 1A Principles of Accounting 3-
ACCT 1B Principles of Accounting 3

BADM 1 Business Law I 3
ECON 1 Principles of Economics (MACRO) 3
ECON 2 Principles of Economics (MICRO) 3
A minimum of 9 units from the following list
ACCT 4 Managerial Accounting 3
BADM 2 Business Law II 3
BADM 19 Marketing 3
BADM 51 Business Math 3
CBIS 40 Spreadsheet Applications 4
CBIS 41 Beginning Word Processing 4
CBIS 42 Advanced Word Processing 4
CBIS 43 Presentation Applications And Media 3
MGMT 7 Small Business Management 3

Units Required in Major 15
General Education Coursework 27
Electives 09
Total Units Required 60

BADM A.S.-T Two year plan follows the requirements as shown below:

BADM Certificate of achievement Two year plan follows the requirements as shown below:

Required Courses Units
ACCT 1A Principles of Accounting 3
ACCT 1B Principles of Accounting 3
ACCT 4 Managerial Accounting 3
ACCT 68 Federal Tax I 3
BADM 1 Business Law I 3
BADM 51 Business Math 3
Total Units Required 18

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

Plan currently being monitored for successful completion.

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

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.

The department updated all course outlines with SLOs.

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

The curriculum for ACCT was evaluated in 2012-2013 – resulting in the new SLOs on the course outlines.

The curriculum process at this time, relies on CTE training, program review and curriculum requirements. There is not standing curriculum discussion in the department since until very recently only adjuncts taught in the discipline.

- 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*).

All courses should be in full-compliance, pre-requisites need have been validated.

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

Faculty will continue monitoring effectiveness of delivery methods and student retention rates as a means for assessing if new course offerings are required.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

- A. Strengths

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

- B. Weaknesses

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

Since the 2012 review was an update, this question was not on the PROGRAM REVIEW from OCTOBER 2012.

Draft Starter:

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Opportunities

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

Since the 2012 review was an update, this question was not on the PROGRAM REVIEW from OCTOBER 2012.

B. Threats

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

Since the 2012 review was an update, this question was not on the PROGRAM REVIEW from OCTOBER 2012.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

The full time instructors regularly attend the Barstow Community College FT faculty trainings and meeting. In addition faculty members publish, are business practitioners, and are enrolled in post-graduate training related to business/economics.

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

DATE:	<input style="width: 230px;" type="text"/>
ANNUAL UPDATE #1:	<input style="width: 620px;" type="text"/>
DATE:	<input style="width: 230px;" type="text"/>
ANNUAL UPDATE #2:	<input style="width: 620px;" type="text"/>

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.)*

DATE:	<input style="width: 230px;" type="text"/>
ANNUAL UPDATE #1:	<input style="width: 620px;" type="text"/>
DATE:	<input style="width: 230px;" type="text"/>
ANNUAL UPDATE #2:	<input style="width: 620px;" type="text"/>

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 BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Students will articulate a clear understanding of the principles related to marketing, strategic planning, financing and investment planning pertaining to domestic and foreign enterprise. Furthermore, students will gain a fundamental understanding of the legal framework essential to the operation of commercial enterprises.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/decision making 	#1 Students will compare, contrast, and explain major development in the legal framework of business.	IN, PR, DE OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
			#2 Students will examine commercial regulations applying these rules to various cases under review.	IN, PR, DE OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
			#3 Students will use investigative research methodologies applicable to the study of law and apply them in their course work encompassing case studies, oral reports, examinations and group discussions	IN, PR, DE OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
<i>Additional Information:</i>		KEY - IN= Introducing, PR = Practicing, DE = demonstrating		
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#2	Through applications utilizing case studies and empirical data, students learn the importance of resource costs and how they are allocated within the organizational framework of public and private enterprise.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/decision making 	#1 Investigate and understand the various areas of business practice essential to the operational functionality of business.	IN, PR, DE OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
			#2 Investigate and understand the various areas of business practice essential to the operational functionality of business.	IN, PR, DE OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
			#3 Develop an awareness of global business practices and their integration with	IN, PR, DE OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		domestic institutions.			
	<i>Additional Information:</i>	KEY - IN= Introducing, PR = Practicing, DE = demonstrating			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3	Students will possess mathematical aptitude essential for empirical analysis in business and the Social Sciences	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract /develop excellent employees - Strengthen college planning/decision making	#1 Identify how product, promotion, pricing and distribution impact marketing decisions	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
			#2 Marketing Plan for course completion purposes as part of an overall business strategy.	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
			#3 Incorporate an understanding of operational decision making involving resource costs essential to the marketing process	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
	<i>Additional Information:</i>	KEY - IN= Introducing, PR = Practicing, DE = demonstrating			
	DATE: <input type="text"/>	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"/>	ANNUAL UPDATE #1:	<input type="text"/>		

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	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

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

(Refer to the Program Review Handbook when completing this form)

PROGRAM:

Academic Year:

Date Submitted:

Academic Year:

ANNUAL UPDATE #1 Date Submitted:

Academic Year:

ANNUAL UPDATE #2 Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The mission of the Basic Skills pathway of Barstow Community College is to provide quality instruction in the fundamentals of learning to students of diverse skills, abilities, and backgrounds. We offer a strong foundation in communication through coursework, such as English composition, English as a Second Language, and Reading, as well as Math and Skills for College Success in order to prepare students for opportunities in a global community.

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

The Basic Skills pathway at Barstow Community College subscribes to the belief that language and culture co-exist in communication. We, therefore, teach students the languages of English, Math, and College Success in context. We are committed to preparing our students with the communicative and mathematical skills necessary for them to be successful in their endeavors, whether those be to pursue academic goals, to be competitive in the workplace, or to find personal enrichment in their everyday lives.

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

BCC Mission Statement Alignment

- -- Basic skills classes and pathways asset students of various skill levels, backgrounds, language diversity, is key in assisting BCC in “Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.”
- – As over 70% of students at BCC come to the college with below college levels in one or more skills area, Basic Skills is the pathway to prepare students to reach transfer as important life skills. “Offering programs to **prepare students in basic skills**, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.”
- --- Basic Skills is also instrumental in preparing students for college level work there by improving retention and success and thus “Promoting student engagement **and retention** through caring customer service, **strong student support services**, and campus involvement opportunities.” And “Providing counseling and other support services to assist students in the identification of their goals and **achievement of their personal, educational, and employment potential.**”

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

Organization:

Disciplines:

- ACSK (exclusively taught in stacked class – three levels taught in same class time)
- ESL (exclusively taught in stacked class – two-three levels taught in same class time)
- READ - Reading (exclusively taught in stacked class – two-three levels taught in same class time)
- ENGL - English - three levels below transfer (only ENGL 101, 102 and 50)
- MATH - Math - three levels below transfer (only MATH 101, 50, and 55)

Staffing:

- Basic Skills Coordinator 20% release time (not named at time of this Program review)
- One ESL/READ full-time instructor (for one semester)
- One adjunct READ instructor
- Two adjunct ESL instructors
- Three adjunct ACSK instructors
- Math and English Basic Skills classes are taught by Math and English Full-time and Adjunct, but not dedicated to basic skills as instructors tend to teach basic skills and transfer level courses.

Who do you service (including Demographics)?

Basic Skills courses serve student who based on assessment tests assess below transfer level in these skills. Note: A small percentage self-identify one level lower than assessment due to lower confidence in the discipline.

What kind of services does your program provide?

Either building new skills or refreshing old skills in the three main areas: Writing, Reading, Math

How do you provide the services?

Delivery Method:

Live: Most classes are taught only live

Online: Math 50 and 55 and English 50 are also available online:

Hybrid: MATH 101 is also available as hybrid

Locations:

Main Campus - Most classes are regularly taught live on main campus

Fort Irwin - READ, ESL, or ASCK are not regularly offered at the fort. However, the math and English are consistently offered at the fort.

Other Location: ESL is also offered at a community location

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

Due to the split nature of Basic Skills, Data is spilt into multiple disciplines. At this time data can only be reported for disciplines wholly placed in basic Skills (READ, ESL, and ACSK) Therefore, English and math are not in the report at this time
READ, ESL, and ACSK: FT = 2; Part-time = 8

NOTE: regarding data presented below - Question # 5- Fill Rate: the % does not accurately reflect classes as all these are taught as stacked, so ACSK 150, 151, and 152 will indicate a 24 max for each class, but classes are taught together so the true max is 24 for all three classes added together (not 72). **NOTE:** When “stacked fill seats are removed actual seats available are FT = 440 and PT = 516

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	126	READ, ESL, ACSK are not taught online
b) Part-time:	196	READ, ESL, ACSK are not taught online

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	READ, ESL, ACSK: 238/ 124 = 74%	READ, ESL, ACSK are not taught online
b) Part-time:	READ, ESL, ACSK: 304/ 188 = 65%	READ, ESL, ACSK are not taught online

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	Not available	READ, ESL, ACSK are not taught online
b) Part-time:	Not available	READ, ESL, ACSK are not taught online

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	1 st Day = enr1 257, 29.47% Census/Max = enr1 240, 27.52% EOT/Max = enr1 224, 25.69% REAL fill# (of 440 actual seats) 1 st Day = enr1 257, 60.45% Census/Max = enr1 240, 58.41% EOT/Max = enr1 224, 50.91%	READ, ESL, ACSK are not taught online

b) Part-time:

1st Day = enr 421, 34.4%
Census/Max = enr 304, 24.84%
EOT/Max = enr 248, 20.26%

READ, ESL, ACSK are not
taught online

REAL fill# (of 516 actual seats)
1st Day = enr 421, 81.59%
Census/Max = enr 304, 58.91%
EOT/Max = enr 248, 48.06%

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.)

In 2012-2013

Collaborative assessments were created and completed according to levels in ASCK, READ, ENGL, ESL, and MATH

As a result of this year's process and last year's process the plan was to start creating prompts earlier and have a small repository prepared for the year. This was organized in summer 2012. There were completed on class climate (the results have not been run and compiled by instructors)

Class representations were from the following Basic Skills Courses:

- ACSK 153, 154, 155, 156 157, 158
- ESL 104
- READ 100, 101
- ENGL 101, 102, and 50
- MATH 101

Once named, the new Basic Skills Coordinator will review the materials with the Basic Skills instructors.

All assessments are scored on 4 universal elements:

- Accuracy
- Communication
- Conceptual Understanding
- Process/Strategy

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

Data not compiled at this time due to change of Basic Skills Coordinator.

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

Plan to implement the following:

- Continue creation of early and repository assignments.
- Continue outreach to adjuncts
- Ask for additional release time/stipend for Basic Skills Coordinator. 20% is not enough time to work with 5 disciplines and organize results from mostly adjunct instructors or non-Basic Skills level-dedicated FT instructors.
- Promote reading
- Promote hiring of FT Basic Skills dedicated instructor in ACSK and/or READ
- Discuss with ENGL faculty possibility of making ENGL 101 and/or 102 hybrid (as MATH 101 is offered in hybrid)

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.).

Data Analysis using the Basic Skills Cohort Progress Tracking Tool

2) Summarize the results of these measures.

As submitted in 2013 Basic Skills Report

Overview: We reached the following conclusions by comparing the two sets of cohorts below transfer classes, and also looking at persistent rates of continuing students. We used this even if the students were not successful from level to level. In general and consistent with the scorecard, we see better performances among female students, among students between 18 and 19 years old, and among African-American students. There is a significant drop in performance from the 18-19 age group to the 20-24 age group in 2008-10, but this effect is not seen in 2010-2012. There seems to be a surge in the 2010-12 writing program in the 20-24 age group.

It seems like there were higher percentages to Transfer Level in 2008-10 than 2010-12 especially in English-Writing, but also in Math and Reading. Approximately one-third of those began the writing program in 2008-10 went all the way to Transfer Level whereas less than 10% achieved the same in 2010-12.

Analysis of Data: Part of the reason may be a reduction of Full-time faculty in English-Writing and Math. This means less consistency for students and the program when relying on the often changing nature of adjunct faculty pools and schedules.

English Writing: In English writing, the lowest transition in the sequence is three **Level Below Transfer (LBT)** to two LBT. The highest is two LBT to one LBT.

Analysis of Data: This again may be due to low skills in reading as the assessment into English writing is often tied to reading level as well. Also the long cycle to complete all required classes may feel overwhelming. In addition, the reduction of Full-time faculty in English writing may be a factor.

MATH: In Math, twenty percent of the students went from three levels below transfer all the way to Transfer Level back in 2008-10, but only half that in 2010-12.

Analysis of Data: The reduction of Full-time faculty in Math may be a factor.

ESL: Both ESL programs in 2010-12 have very low performance rates. Only one student reached the level of two **Levels Below Transfer (LBT)**, and no student beyond that.

Analysis of Data: Part of the ESL lack of progress may be due to the newness of the program and course sequence as a program often requires time to grow. In addition, success for ESL students is not always measured by transfer level courses or even degrees, but fluency in English that allows better communication skills for employment of life skills.

READ: Students who started the READ 100 often did not complete the sequences (READ 101 and 102) – only 3 of the 21 starters attempted READ 102.

Analysis of Data: However, based on the numbers available, this may be because the college has an option to waive the READ competency. In Reading, though some students did continue into the English-Writing cycle, those who started in three levels below transfer (READ 100) did not complete the sequence. This may be due to lack of reading skills and not completing the reading sequence, as reading would naturally impact all other classes. NOTE: There were few students enrolled in the reading program in both periods to make a significant comparison

- 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.)**

The Basic Skills Cohort Progress Tracking Tool

ACSK – no data

ESL

- Continue outreach ion community
- Continue accelerated classes do not have enough longitudinal data to demine improvements, comparison in accelerated classes will be complete in next cohort tracking data.
- Work with instruction to have classes added earlier to allow for more time for outreach

READ

- Stronger emphasis on Reading courses is needed.
- Work with Curriculum to change the college reading “waiver”
- The numbers of READ classes doubled in Fall 13 due to the efforts of temp-Full-time READ instructor.
- Persistence in READ classes with a FT READ/Basic Skills instructor can be estimated to double as well.

ENGL

- Promote rehire of missing faculty to Academic Senate
- Try to use local data to track success of accelerated ENGL Basic Skills in relation to traditional 18 weeks.

MATH

- Promote rehire of missing faculty to Academic Senate
- Try to use local data to track success of accelerated ENGL Basic Skills in relation to traditional 18 weeks.

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

Not required for this submission

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

- All courses are offered very semester
- The ESL courses have been re-scheduled for an accelerated 6 week courses, so students can complete in more effective time frame.

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

- Course are offered every semester and act as preparation for degree and transfer courses
- No change to offerings is recommended – though reviewing courses for more adaptive time delivery should be considered (6 weeks instead of just 9 weeks and 18 weeks for READ, ENGL and MATH)
- Also will work to offer ESL and READ at the fort more regularly.

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

- To discuss with counselors and faculty the possibility of incorporating a more cohesive first year experience (as piloted by the learning community and the summer bridge)
- Also to consider 6 week sequenced options to accelerate though 2 to 3 levels of below transfer courses.
- Discuss with ENGL faculty possibility of making ENGL 101 and/or 102 hybrid (as MATH 101 is offered in hybrid)

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.

- All courses were revised to unify SLOs and methods of instruction in last academic year
- No changes in requisites beyond correction of an error in a READ class and ESL class listed in banner.

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

- Basic Skills Coordinator has realigned all ESL and READ courses with state core levels.
- Also the Basic Skills Coordinator is the faculty initiator for ACSK.
- English and Math courses are initiated by English and Math full-time faculty

- 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*).

- **SLOs:** All courses have been revised and are in compliance
- **Prerequisites:** ENGL, ESL, READ have been revised and are in compliance; Could not find dates for MATH or ACSK

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

- Continue reviewing courses as per the college's and state requirements and timelines.
- Confirm prerequisite validation for MATH and ACSK
- Discuss with ENGL faculty possibility of ENGL 101 / 102 as hybrid (as MATH 101 offered in hybrid)

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

- A. Strengths

- Strong leadership from Basic Skills Coordinator
- Learning Community created for Fall 2013
- Summer Bridge for students in Summer 2013
- Resources to pay adjuncts to attend Saturday training – improving pedagogy
- Temp READ instructor hire – instructor outreach in Spring 13 was a significant factor in doubling the READ enrollment in Fall 13 (each time a FT instructor teaches READ the number jump – and not just because more sections, but ration per class.
 - 2013 spring FT reading instructor's number did not rise significantly as the courses were added late, and one at the fort. However the outreach increased READ enrollment to 3 sections (not learning community) enrollment per class in fall 13 was highest in three years (since last time FT faculty was consistently teaching READ classes)

- Over the past 5 years, the highest enrollment in READ was when a FT faculty taught and promoted the classes.

B. Weaknesses

- Lack of unification between transfer level and basic skills level instructors in some areas
- Lack of requirements for READ due to catalog option of a waiver
- Despite counselor recommendations, students often do not take the needed skills class before attempting transfer level classes (without basic skills requisites) having an established first year experience would help this problem.
- Only one FT faculty teaching exclusively in Basic Skills (Basic Skills dedicated faculty)
- Without FT instructor in READ or ACSK, opportunity for growth in programs is limited.
- Student reading below college level:
 - “Currently 70% of the students at BCC are reading below a college level.” (Education Master Plan 34).
 - “Specifically, reading remains the most impacted area with approximately 75 percent of the students assessed not college ready in this area” (2012 Accreditation Report 19)

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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

A. Opportunities

- Student Success initiative and taskforce recommendation – of the 22 recommendations four are directly related to Basic Skills.
- Student Success initiative ties student success to funding
- Basic Skills funding still in place

B. Threats

- Cost of FT faculty past the Basic Skills funding time frame
- Student perception of basic skills requirements
- Low enrollment numbers at the Fort in ESL and READ when offered

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

7. Continuing Education/Professional Development

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

- Basic Skills Coordinator:
- Strengthening Student Success conference 2012,
- Several Basic Skills provided by the Chancellor's Office
- Other Basic Skills faculty:
- All basic skills adjunct instructors and new hires invited to mentoring monthly
- Attendance = 10-12 instructors regularly in 2012-2013

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

- Training of Basic Skills Coordinator to be determined naming of new Basic Skills Coordinator
- Continue basic skills instructors invited to mentoring monthly

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.)*

From 2011-2012 Program Review update:

Outcomes for the Basic Skills Pathway

Communication: Students will be able to demonstrate, orally and in written form, communicative strategies that are appropriate to context.

- A. Building of vocabulary in context
- B. Understanding communicative norms in context
- C. Producing personal, vocational, and academic written communication
- D. Developing appropriate strategies to express oneself and solicit clarification

Critical Thinking: Students will be able to demonstrate appropriate problem-solving ability in context.

- A. Applying logical processes
- B. Making logical inferences
- C. Analyzing and evaluating textual information and contextual cues
- D. Responding appropriately in context

Global Awareness: Students will engage in examination of varied perspectives and contexts through analysis of written works of various levels and topics.

Personal Development and Responsibility: Students will build confidence and proficiency in appropriate fields in order to increase their success with personal goals.

Status update: As shared above, we are working each semester on the above outcomes, and we are working towards:

1. Including all Basic Skills full-time and part-time instructors in the process.
2. Creating assessment assignments that incorporate all of the above processes. In reading and writing, all prompts will be focused on questions of global awareness so that all processes are inherent in the requested work. With Math, Global awareness is more challenging, so we will be looking at ways to address that as well.
3. Please note that the above outcomes all address the idea that the process is level appropriate, which is why we have been working on leveling the process for all disciplines. For example, one level below transfer in reading and writing courses (including ESL) offer questions based upon texts at a reading level of 10-12 grade, which was identified in state rubrics (BSI CB21 coding) as one level below transfer. Before prompts are developed, texts are selected and vetted by participating instructors. The same holds true for subsequent levels below transfer.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	From 2011-2012 PR Update: Early Alert Explore the relationship between assessment, registration, success, and retention and its impact on student success; develop a plan to better serve student success. Redesign Early Alert: identification of student success challenges, reporting processes, and follow up procedures. Identify program flaws and develop plan to better support students at risk of failure (and work to reintegrate students who have not succeeded).	<i>List all that apply:</i> Foster innovative learning environment Provide Successful college learning experience Promote and support student engagement Cultivate and enhance local partnerships Attract/ develop excellent employees Strengthen college planning/ decision making	#1 research relationship between assessment, registration, and retention/success. Focus on Reading	- Basic Skills Coordinator works with faculty and selected staff to collect assessment and registration data. - Staff may require out-of-class compensation - Analysis of data - Interpret and respond to results. (Plan)	Research Project on Reading: Tracking Assessment Data and Course registration; retention and success across 2-4 semesters. Collect and analyze data. Analysis of 1 two year cycle in Reading (Fall 2010 – Spring 2012) complete by May, 2013.
			#2 Identify flaws in Early Alert system	- Basic Skills coordinator works with counseling and faculty to identify flaws. - Develop plan to address	(see below)
			#3 Develop and implement plan to revise Early Alert	- Purchase any additional Banner components necessary to add Early Alert to Banner menu - Learn and train others how to use the new system - Get feedback from new and returning users.	Change existing Early Alert reporting process to more user-friendly model. 25% increase in faculty use of Early Alert process.
<i>Additional Information:</i>					
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	From 2011-2012 PR Update: Faculty Collaboration	<i>List all that apply:</i> Foster innovative learning environment Provide Successful college learning experience	#1 Basic Skills faculty, full and part time, work together to develop and implement shared assessments.	- Streamline Basic Skills shared assessments at equivalent levels below transfer for Writing (Developmental English,	Shared assessments are developed via active dialogue. Full and part-timers participate in collection of shared assessment data

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<p>Build collaboration across departments/disciplines to promote consistency and shared responsibility for student success. Include full and part-time faculty.</p> <p>Pilot a professional development Mentoring Program for all faculty, including promoting part-time faculty participation in department/discipline dialogue and providing training opportunities, and educating all levels of faculty on Basic Skills student needs.</p>	<p>Promote and support student engagement <i>Cultivate and enhance local partnerships</i></p> <p>Attract/ develop excellent employees</p> <p>Strengthen college planning/ decision making</p>		<p>ACSK, and ESL); Reading (Developmental Reading, ACSK, and ESL); Math (Developmental Math and ACSK).</p> <p>-</p> <p>- Part-time instructors participating are compensated for holistic scoring meeting.</p>	<p>OUTCOME: 75% of Basic Skills faculty participate in collection, submission, and analysis of data</p> <p>MEASURE: % of faculty involved with process</p> <p>ASSESSMENT: submission from SLO reports, attendance and participation in collaborative assessments</p>	
		<p>#2 Offer monthly training (mentor) meetings to new faculty. (Meetings geared toward Basic Skills faculty but all new faculty welcome.)</p>	<p>- Basic Skills Coordinator holds monthly training meetings for faculty, especially new faculty</p> <p>- Mentor faculty, counselors, and staff encouraged and invited to participate.</p> <p>- Schedule and information covered communicated to college community.</p>	<p>OUTCOME: 50% of new faculty participate in monthly training meetings.</p> <p>MEASURE: % of faculty involved with process</p> <p>ASSESSMENT: Attendance and participation in trainings</p>	
		<p>#3 Trained faculty use what they learn at mentor meetings to participate (and accurately) in instructional and assessment processes.</p>	<p>- All faculty, including part-timers RECEIVE Program Review and Student Learning Outcome information and forms.</p> <p>- SLO and Basic Skills Coordinators follow up and are available for questions.</p> <p>- Faculty submit required documents on time.</p>	<p>OUTCOME: Increase in part-time faculty submission of Student Learning Outcomes assessments for courses each semester. (Appendix B forms submitted are correct and complete).</p> <p>MEASURE: from previous number to 90% submission</p> <p>ASSESSMENT: submission from SLO reports</p>	
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3 From 2011-2012 PR Update: ESL Continue support for the third year of the English as a Second Language program; Expand ESL services into the community.	<i>List all that apply:</i> Foster innovative learning environment Provide Successful college learning experience Promote and support student engagement Cultivate and enhance local partnerships <i>Attract/ develop excellent employees</i> Strengthen college planning/ decision making	#1 Maintain course offerings in ESL here on campus and at Ft. Irwin	- ESL faculty submits requested schedule for discipline courses... all 6 levels. - Request evaluated by Instruction office - Courses scheduled - Offer all 6 levels of ESL here on campus and at least one class at Ft. Irwin.	OUTCOME: All levels and locations have successful enrollment MEASURE: Have all classes at least 75% of cap. ASSESSMENT: Use fill rates to determine % of cap
		#2 Offer an ESL course in the community.	- ESL faculty submits request to instruction office ESL faculty/Basic Skills Coordinator develops partnership with community group willing to house/offer ESL. - Agreement reached between BCC and Community group. - Market the course actively	OUTCOME: Community locations have successful enrollment MEASURE: Have the course at least at 75% of cap (max student number). ASSESSMENT: Use fill rates to determine % of cap
		#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"/>		
#4 Added 2012-2013 Reading Build the reading program to help students succeed in college level classes	<i>List all that apply:</i>	#1 Revise or eliminate the READ waiver that allows students to waive reading as a requirement	- Get student success data (from students with low reading assessment scores) - Meet with faculty and counselor to create feasible actions plan - Implement plan by 2015-2016	OUTCOME: Improve reading enrollment and students success and completion MEASURE: use assessment scores to compare success and completion during waiver and post waiver

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				ASSESSMENT: Use banner and Chancellor cohort data for comparisons
		#2 Hire faculty to Build class offerings and program	Increase offerings and variety of locations and time of classes as appropriate based on data	OUTCOME: Improve reading enrollment and offering MEASURE: use schedule and student surveys to compare ASSESSMENT: Compare offerings and success of students in various class formats
		#3 Work on options of reading prerequisites and recommendations with content faculty	Basic Skills Coordinator and READ instructors meet with content faculty Determine criteria for prerequisites / recommendations Create action plan for implementation as appropriate based on data	OUTCOME: Improve reading enrollment and students success and completion MEASURE: use assessment scores to compare success and completion pre and post requisite/recommendations ASSESSMENT: use success and completion numbers pre and post requisite/ recommendations
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
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"/>	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	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
2, 4	All-1,2,3	New Reading/ACSK instructor: Last campus data available, indicates approximately 74% of our students place below college ready. Yet there is no full-time instructor for Reading.	\$86, 871	Yes	Partial funding from Basic Skills
1,2,3,4	All-1,2,3	Increase Basic Skills Stipend Release time to 40%	10,000	No	Partial funding from Basic Skills

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The primary mission of the CBIS department is to prepare the student for employment in the information technology area and upper division work at their transfer institution. This is accomplished through a variety of courses which offer a diversity of topics, and emphasizes critical thinking and laboratory skills.

In addition the goal of our discipline is to improve student retention and success by strengthening certificate, degree, and transfer programs and by establishing new programs and course sequences thereby providing students opportunities for transfer education and career preparation. These activities are also aligned with BCC's other goals in terms of providing an effective learning environment, utilizing advances in technology, working with the community, working with other educational institutions, and designing programs relevant to the diverse communities served.

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

The CBIS Department vision for the following three years is to:

1. Continue to offer degrees and certificates that will help students get employment in the fields of Computers and Business Information.
2. Continue to offer courses that will assist students to transfer to a four-year institution to achieve their baccalaureate degree in the fields of Computer Science and Business Information science.
3. Continue to work on achieving high level of student success.

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

The CBIS Department contributes to the Barstow Community College mission and vision in the following ways:

A. *Mission/Vision One:*

Provide learning programs and an environment that ensures student success.

Objective 1.1—Expand and/or revise the curriculum to meet the dynamic needs of students and community. The Department specifically addresses Action 2 in the Plan which states, "Develop student skills that promote lifelong learning with competencies in computer literacy, oral and written communication, and critical

and analytical thinking. Student learning Outcomes (SLOs) stress critical and analytical thinking and since they are derived primarily from test essays and laboratory reports, they also emphasize written communication.

Objective 1.3—Support flexible pedagogies designed to improve student learning and achievement. CBIS faculty review teaching methods at the start of every semester. With the recent changes in state enrollment quotas, the CBIS no longer faces limitations in growing our online enrollment, and will take advantage of this. It is the department’s goal to increase online enrollment numbers offering courses with practical lab simulation software. To do this the CBIS department will need to acquire simulation software to provide online students with “real-time” and “hands-on” training.

Objective 1.5—Develop learning support systems that are effective and flexible to meet changing student needs and enrollment growth. In particular, Action 2, “Enhance collaboration between tutorial services and faculty” by donating instructor copy textbooks and recommending tutors to the Center.

Objective 1.6—Provide modern facilities and classrooms with integrated technologies that support learning programs and accommodate projected student growth. Faculty attend Best Practice seminars to improve live and distance delivery. A majority of CBIS courses are offered online.

**B. Mission/Vision Two:
*Create an effective work environment.***

Objective 4.1—Enhance college wide dialog and develop a more effective link between department and institutional goals. Action 4 which emphasizes planning sessions, objectives, and measurable outcomes contained in a program review. (See additional data throughout this review).

**C. Mission/Vision Three:
*Improve college programs through systematic evaluation.***

Objective 5.2—Align courses and programs with mission and overall curriculum.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

The Computer and Business Information Systems (CBIS) department serves two areas of studies: “Computer and Information Science” and “Business Office technologies”. The program is designed to provide the necessary skills to manage and maintain the hardware and software for businesses through industry standard certification objectives. Students will develop good communication skills, learn to use the basic application software, troubleshoot hardware and software problems and develop software applications. Students may specialize in programming, web/internet, networking or business office applications.

CBIS classes are offered in different platforms: on-campus (18-week full-term and 9-week Hybrid), 9-week online and 9-week hybrid at Ft. Irwin. CBIS classes are offered on campus during the day, evening, and at night.

The department is run by a one (1) full-time faculty, and five (5) part-time faculty members. The part-time faculty is considered to be an essential part of the department. They contribute positively to achieving the mission and goals of the department.

The CBIS department offer classes that serve the following population areas:

- 1. The general population in the city of Barstow and it’s adjacent communities.
- 2. Ft. Irwin. And
- 3. The online population in general.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

TERM	FULL TIME	PART TIME
FALL 2012	1	5
SPRING 2013	1	6
SUMMER 2013	1	1
TOTAL	1	7

2) Course Completion Rate

a) Full-time:

TRADITIONAL

TERM	ENROLLED
FALL 2012	11
SPRING 2013	0
SUMMER 2013	0
TOTAL	11

ONLINE

TERM	ENROLLED
FALL 2012	103
SPRING 2013	102
SUMMER 2013	119
TOTAL	308

b) Part-time:

TRADITIONAL

TERM	ENROLLED
FALL 2012	23
SPRING 2013	25
SUMMER 2013	0
TOTAL	45

ONLINE

TERM	ENROLLED
FALL 2012	151
SPRING 2013	207
SUMMER 2013	48
TOTAL	389

3) Course Success/Retention Rate:

a) Full-Time:

TRADITIONAL

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-3	77	83	83
TOTAL	77	83	83

ONLINE

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-1	70	89	83
CBIS-1	75	83	79
CBIS-1	70	92	80
CBIS-15	58	75	67
TOTAL	68	85	78

SPRING 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-1	84	91	83
CBIS-1	81	86	79
CBIS-1	54	100	93
CBIS-6	82	82	82
CBIS-33	79	88	88
TOTAL	77	90	84

SUMMER 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-29A	70	90	86
CBIS-1	85	96	89
CBIS-2	90	97	76
CBIS-2	93	96	50
TOTAL	85	95	77

b) Part-time:

TRADITIONAL

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-41	57	100	75
CBIS-43	80	100	75
CBIS-60	60	100	100
CBIS-60	40	67	67
CBIS-61	100	100	100
CBIS-61	80	100	100
CBIS-65	100	100	100
CBIS-65	100	100	100
TOTAL	66	96	85

SPRING 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-43	33	33	33
CBIS-41	82	90	90
CBIS-60	63	100	100
CBIS-61	100	100	100
CBIS-74	100	100	100
CBIS-60	75	100	67
CBIS-61	80	100	100
CBIS-65	100	100	100
CBIS-74	100	100	100
CBIS-67	50	50	50
TOTAL	74	88	84

ONLINE

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-1	86	98	78
CBIS-1	88	93	48
CBIS-22A	33	35	25
CBIS-41	80	95	81
CBIS-1	88	92	75
TOTAL	73	79	57

SPRING 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-1	81	89	64
CBIS-43	78	90	83
CBIS-1	82	90	48
CBIS-22C	60	85	24
CBIS-13	49	81	59
CBIS-40	69	92	67
CBIS-41	69	90	73
CBIS-13	78	88	88
TOTAL	69	88	60

SUMMER 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-1	87	98	90
TOTAL	87	98	90

5) Fill Rate

a) Full-time:

TRADITIONAL

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-3	43.00	40.00	33.33
TOTAL	43.00	40.00	33.33

ONLINE

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	100.00	72.00	64.00
CBIS-1	110.00	96.00	80.00
CBIS-1	110.00	83.33	76.67
CBIS-15	62.00	48.00	36.00

CBIS-1	102.00	94.00	86.00
CBIS-1	106.67	96.67	83.33
CBIS-1	86.67	46.67	46.67
CBIS-6	56.67	56.67	46.67
CBIS-33	63.33	56.67	50.00

CBIS-29A	54.00	42.00	38.00
CBIS-1	104.00	92.00	88.00
CBIS-2	106.67	96.67	93.33
CBIS-2	93.33	93.33	90.00
TOTAL	87.96	73.88	66.53

b) Part-time:

TRADITIONAL

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS- 41	40.00	26.67	26.67
CBIS- 43	16.67	13.33	13.33
CBIS- 60	30.00	13.33	10.00
CBIS- 60	26.67	10.00	6.67
CBIS- 61	3.33	3.33	3.33
CBIS- 61	20.00	13.33	13.33
CBIS- 65	3.33	3.33	3.33
CBIS- 65	6.67	6.67	6.67

SPRING 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS- 43	10.00	10.00	3.33
CBIS- 41	36.67	33.33	30.33
CBIS- 60	26.67	16.67	16.67
CBIS- 61	6.67	6.67	6.67
CBIS- 74	3.33	3.33	3.33
CBIS- 60	13.33	10.00	10.00
CBIS- 61	16.67	13.33	13.33
CBIS- 65	6.67	6.67	3.33
CBIS- 74	3.33	3.33	3.33
CBIS- 67	6.67	6.67	3.33
TOTAL	15.37	11.11	9.81

ONLINE

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-01	106.00	90.00	88.00
CBIS-01	98.00	92.00	86.00
CBIS-22A	102.00	96.00	34.00
CBIS-041	96.67	70.00	66.67
CBIS-01	90.00	80.00	73.33

SPRING 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-01	98.00	90.00	78.00
CBIS-43	92.00	80.00	72.00
CBIS-01	98.00	82.00	72.00
CBIS-22C	94.00	66.00	56.00
CBIS-13	106.00	64.00	52.00
CBIS-40	100.00	80.00	73.33
CBIS-41	40.00	33.33	30.00
CBIS-13	30.00	26.67	23.33

SUMMER 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-01	108.0	96.00	94.00
TOTAL	98.00	81.50	69.67

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

1)

Course Level SLOs:

The CBIS faculty has completed at a full two-year cycle measuring all SLOs for all CBIS courses.

Program Level SLOs:

Currently the CBIS program is in the process of being split into two different programs, the two programs are: "Computer and Information Science (CSIS)" and "Business Office Technologies (BOTE)". Once the split is officially approved by the Chancellor office, the responsible faculty in each of the two programs will develop PLOs for each program.

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

As a result of the outcome assessment process, the following changes are implemented:

1. Encourage students to attend classes, and not miss any if possible.
2. Encourage students to actively participate in the online classes and not fall behind.
3. Encourage students to seek help (from faculty or advisors) if encounter any sort of difficulty.
4. Work is in progress to change the textbook for CBIS-1

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

1. Follow through with CBIS split into CSIS and BOTE.
2. Develop PLOs for each of the two programs.
3. Finalize the textbook update for CBIS-1.
4. Continue to evaluate the course level SLOs to better student performance.

5. Follow through with CBIS split into CSIS and BOTE.
6. Develop PLOs for each of the two programs.
7. Finalize the textbook update for CBIS-1.
8. Continue to evaluate the course level SLOs to better student performance.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

1)

1. The number of students who declare Computer Science as their major.
2. The number of CBIS degrees and certificates awarded.
3. The number of graduates who obtained a full-time job in the field of CBIS.
4. The number of students who transferred to four-year institutions.

2) Summarize the results of these measures.

1. The number of students who declare Computer Science as their major:

Academic Year	Number of Students who declare CS as major
2012-2013	127
2011-2012	234
2010-2011	258

2. The number of CBIS degrees and certificates awarded:

Academic Year	Number of Degrees Awarded
2012-2013	4
2011-2012	7
2010-2011	5

3. The number of graduates who obtained a full-time job in the field of CBIS.
 No data available.

4. The number of students who transferred to four-year institutions:
 No data available.

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

- The following has been learned from the measures in item 3C2, and what need to be done to improve the program outcome:*
1. Work need to be done as soon as possible to approve the two departments mentioned in item 3B3.
 2. Determine the PLOs for these two programs.
 3. Faithfully, offer classes on a 2-Year Cycle.
 4. Have all CBIS classes offered online; that's our big source of students.

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

- | |
|--|
| <ol style="list-style-type: none"> All courses were analyzed for SLOs for the academic year 2011/2012 and 2012/2013. Work will continue to evaluate course SLOs for the academic year 2013/2014. PLOs will be established for the two programs mentioned in 3B3 once the CBIS split is approved by the Chancellor's office. |
| <ol style="list-style-type: none"> All courses were analyzed for SLOs for the academic year 2011/2012 and 2012/2013. Work will continue to evaluate course SLOs for the academic year 2013/2014. PLOs will be established for the two programs mentioned in 3B3 once the CBIS split is approved by the Chancellor's office. |

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

Two-Year Scheduling Plan

D. 1)

Fall Year 1	
CBIS- 01	3 sections online 1 section hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS- 03	1 section hybrid on campus or online
CBIS- 06	1 section hybrid on campus or online
CBIS- 13	1 section online
CBIS-22A	1 section online
CBIS-29A	1 section online
CBIS- 40	1 section hybrid at Ft. Irwin
CBIS- 41	1 section on-campus
CBIS- 43	1 section on-campus 1 section online
CBIS- 60	2 sections on-campus
CBIS- 61	2 sections on-campus
CBIS- 65	2 sections on-campus
CBIS- 74	1 section on-campus

Spring Year 1	
CBIS-01	3 sections online 1 section hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS- 33	1 section hybrid on campus or online
CBIS-33B	1 section hybrid on campus or online
CBIS- 15	1 section online
CBIS- 22C	1 section online
CBIS- 29B	1 section online
CBIS- 40	1 section hybrid at Ft. Irwin
CBIS- 42	1 section on-campus
CBIS- 43	1 section on-campus
CBIS- 60	2 sections on-campus
CBIS- 61	2 sections on-campus
CBIS- 65	2 sections on-campus
CBIS- 66	2 sections on-campus
CBIS- 74	1 section on-campus

Summer Year I	Number of Students who declare CS as major
CBIS-01	1 section online 1 section hybrid on-campus
CBIS-02	1 section hybrid on campus or online
CBIS-14	1 section online
CBIS-40	1 section online

Fall Year 2	Number of Students who declare CS as major
CBIS-1	3 sections online 2 sectionS hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS-10	1 section hybrid on campus or online
CBIS-17	1 section online
CBIS-29C	1 section online
CBIS-35	1 section hybrid on campus or online
CBIS-40	1 section hybrid at Ft. Irwin
CBIS-41	1 section on-campus

CBIS-43	1 section on-campus 1 section online
CBIS-60	2 sections on-campus
CBIS-61	2 sections on-campus
CBIS-65	2 sections on-campus
CBIS-74	1 section on-campus

Spring Year 2	Number of Students who declare CS as major
CBIS- 01	3 sections online 1 section hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS- 02	1 section hybrid on campus or online
CBIS- 13	1 section hybrid on campus or online
CBIS- 19	1 section online
CBIS-29D	1 section online
CBIS- 40	1 section hybrid at Ft. Irwin
CBIS- 42	1 section on-campus
CBIS- 43	1 section on-campus
CBIS- 60	2 sections on-campus
CBIS- 61	2 sections on-campus
CBIS- 65	2 sections on-campus
CBIS- 66	2 sections on-campus

Summer Year I	Number of Students who declare CS as major
CBIS- 01	1 section online 1 section hybrid on-campus
CBIS-29A	1 section hybrid on campus or online
CBIS- 13	1 section online
CBIS- 41	1 section online

To enhance the distance education (DE) part of the CBIS program, significant changes were made since last program review.

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

There is no question that a two-year plan is an effective tool to support student success. Students can make their study plan over the two-year journey at BCC to ensure that a student can obtain an AS degree or plan on transferring to a four-year institution.

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

Review the two year plan and make the necessary changes to help students better prepare for the two year study at BCC.

Review the two year plan and make the necessary changes to help students better prepare for the two year study at BCC.

DATE:

ANNUAL UPDATE #1:

DATE:

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.

The following courses were archived:

CBIS-30A
CBIS-30B
CBIS-30C
CBIS-30D
CBIS-51A

The contents for following courses were updated:

CBIS-1
CBIS-2
CBIS-3
CBIS-10
CBIS-14
CBIS-29A
CBIS-29B
CBIS-29C
CBIS-33B

The SLOs for the following courses were updated:

CBIS-1
CBIS-2
CBIS-3
CBIS-10
CBIS-14
CBIS-29A
CBIS-29B
CBIS-29C
CBIS-33B

The following courses were created:
CBIS-29D
CBIS-35

The following courses were deleted:
CBIS-16

Work in progress to update the SLOs for the following courses:
CBIS-40
CBIS-41
CBIS-42
CBIS-43

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

Academic years 2011/2012 and 2012/2013 were busy years in updating the curriculum, were the listed activities in item 4B were accomplished/approved.

The curriculum is constantly evaluated.

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).

None .

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

This is an-going process. As a full-time faculty, part of the job is to continuously update the curriculum to ensure that the curriculum is encompassing the latest in technologies, and also to align the curriculum with the 4-year institutions for a smooth student transfer.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Strengths

The major strengths of the CBIS program are:

1. The "Curriculum". The curriculum is designed to assist students in succeeding by either prepare them for the job market, or transfer to obtain the BS degree in Computer and Business studies.
2. More and more CBIS classes are offered to help students through the DE program.
3. High success and retention rates.
4. Current supportive administration

B. Weaknesses

1. Undedicated faculty who have no passion for teaching, and don't care about the health of the program or students being successful.
2. Undedicated students who miss classes often and/or seriously fall behind in their work of study.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Opportunities

1. Offer CBIS classes so that online students can obtain their degree/certificate completely online. There is a huge source of online students.
2. Hire faculty who have passion for teaching, and willing to work with full-time faculty to improve the program and student success.
3. Administration to work hand -in-hand with faculty to improve the program outcome.
4. Train faculty with current technological trends.

B. Threats

There following are some factors can evolve to become external challenges:

1. Technology constantly changes, and it can be difficult to keep up with technology advances on timely fashion. The difficulties can be contributed to one or more of the following factors:
 - i. Textbooks availability.
 - ii. Slow curriculum process approvals.
 - iii. Faculty training challenges.
 - iv. Costly hardware/software upgrades.

However, every effort will be exerted to keep up with technological advances.

2. Budget constraints.
3. Textbook prices are becoming ridiculously expensive.
4. Software prices are a constant threat to student budgets.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

Jacob Batarseh attended the following events:

- 2013 Winter ICT Educator Conference: “Doing What Matters for ICT Education”
San Francisco; January 3-4, 2013
- 2012 Winter ICT Educator Conference: ““ICT Education for ICT Employment – Even Now”
San Francisco; January 5-6, 2012
- June 25-29, 2012 MPICT's Summer Faculty Development Week in Fremont, CA
- June 11-15, 2012, MPICT's Summer Faculty Development Week in Garden Grove, CA
- VocEducation Leadership Institute
March 20, 2013 - March 22, 2013
- VocEducation Leadership Institute
March 21, 2012 - March 23, 2012

Carl Durheim attended the following event:

- The Annual CUE Conference ;March 20-22, 2014
in Palm Springs, California

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

None as of today. However, there are opportunities within the next three years, and faculty will do every possible effort to attend as many as possible.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.)

Goal #1: Incorporate Multimedia into classes (in-class, hybrid, and online).

Progress Summary:

No progress on goal #1, as faculty asked for the appropriate software (Camtasia) in the "2012-2013 Program Annual Update" do accomplish that. That request was never granted.

Goal #2: Curriculum Update.

Progress Summary: Great progress was accomplished as indicated and explained in item 4A under the list of courses whose content were modified.

Goal #3: SLO update.

Progress Summary: Great progress was accomplished as indicated and explained in item 4A under the list of courses whose SLOs were modified.

Goal #4: Provide the necessary skills to manage and maintain the hardware and software for businesses through industry standard certification objectives.

Progress Summary: On-going process as the classes contents are being updated and modified. Few of the noticeable progresses:

1. Upgraded to Office 2013 during the Summer of 2013.
2. The computers in room B-3 were upgraded during summer 2013.
3. The course contents for CBIS-14, CBIS-29A, CBIS-29B, CBIS 29-C, and CBIS29D were updated to reflect new trends in industry.

DATE:	<input type="text"/>
-------	----------------------

ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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 BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Incorporate Multimedia into classes (in-class, hybrid, and online)	<i>List all that apply:</i> 1. Foster innovative learning environment. 2. Provide Successful college learning experience. 3. Promote and support student engagement.	To help students gain a better understanding of the subject.	Better lab report, quizzes, and tests scores.
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#2	Provide students a successful college learning experience; aligns with Strategic Priority.	<i>List all that apply:</i> 1. Foster innovative learning environment. 2. Provide Successful college learning experience. 3. Promote and support student engagement. 4. Strengthen college planning/ decision making.	Plan and implement programs based on learning needs and career paths	The COR is up to date and in compliance; the success and retention rates show improvement in critical areas; addition of new classes
			Augment current and emerging technologies to foster student learning	Success, retention, and fill rates in online classes with the new more interactive platform. Student surveys on the use of computer simulations in labs
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

ACTION PLAN

GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Work on developing the Microsoft Office Specialist (MOS) certificate.	<i>List all that apply:</i> <ol style="list-style-type: none"> 1. Foster innovative learning environment 2. Provide Successful college learning experience 3. Promote and support student engagement 4. Cultivate and enhance local partnerships 5. Strengthen college planning/ decision making 	Plan and implement programs based on learning needs and career paths	Administration support in purchasing the necessary hardware and software.	Success in retention, and fill rate.
			Augment current and emerging technologies to foster student learning	Evaluate curriculum and modify and/or add new classes as needed.	Success in certificate completion rate.
<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	1 + 2	Camtasia Sotdware	\$328	?	
3	2 + 3	Complete Office 2013	\$80	?	

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

Our commitment is to provide and support our students in developing a foundation of exemplary learning as they begin their career pathways in early childhood care and education.

Our students will acquire the skills and knowledge that empower them to be effective teachers and leaders within their communities. We encourage their unique individuality, valuing the ideas, cultural strengths, beliefs, and contributions they bring to the campus and distant learning classroom environments.

Our program will continually strive to improve and sustain the high quality of early childhood care and education.

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

Our vision is to provide quality education in the early childhood field for our students to meet the expectations and guidelines of the State of California and other Community Colleges, as well as potential employers in our community, the State of California, and our country.

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

A. **"Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures."**

Our department values and respects the individuals and their personal experiences when they enter our classroom, whether it is a face to face course or an online class/course. We have developed a program that nurtures and supports the learning of the students on an individual basis.

B. **"Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities."**

We have developed a certificate pathway that provides opportunities for students to enter the workforce while continuing their educational goals. Our Certificate Level I is an entry level certificate equaling the Child Development Permit Matrix - Associate Teacher Permit; our Certificate Level II consists of the 8 core courses that have been aligned with the California Community Colleges Curriculum Alignment Project (CAP) for student transfer amongst 2 year as well as 4 year colleges and equals the Child Development Permit Matrix – Teacher Permit, and our Certificate Level III is equivalent to the Child Development Permit Matrix – Site Supervisor Permit. We have submitted the TMC-AS transfer degree, and it was approved through curriculum.

C. **"Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities."**

We work closely with our students, not only individually but also by encouraging tutorial services, peer work groups, and referrals for assistance.

D. **"Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential."**

All students have an education plan that supports their goals in obtaining a Certificate(s) or an AS in Child Development. In addition, we provide professional growth advisement for obtaining their Child Development permits in accordance with the California State Permit Matrix; we share information with our students regarding job opportunities with local

businesses as well as out of the area. One of our adjuncts mentors students at her daycare facility.

E. “Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.”

We host two advisory meetings a year (Fall and Spring); we have representatives from State Preschool, Head Start, Faith Based, Military Base, and private day care programs. These meetings provide us with the opportunity to discuss the needs of our community/work opportunities and specific needs of early childhood programs. For example: during our Spring meeting, it was shared that professional growth opportunities (not including courses) such as trainings, conferences, and workshops are difficult for teachers to participate in due to transportation, location of offerings, and dates of events. We are discussing the possibility of holding an all-day training at the college.

F. “Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.”

The child development courses offered begin with a certificate pathway that provides opportunities for students to enter the workforce while continuing their educational goals. Please refer to “B” above.

G. “Using institutional research to further develop courses, programs, and services.”

We have joined forces with other community colleges throughout California and have aligned 8 core courses that fit within the AS-T TMC degree. We have attempted to work with other departments to retrieve information/data that we also work with key personnel who have the knowledge to gather data needed that tells the story of our program and we then attempt to make the necessary changes to meet the needs of our students.

H. “Increasing access to all students by continuing to promote and develop our extensive distance education program.”

Students who enter our program have the ability to take all courses necessary to complete their Associate of Science degree entirely online. We offer a variety of resources to enrich their college and learning experience; for example: Barstow College Library Off-Campus Database Access, through the Mentor Program, our students have access to one on one tutoring if they choose to seek that assistance. All materials posted for the course, such as power points, articles, syllabi, etc. meet ADA requirements.

DATE:

ANNUAL UPDATE #1:

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?

- A.** The Child Development Program consists of three certificate levels that are closely linked with the California Child Development Permit Matrix and the opportunity to obtain an Associate of Science Degree.

Our program offers the 8 core courses that are CAP aligned with the state and in addition we have submitted the Child Development TMC-AS Transfer degree. This was approved through Curriculum in Fall 2012 but hasn't been approved by the Chancellor's office.

Certificate Level I = Child Development Associate Teacher Permit and/or Family Daycare Certificate of Achievement (Low Unit) – requires 19 ECE units

Certificate Level II = Child Development Teacher Permit – requires 25 ECE units and 16 General Education units

Certificate Level III = Child Development Master Teacher Permit and/or Site Supervisor Permit – requires 37 ECE units and 23 General Education (keeping in mind that CHLD 4 and CHLD 6 can be used towards General Education)

The staffing structure for our program consists of 1 full time faculty member and 5 adjuncts. The majority of our courses are taught in the evenings and/or online.

- B.** We have a very diverse group of students – varying in age, gender, ethnicity, and experiences. We have a variety of students: some are first full-time students, some work full-time taking courses in the evening or online, some are returning students who take a class for their professional growth and development, and others have returned to college to pursue a new career.

We have students that represent our community enrolling in our courses, or they are students from other areas within California, other states within the United States, and in some cases, other countries, as we serve many military families.

- C.** Our program provides the following additional services for our students: Professional Growth Advisors, the Child Development Training Consortium Program, High Desert Regional Mentor Program (partnership with Victor Valley College), information for job opportunities and experience.

- D.** We provide these services in the following ways: the full time faculty member acts as a Professional Growth Advisor for many students and assists the students with completion of their applications when they apply for their Child Development Permits through the State of California; she is the Coordinator for the Child Development Training Consortium (CDTC) Program, sending applications out to all adjuncts who are teaching child development courses, and asking them to share with students and she posts links on the website, reviews paperwork for the CDTC program that provides reimbursement for tuition, books, and some trainings to students, and provides necessary information to the Business Office so that payment can be made to the students; she also is a Co-coordinator for the High Desert Regional Mentor Program (Partnership with VVC) that supports the development of skills and provides one on one tutoring for online students and, in her roll, actively seeks quality mentors for the Practicum – Field Experience Course through the High Desert Regional Mentor Program; she also submits Early Alert referrals for students who may need additional services. All faculty in Child Development support our students and share resources and referrals with the students.

We provide a variety of learning opportunities for our students, such as morning and evening classes. We offer satellite courses at the Fort Irwin campus via our main campus; we offer hybrid and online courses.

Office hours fluctuate during the week, mornings and afternoons, and we accommodate students who work full time and are unable to meet during those office hours by setting scheduled appointment on an as-needed basis.

The adjuncts have online office and make arrangements to meet with students prior to the start of class. Again, special arrangements are made on an as-needed basis.

We feel confident that we are working hard to meet the needs of all students.

DATE:

ANNUAL UPDATE #1:

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

Full-time: 1
 Part-time: 5
 Ratio: 1 to 5

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	CHLD – 29 This doesn’t reflect PSYC 4 or SOCI 6 classes that are taught by the full-time instructor.	CHLD – 150 This doesn’t reflect PSYC 4 or SOCI 6 classes that are taught by the full-time instructor.
b) Part-time:	50	164

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	Enrolled at Census: 31 Successful Completers: 26 Success: 84%	Enrolled at Census: 227 Successful Completers: 173 Success: 76%

	Enrolled at Census: 66	Enrolled at Census: 261
b) Part-time:	Successful Completers:49	Successful Completers:134
	Success:74%	Success:53%

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	N/A – we were not able to pull data at this time.	N/A – we were not able to pull data at this time.
b) Part-time:	N/A – we were not able to pull data at this time.	N/A – we were not able to pull data at this time.

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	1 st Day: 29.17%	1 st Day: 72.55%
	Census/Max: 25.8%	Census/Max: 54.18%
	EOT/Max: 25.00%	EOT/Max: 45.11%
b) Part-time:	1 st Day: 51.19%	1 st Day: 79.60%
	Census/Max: 39.29%	Census/Max: 58.74%
	EOT/Max: 32.74%	EOT/Max: 38.57%

DATE:

ANNUAL UPDATE #1:

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.)

In reflection of student learning outcomes for courses that were offered we are demonstrating a slight decrease of understanding of SLOs #1 and #3 for CHLD 4 by 4% and 5% respectfully, maintaining 100% for SLO #2. For CHLD 6 we had a slight decrease of 2% for SLO #1, and increase of 6% for SLO #2 and increase of 1% for SLO #3. For the following courses: CHLD 9, 11A, 14, 20, 25 and 80 (49) the students are demonstrating increased knowledge of the content being taught as per the student learning outcomes.

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

CHLD 19A and CHLD 19B that were cancelled that information isn't available for this time around although it is relevant for students. The need to offer each class as per the Two Year Plan for students to successfully complete the necessary course requirement to obtain their

Certificates and/or Degree in a two year time frame provided they are a full-time student. In addition we realize the need to offer CHLD 49 both Fall and Spring each year as the class size is limited.

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

We will be offering CHLD 49 every Fall and Spring to provide additional opportunities for students to complete the course in a timely manner.

DATE:

ANNUAL UPDATE #1:

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.).**

Child Development – Early Childhood			
	2010-2011	2011-2012	2012-2013
Declared Major	524	419	357
Certificate Level I	5	2	0
Certificate Level II	4	3	2
Certificate Level III	0	3	0
AS Degree	16	15	9

Child Development Permits with the State: assisted 5 students in 2012/2013 with the appropriate paperwork to apply for a first time permit for either Associate Teacher Permit or Teacher Permit.

Employment: through the CDTC program and assisting with Child Development Permits we have documentation that there are 45 of our students currently working in the field of ECE/Child Development. There are more however, we don’t have supporting documentation at this time.

2) **Summarize the results of these measures.**

After becoming aligned with the California Community Colleges Curriculum Alignment Project, we have seen a slight decrease in the Associates Degree, Certificate Levels II and III due to the requirement of CHLD 49 (80) – Practicum / Field Experience Course. This is a capstone course and a major requirement that needs to be completed by the students. As with any change in a degree it normally takes a few years for all students to be on the new Education Plan.

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.)

We will need to offer CHLD 49 (80) each semester as there is limited enrollment to provide additional opportunities for students to successfully complete this course. Based on when the schedule needs to be submitted to the Instruction Office we plan that this will be on the Fall 2014 schedule.

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

N/A at this time...

DATE:

ANNUAL UPDATE #1:

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?**

Fall (Odd Years)		Spring (Even Years)	
Live	Online	Live	Online
CHLD 4	CHLD 4	CHLD 4	CHLD 4
CHLD 6	CHLD 6	CHLD 6	CHLD 6
CHLD 9	CHLD 15	CHLD 10	CHLD 14
CHLD 11A	CHLD 19A	CHLD 12A	CHLD 15A
CHLD 16	CHLD 19C	CHLD 17A	CHLD 19B
CHLD 17A	CHLD 20	CHLD 25	CHLD 35A
CHLD 30	CHLD 35	CHLD 30A	CHLD 49
CHLD 49	CHLD 61		
Fall (Even Years)		Spring (Odd Years)	
Live	Online	Live	Online
CHLD 4	CHLD 4	CHLD 4	CHLD 4
CHLD 6	CHLD 6	CHLD 6	CHLD 6
CHLD 15	CHLD 9	CHLD 14	CHLD 10
CHLD 19A	CHLD 11A	CHLD 15A	CHLD 12A
CHLD 19C	CHLD 16	CHLD 19B	CHLD 17A
CHLD 20	CHLD 17A	CHLD 35A	CHLD 25
CHLD 35	CHLD 30	CHLD 49	CHLD 30A
CHLD 61	CHLD 49		

Please note that there are changes in the numbering system for a few courses that went through curriculum but haven’t been implemented into the catalog; thus, when reviewing, there may be a discrepancy. This information went through curriculum in Fall 2012 but to our knowledge hasn’t been sent to the Chancellor’s office.

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

It has been used to determine what classes should be offered – however, due to the budget situation and, in some cases, low enrollment, a few classes have been cancelled, classes that are required for students to obtain their AS degrees in Child Development and/or Certificate Levels and ultimately the Permit with the State.

Other than CHLD 4 and CHLD 6 offered every semester, each of the courses are only offered one time every two years both live and online.

It's important to offer both live and online courses in order to meet the different learning styles of students – some students don't feel comfortable taking online classes and prefer live classes.

We will determine the need to offer CHLD 49 in the Fall as well – this is the capstone course for our students and is limited in enrollment. By offering this course each semester, we hope to ensure the availability for them to complete their AS degree within their timeline.

This will mean that every Fall and Spring semester we will offer CHLD 4, CHLD 6, and CHLD 49.

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

During the Fall Child Development meeting (consisting of faculty and advisory members) we will discuss offering CHLD 49 both in Fall and Spring semesters. We will discuss continuing to offer the courses as per the Two Year Plan and determine whether to approach Academic Senate for their input/support in considering the prospect of balancing out the high enrollment for the online courses with possible low enrollment for live classes.

DATE:

ANNUAL UPDATE #1:

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.

We haven't added any new courses for the program or made any changes at this time. We have submitted the Child Development TMC-AS Degree and it was approved through Curriculum in Fall 2012. This hasn't been approved through the Chancellor's office.

All courses with pre-requisites need to be reviewed and submitted to Curriculum in Fall 2013 - 26% of our courses have Prerequisites – CHLD 9, CHLD 19A, CHLD 19B, CHLD 20, and CHLD 49, 0% have Co-requisites – and 0% have advisory.

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

In 2010 – 2011, we aligned 8 core courses with the California Community Colleges Competencies Alignment Project
In 2011 – 2012, we archived three courses as they are not needed for the certificates/degree.
In Spring 2012, we submitted the Methods of Instruction for all courses to curriculum, number change for a few courses and TMC-AS degree (the number and degree were tabled to Fall)
In Fall 2012, we re-submitted the course number changes and TMC-As degree.
In Fall 2013, we will submit the pre-requisites for the courses to curriculum.

- 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).

Prior to CurricUNET, we were in full compliance with the Curriculum Committee Standards. During the process of transferring over most information was either not inputted with the most current submission, or lost, and a few courses were dropped. The Curriculum Chairperson is currently working on correcting the glitches that occurred when the curriculum information was moved onto CurricUNET program. These corrections are expected to be completed by Fall of 2013.

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

We continually participate in trainings and conferences that provide us with information in the early childhood field, we converse with other faculty from other colleges, and we meet as a department/program each semester to discuss the direction for our certificates and degree.

Right now, there is a movement throughout California Community Colleges to develop competencies in 3 additional areas of Early Childhood Development. Those 3 areas are: Infants and Toddlers, Children with Special Needs, and Administration. These courses are currently being offered to our students and are part of the existing Certificates and Degree. Once the course descriptions, student learning outcomes, student learning objectives, and content have been determined by the state committee, then we will review and begin the process of aligning those 3 areas with the State of California.

We continue to review our syllabi and implement different approaches to meet the varying learning styles of our students. Our online classes are composed of power point presentations and in some cases there is a video component in addition to handouts, we supplement with a variety of resources in addition to the required book. We use the same approach with our hybrid courses.

Three of the five adjunct instructors have been trained on the Moodle Format and hopefully the other two will complete the process soon. We hope to be fully aligned with the Moodle format for all Child courses by Fall 2014.

DATE:

ANNUAL UPDATE #1:

5. Internal Factors (see Handbook for worksheet)

- A. Strengths

Child Development Department: is unique in that we have support Statewide in the Early Childhood Field and participate in the Higher Education Colloquium as well as the California Community Colleges Curriculum Alignment Projects. We have taken the lead in our field and we have determined what courses should be taught and how they should be taught by working collaboratively to align statewide. We share with pride that we were the 17th College to align in the State of California. We also have programs such as the Child Development Training Consortium and the Mentor Program that offer resources such as tuition and/or free mentoring for our practicum students and one on one tutoring for our online students.

Fall and Spring Child Development Advisory meetings: are represented by members in the community from varying programs such as State Preschool, Faith Based, Private, and Family Day Care. In addition we hold Child Development meetings involving our adjuncts.

CTE meetings: are held for all faculty members and adjuncts sharing current information taking place at the college and throughout California. These meeting are offered through CCCConfer and are archived for later reference.

Offering support: the fulltime faculty member assists faculty and adjunct representatives of other CTE programs with curriculum, program reviews, student learning outcomes etc.

B. Weaknesses

Amount of Paperwork: the continued addition of required/mandatory paperwork and reports such as pre-requisites, program reviews, etc., adds an additional burden on the fulltime faculty member. In many cases the information being shared and/or asked for isn't clear in the beginning and in some cases duplicated work is being completed, or being altered, or not sent in.

Additional support: we need to hire an additional fulltime faculty member who can assist with students by teaching additional courses, assisting with analyzing PLOs/SLOs, program reviews, working with students applying for permits, working with the CDTC and Mentor programs, and holding meetings with other adjuncts.

The fulltime faculty would be expected to teach a full workload and will assist with student retention and completion as additional courses will be offered during normal work days and not the majority in the evening. A BAP was submitted for a fulltime instructor.

Online Courses: to support the recommendations of ACCJC regarding accreditation, we need to offer DVD's that will assist our online courses providing additional compatibility to with our face to face courses. This will assist with student success. A BAP was submitted for DVD's.

Enrollment: in an attempt to embrace the needs of the students pertaining to cost factors we need to provide other facilities for students to participate in live classes; for example offering additional satellite facilities like Fort Irwin. A BAP was submitted for technology equipment that would meet this need.

Trainings: we continue to face challenges in our attempt to provide trainings that accommodate the schedules of all faculty and adjuncts, we should look at providing satellite opportunities or CCCConfer with all trainings being recorded for faculty members/adjuncts to observe at a later date.

Budget Constraints: this continues to work as a deficit for our program. We have submitted a program review and annual updates for the past four years and we have yet to receive funding for any of our requests. This will be our fifth submission.

Course Data: this has been difficult to obtain and has caused undue stress to faculty members considering that the program reviews are to be the driving force behind the college's budget. However, without the data and/or appropriate data in a timely manner it's difficult to justify the needs of the programs.

Supporting Data: we need to develop a system that can track our students who are currently working in the ECE/Child Development field and in addition once they receive their certificates and/or degree.

DATE:

ANNUAL UPDATE #1:

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

A. Opportunities

Budget constraints; we are in need of an additional full time instructor to assist with the varying State programs and services that our program provides for our students. It is very challenging for the sole full time instructor to juggle teaching and serving the needs of the students and continue to actively support the ongoing requirements of the college and the state.

Strong online program; we are located in a very rural community, some of our face to face courses have difficulty filling. Currently faculty are only able to teach 60% face to face and 40% online, with the possibility of low enrollment/cancellation, we may need to look at offering more online courses and adjusting the instructors’ percentage of face to face vs. online courses they are allowed to teach in a semester.

Competition from other institutions; we are currently CAP-aligned with 8 lower division courses that transfer to over 60 other community colleges and several 4 year colleges.

Requirements of four-year institutions; as we attempt to meet the challenges of budget cuts that have affected institutions statewide, we have submitted the necessary paperwork for the Child Development TMC-AST degree. This will be supported by 4 year colleges and by the Chancellor’s Office, and it will assist students in furthering their educational goals for obtaining their BA/BS degrees in Child Development. The Articulation Officer for our college communicates with other four year institutions and regularly shares any changes with our program.

State Requirements; we follow the existing Child Development Permit Matrix, Community Care Licensing – Title 22 and Title 5 regulations.

Job market – Through the Advisory Committee meetings, Career Days, list-serve, etc., we learn about job opportunities and the needs within the community, county, and state.

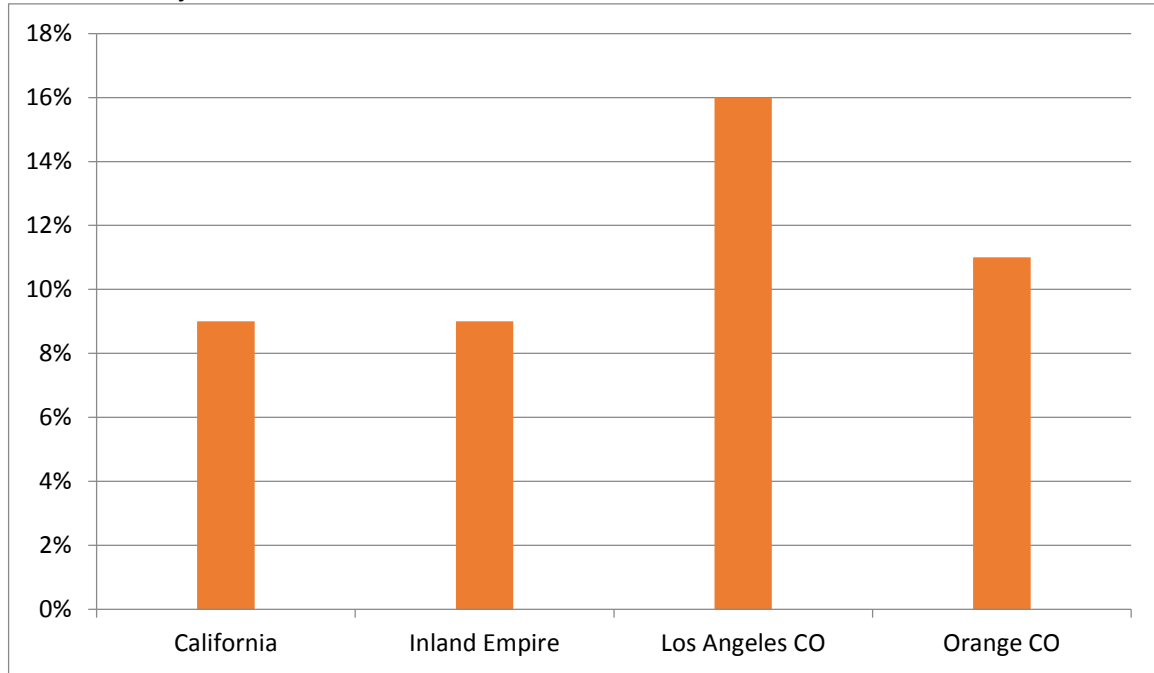
Projected Regional Job Outlook – the table below displays 2008 employment estimates and 2018 projections for Child Care Workers.

	Total Estimated 2008 Jobs	Total Projected 2018 Jobs	Projected Growth (%)	Ave. Annual New Job Openings	Ave. Annual Replacement Job Openings	Ave. Annual Total Job Openings
Child Care Workers						
State of California	99,700	108,100	8,400 (8.4%)	840	2,920	3,760

Inland Empire	10,250	11,120	870 (8.5%)	98	300	387
Los Angeles CO	26,180	30,510	4,330 (16.5%)	433	767	1,200
Orange CO	6,870	7,670	800 (11.6%)	80	202	282

Source: Labor Market Information Division, Employment Development Department, Occupation Profile, on the internet at: <http://www.labormarketinfo.edd.ca.gov/>

Percent of Projected Growth from 2008 - 2018



Source: Labor Market Information Division, Employment Development Department, Occupation Profile, on the internet at: <http://www.labormarketinfo.edd.ca.gov/>

Regional Hourly Wages

This table displays the first quarter 2011 hourly wage statistics for Child Care Workers

	Mean Hourly Rate	25 th Percentile	Median Hourly Rate	75 th Percentile
Child Care Workers				
State of California	\$11.64	\$9.35	\$10.91	\$13.23
Inland Empire	\$11.68	\$9.24	\$11.38	\$13.63
Los Angeles CO	\$11.34	\$9.23	\$10.51	\$12.67
Orange CO	\$12.51	\$10.10	\$11.58	\$14.28

Source: Labor Market Information Division, Employment Development Department, Occupation Profile, on the internet at: <http://www.labormarketinfo.edd.ca.gov/>

There continues to be a demand for highly educated and qualified teachers to work with young children and their families. This will be even more so under President Obama’s goal to generate additional jobs for both blue and white collar workers.

B. Threats

Budget Constraints: this continues to work as a deficit for our program. We have submitted a program review and annual updates for the past four years and we have yet to receive funding for any of our requests. This will be our fifth submission.

Course Data: this has been difficult to obtain and has caused undue stress to faculty members considering that the program reviews are to be the driving force behind the college's budget. However, without the data and/or appropriate data in a timely manner it's difficult to justify the needs of the programs. Requests were made in May 2013 for the data needed for program reviews and resources are still not available.

Additional Support: we need to hire an additional fulltime faculty member who can assist with collecting data to support students working in the field, work on the Child Development Website, and research potential job opportunities.

Supporting Data: we need to develop a system that can track our students who are currently working in the ECE/Child Development field and in addition once they receive their certificates and/or degree.

DATE:

ANNUAL UPDATE #1:

7. Continuing Education/Professional Development

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

Full time faculty: participates in the Higher Education Colloquium conferences, Child Development Mentor Program meetings/conferences, California Community Colleges Early Childhood Education (CCCECE) trainings and meetings, Child Development Training Consortium (CDTC) trainings/conferences and participates as a Professional Growth Advisors for professionals in the field of ECE. Participated in 2 pilot programs for ECE that were State wide

Outside of the ECE field: have attended Curriculum Training and Student Success Conferences. She was on the Program Committee for the selection of possible presenters for the Fall 2013 Student Success Conference. She conducts Career Technical Education monthly trainings and assists faculty members and adjuncts with curriculum, program reviews, etc.

Adjunct faculty: have participated in conferences, Mentor for students, presented at conferences for Kids N Care, University of La Verne, in Early Intervention with ASQ – 3 Training, early intervention seminars, conferences for curriculum delivery and creation, and presenter for trainings in the Foster, Adoptive, and Kinship Care Programs. Several attended the CTE Trainings that were held on the first Saturday of each month. They also attended the Child Development (Fall and Spring) meetings at our college.

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

Full time faculty: continue to participate in the Higher Education Colloquium conferences, Child Development Mentor Program meetings/conferences, CCCECE trainings and meetings, CDTC trainings/conferences and participates as a Professional Growth Advisors for professionals in the

field of ECE. The second year for one of the pilot programs that started last year has already begun...

In addition to the ECE field: she will attend ACCJC trainings on Student Learning Outcomes, Student Success Conferences and Online Training opportunities to enhance knowledge in different areas that will provide student learning opportunities for higher engagement and student success. The Child Development program will participate in the pilot program for TracDat this coming year.

Adjunct faculty: they will need to let me know at the end of the year as there are no additional requirements for them to participate. The adjuncts are encouraged to attend the CTE monthly trainings and the Fall and Spring Child Development meetings. One person is currently obtaining a Masters in MFT.

DATE:

ANNUAL UPDATE #1:

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.)*

We haven't made any progress with goals/objectives from the previous Program Review due to budget constraints. The Program Review and Budget Allocation Proposal were submitted to the Institutional Effectiveness Committee (IEC). It was reviewed/prioritization was indicated and the submission was moved forward to the Finance Budget Committee. There it stayed.

Goal 1: To hire an additional full-time instructor:

Objective 1: to offer courses / trainings

Objective 2: be a professional growth advisor for students

Objective 3: to assist with the resource programs offered for Child Development Students

Objective 4: partnerships and outreach within our community/state.

Goal 2: Purchase technology for course satellite offerings

Objective 1: purchase equipment

Objective 2: determine location to accommodate the most students

Objective 3: install equipment

Goal 3: A classroom that can be used as:

Objective 1: a work environment for students,

Objective 2: development of a cohort that will provide students with the opportunity to create/develop group projects/activities.

Objective 3: running water for activities

Objective 4: library resource for students

Goal 4: A small classroom where we could provide lab for our students to work with young children.

Objective 1: to partner with San Bernardino County Superintendent of Schools – State Preschool

Objective 2: students will be able to make observations of children engaged in a group setting
Objective 3: provide a mentoring site for our students.

DATE:

ANNUAL UPDATE #1:

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 BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Increase student success and completion of certificates and degrees in a timely manner.	<p><i>List all that apply:</i></p> <p>#1 Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures.</p> <p>#2 Offering programs to prepare students for career and technical education, transfer to a four-year college or university, and professional growth development.</p> <p>#3 Promoting student engagement and retention through instructor involvement and commitment to our students.</p> <p>#4 Providing counseling and other support services to assist students with their professional development and application for various permits with the state, share potential job opportunities.</p> <p>#5 Partner with local agencies, businesses, schools, and military bases to promote community</p>	#1 Hire a fulltime instructor	Fly position, interview potential instructors, and hire for tenure-track	<p>Outcomes: Increased enrollment</p> <p>Measure: Enrollment Student success/retention Student completion</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
		#2 Provide services as a Professional Growth Advisor for students obtaining State permits/certificates and degrees.	<p>Provide training for students.</p> <p>Meet with the student a minimum of once a year to review their goals/strategies that have been developed.</p>	<p>Outcomes: Increased number of students served</p> <p>Measure: Permit Applications</p> <p>Assessment: Documentation of student appointment / hours invested.</p>
		#3 Enhance the program by reaching out to the community and developing partnerships with other childhood programs.	<p>Attend early childhood program meetings/advisory meetings.</p> <p>Attend Local conferences.</p>	<p>Outcomes: Advisory meetings / committee membership</p> <p>Measure: Meeting minutes</p> <p>Assessment:</p>

Error! No text of specified style in document.

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	development and economic growth.			
	<i>Additional Information:</i>	Goal #1 aligns with Strategic Priorities #1, 2, 3, 4, and 5 and the BOT goals #V, VI, VII, and VIII. Hiring an additional instructor full-time will allow for the expanding department to continue moving forward as we develop and evolve. The criteria from the State and expectation of employers in the field require more time and commitment from the current instructor in the department.		
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
#2	Purchase of DVD's for in class and online.	<p><i>List all that apply:</i></p> <p>#1 Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures.</p> <p>#2 Offering programs to prepare students for career and technical education, transfer to a four-year college or university, and professional growth development.</p> <p>#3 Promoting student engagement and retention through instructor involvement and commitment to our students.</p> <p>#8 Increasing access to all students by continuing to promote and develop our extensive distance education programs.</p>	#1 Provide additional resources for students taking online courses	<p>Purchase DVD's and 3 yr. digital license – this also meets with ADA compliance</p> <p>Outcomes: Enhancement of content being shared in the course</p> <p>Measure: Assignments</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
			#2 Support the recommendations by ACCJC for Distance Education Learning	<p>Incorporate in the syllabi and class assignments</p> <p>Outcomes: Enhancement of content being shared in the course</p> <p>Measure: Assignments</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
			#3 Provide continuity with both face to face and online instruction.	<p>Offer both face to face and online classes.</p> <p>Outcomes: Enhancement of content being shared in the course</p> <p>Measure: Assignments</p> <p>Assessment: Student Learning Outcomes for courses and program</p>

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
	<i>Additional Information:</i>	Goal #2 aligns with Strategic Priority #1, 2, 3, and 8 and the BOT goals #II, V, VI, VII, and VIII. . By providing videos that can be offered online we meet a few goals: one to enhance our distance education program and two to provide more continuity with online instruction vs. face to face instruction.			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
#3	Provide additional satellite courses at off campus locations.	<p>List all that apply:</p> <p>#1 Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures.</p> <p>#2 Offering programs to prepare students for career and technical education, transfer to a four-year college or university, and professional growth development.</p> <p>#3 Promoting student engagement and retention through instructor involvement and commitment to our students.</p> <p>#4 Providing counseling and other support services to assist students with their professional development and application for various permits with the state, share potential job opportunities.</p> <p>#5 Partner with local agencies, businesses,</p>	#1 Increase enrollment in the Child Development Program by offering additional locations to attend class face to face.	<p>Determine location, order equipment, and install equipment.</p> <p>Documentation of cultivating partnerships within our community and surrounding areas to locate the appropriate facility to accommodate the offering of satellite equipment.</p>	<p>Outcomes: Increased enrollment</p> <p>Measure: Enrollment Student success/retention Student completion</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
			#2 E-portfolios	Begin with students enrolled in CHLD 4 or CHLD 6	<p>Outcomes: Increased enrollment and establish beginning of career portfolios</p> <p>Measure: Enrollment Student success/retention Student completion</p> <p>Assessment: Student Learning Outcomes for courses and program</p>

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
	schools, and military bases to promote community development and economic growth. #6 Provide career and technical education and workforce development program and courses that support certificates and degrees for the State matrix and transfer to four year colleges.				
	<i>Additional Information:</i>	Goal #3 aligns with Strategic Priority #1, 2, 3, 4, 5, and 6 and the BOT goals #I, II, IV, V and VI. By providing additional off campus facilities for satellite instruction will allow an outreach for students' to accommodate their needs. Taking into consideration the price of gas and management of juggling school/work/home this may become a more successful alternative rather than driving to Barstow Main campus.			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
#4	Provide a high quality lab school environment for young children that support a quality education.	<i>List all that apply:</i> #1 Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures. #2 Offering programs to prepare students for career and technical education, transfer to a four-year college or university, and professional growth development. #3 Promoting student engagement and retention	#1 To partner with San Bernardino County Superintendent of Schools – State Preschool (SBCSS)	Contact SBCSS to form partnership. Create an MOU with SBCSS SBCSS hire faculty/enroll children in the program. Provide the structural building for the lab	Outcomes: Partnership with SCBSS Measure: Enrollment Assessment: Student Learning Outcomes for courses and program
			#2 Students will successfully complete observations of children engaged in a group setting	Students will have access to the lab for observations Students will volunteer services at the lab	Outcomes: Enhancement of content being shared in the course Measure: Assignments Assessment:

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
	through instructor involvement and commitment to our students. #4 Providing counseling and other support services to assist students with their professional development and application for various permits with the state, share potential job opportunities. #5 Partner with local agencies, businesses, schools, and military bases to promote community development and economic growth. #6 Provide career and technical education and workforce development program and courses that support certificates and degrees for the State matrix and transfer to four year colleges.	#3		Student Learning Outcomes for courses and program	
	<i>Additional Information:</i>	Goal #4 aligns with Strategic Priority #1, 2, 3, 4, 5, and 6 and BOT goals #V, VI, VII, and VIII. This goal would benefit the Child Development Program and the students who are seeking a degree in the early childhood field. However, it is also understood that there was a previous situation that the college experienced and this goal may never come to fruition again.			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
#5	Dedicate a classroom for Child Development	<i>List all that apply:</i>	#1 Provide a mentoring site for our students	Running water	Outcomes:

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#1 Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures. #2 Offering programs to prepare students for career and technical education, transfer to a four-year college or university, and professional growth development. #3 Promoting student engagement and retention through instructor involvement and commitment to our students. #4 Providing counseling and other support services to assist students with their professional development and application for various permits with the state, share potential job opportunities. #5 Partner with local agencies, businesses, schools, and military bases to promote community development and economic growth. #6 Provide career and technical education and		Create work environment for students to meet, complete projects Library resource	Program Learning Outcomes: completion of capstone course CHLD 49 – Practicum / Field Experience Measures: Utilization of room Completion of Projects Assessment: Student Learning Outcomes for courses and program
			#2		
			#3		

Error! No text of specified style in document.

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	workforce development program and courses that support certificates and degrees for the State matrix and transfer to four year colleges.			
	<i>Additional Information:</i>	Goal #5 aligns with Strategic Priority #1, 2, 3, 4, 5, and 6 and BOT goals #V, VI, VII, and VIII. This goal would benefit the Child Development Program and the students who are seeking a degree in the early childhood field. However, it is also understood that there was a previous situation that the college experienced and this goal may never come to fruition again.		
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<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"/>	

Error! No text of specified style in document.

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	1, 2, & 3	A new full-time instructor for Child Development.	\$86,061.40	Yes	
2	1, 2, & 3	Child Development Videos for CHLD 4, CHLD 6, CHLD 9, CHLD 11A, CHLD 14, CHLD 19A, CHLD 19B, CHLD 19C CHLD 20, CHLD 25, and CHLD 49. The initial cost is for the DVD and digital license. This could be divided over 3 years. The online digital license is only for 3 years so it would need to be renewed every 3 years. (The cost of renewal in 3 years would be approximately \$4,372.00 – spread out over 3 years = \$1,457.33)	\$8,744.00 (If spread out over a 3 year period would equal \$2,914.67 for both DVD and Digital License) (Renewal factor would be approximately \$1,457.33 if spread out over 3 years)	Yes	
3	1, 2, & 3	Video conference unit – Approximately, Flat Panel monitor \$1,200.00, Projector and ceiling mount \$840.00, Audio/video cabling \$240.00, Podium \$540.00, TV/VCR roll away cart \$540.00, internet/cable access \$3,600.00 = \$10,260.00 + tax, shipping and handling of \$2,174.00 for a total of \$12,434.00.	\$12,878.00	Yes	
4	1, 2, & 3	Quality Lab School	A BAP was not submitted at this time.	No	There is an existing classroom that could be used – or the bookstore if they were to move out.
5	1, 2, & 3	Classroom / Workroom for Child Development	A BAP was not submitted at this time	No	There is an existing classroom that could be used – or if the

Error! No text of specified style in document.

					bookstore were to move out.
--	--	--	--	--	-----------------------------

ANNUAL UPDATE #1:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The Cosmetology Department in sync with the mission of Barstow Community College provides the highest quality academic, occupational, cultural, and socially responsible environment for students in the community. The mission of the cosmetology department is to safeguard and protect the health, and general welfare of the consumer established by the California Board of Barbering and Cosmetology. The cosmetology program strives to develop strategies for success, in order, to bridge the skill gap between school and work; developing confidence, skill proficiencies, professionalism, and the understanding of diversity. The cosmetology program strives to give students the finest training and experience available to prepare him or her to qualify to take the State Board of Cosmetology examination for licensure as cosmetologist. The program will continue to do what is best to improve and maintain the highest quality and standards for our student's education.

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

Barstow Community College is recognized as the jewel of the community; the cosmetology department is viewed as an essential technical resource for the students and its community. The cosmetology department's learning standards seeks to develop the whole person where the individual is greater than the sum of his or her independent educational experiences, a person who will understand the world within and the world without.

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

Cosmetology Department vision in conjunction with College Mission Statement

1. The Barstow College Cosmetology Department compiles with the mission of the college by providing career education; courses that give students knowledge, skills, and certification necessary for success in the workplace.
2. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
3. Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

Overview Program

The cosmetology program introduces fundamentals of cosmetology practice. The concepts introduced include four core competencies, communication skills, critical-thinking, global awareness, professional role, standards of practice and performance in cosmetology. There are three pathways to completion of the program: 1600 clock hours, certificate of achievement and associate of science degree. In the degree and certificate of achievement pathway, general education requirements are mandates.

The cosmetology program goal is to serve the community as an affordable, learning-centered program committed to the development and delivery of innovative, successful learners prepared for the beauty industry. Employed are two full-times, and six adjunct faculty; cosmetology faculty provide professional experience in current cosmetology practices, and incorporates technology in the instruction of Cosmetology. In all seven cosmetology courses ranging from beginning, intermediate, and advanced courses; learners develop theoretical and practical competencies that prepare them with employable skills. Learner’s ages range from 18 to 60 coupled with diverse backgrounds and experiences, these elements will develop communities of learning and contributions to the field of cosmetology.

Course Description

The cosmetology program is designed to exceed minimum California Board of Cosmetology standards. The cosmetology program consists of 1600 hours of instruction of both theoretical and practical skill development required for licensure by the California State Board of Cosmetology. A combination of lecture and laboratory instruction in a traditional classroom setting includes salesmanship, skills in serving the public; bacteriology, sterilization, principles of sanitation and safety requirements in operation of a beauty salon/ and or working in the beauty industry. The program details principles of chemistry; laws and administrative regulations. Proficiencies developed include hairstyling, chemical waving, straightening, haircutting, shaping, hair coloring, hair treatments, facials, manicuring (including acrylic nails), and operation of a beauty salon. Cosmetology learners are prepared to become well-trained professionals demanded by today's beauty-industry.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

3. Program Data

A. PERFORMANCE DATA

Full-time vs. Part-Time Faculty Ratio

Full Time		Part Time			
3	5	COSM		201207	
3	5	Total			
3	5	COSM		201303	
3	5	Total			
3	5	COSM		201305	
3	5	Total			
3	5	Total for All Terms			
COSM	20107	Full-Time		Part Time	
	COSM 50A (20329)	2		2	
	COSM 50A (20330)	2		2	
	COSM 50B (20331)	2		2	
	COSM 50B (20332)	2		2	
	COSM 50C (20333)	2		1	
	COSM 50C (20334)	2		1	
	COSM 51A (20335)	2		2	
	COSM 51A (20336)	2		2	
	COSM 51B (20339)	1		1	
	COSM 51B (20340)	1		1	
	COSM 51C (20341)	2		1	
	COSM 51C (20342)	2		1	
	COSM 52 (20337)	1		0	
	COSM 52 (20338)	1		0	
COSM	201303	Full-Time		Part Time	
	COSM 50A (41151)	2		2	
	COSM 50A (41152)	2		2	
	COSM 50B (41153)	2		2	
	COSM 50B				

	(41154)	2	2
	COSM 50C (41155)	2	1
	COSM 50C (41156)	2	1
	COSM 51A (41145)	2	2
	COSM 51A (41146)	2	2
	COSM 51B (41157)	1	1
	COSM 51B (41158)	1	1
	COSM 51C (41147)	2	1
	COSM 51C (41148)	2	1
	COSM 52 (41149)	1	0
	COSM 52 (41150)	1	0
COSM 201305			
		Full-Time	Part Time
	COSM 50A (80305)	1	2
	COSM 50B (80306)	1	2
	COSM 50C (80307)	1	2
	COSM 51A (80308)	2	2
	COSM 51B (80309)	2	2
	COSM 51C (80310)	3	1
	COSM 52 (80311)	1	1

2) Course Completion

FULL TIME			Traditional
201207	FT	COSM	91
201303	FT	COSM	80
201305	FT	COSM	39
Total for All Terms			121

PART TIME			Traditional
201207	PT	COSM	85
201303	PT	COSM	55
201305	PT	COSM	39
Total for All Terms			115

3) Course Success and Retention

FULL TIME	ENROLLED AT CENSUS	SUCCESSFUL COMPLETION	SUCCESS
201207	160	149	93%
201303	129	113	86%
201305	38	34	89%
Total for All Terms	327	296	

PART TIME	ENROLLED AT CENSUS	SUCCESSFUL COMPLETION	SUCCESS
201207	141	131	93%
201303	94	86	80%
201305	36	34	94%
Total for All Terms	271	251	

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	Not applicable at this time	

b) Part-time: Not applicable at this time

5) Fill Rate

TRADITIONAL

a) Full-time: Traditional reports for Full-Time 1st
Day/Max 62.10%; Census/Max 47.48%;
EOT/Max 43.28%
201207
201303
201305

b) Part-time: Traditional reports for Part-Time
1st Day/Max 60.71%; Census/Max
45.15%;
EOT/Max 41.41%
201207
201303
201305

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 Learning Outcomes:

Progress Summary – The cosmetology faculty have focused on the organization and development of an effective cosmetology program. The cosmetology department has acknowledged and recorded the program learning outcomes within the framework of the program review for the certificate and degree levels. We have completed two cycles of the assessment process for Program Level Outcomes. All cosmetology courses have identified their Student Learning Outcomes along with assessment methods. The desired outcomes for the cosmetology program are licensed cosmetology professionals and establishing a learning environment that encourages advancing educational goals to pursue certificates and degrees, which is critical to meet the challenges of the 21st century workforce.

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

The Board of Barbering and Cosmetology began administering the National-Interstate Council of State Boards of Cosmetology, Inc., (NIC) practical examination in October 2011. With these new changes, new rubrics have been initiated to reflect the new requirements. Instructors use a number of techniques to move students in the direction of embracing positive learning outcomes and shared learning goals. All instructors are in compliance with the same method of assessment instruments; therefore, uniformity exists without confusing the learner. The presence of varying degree of realism in cosmetology performance assessments are illustrated by Cosmetology State Board mock assessments. The rubrics used in student assessments have proven to be successful and illustrate a replication of the Cosmetology State Board examinations.

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

Achievement assessment at the end of instruction for the purpose of certifying mastery of cosmetology practical application will continue to be part of the assessment cycle. Assessment outcomes can be used as tools for increasing student retention because the likelihood for students to remain in the course is greater if the instructor provides reinforce practice in the skills that need to be develop. When students reflect on learned skills, it promotes the process of transformative learning, and targets learned skills along with self-confidence.

Cosmetology educators play a role in setting the stage for student retention by advising, counseling and teaching students early about the career opportunities that higher education in general, and Barstow College Cosmetology program has to offer. The first nine weeks are very important, cosmetology faculty must engage in

- Advising and teaching
- Early warning systems
- Strong steps to prevent failures
- Activities to promote early involvement in campus life

Encouraging cosmetology students to be part of the learning community offers inclusion and connection. Students participate in voluntary assignments at local homeless shelters, college career fairs, junior and senior high school career fairs, lights of learning, and convalescent homes, which gives them the opportunity to demonstrate learned skills. The students embrace the opportunity to practice learned skills and give back to the community; this is a win-win situations for all.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.).

The cosmetology program has seven courses aligned with the Board of Barbering and Cosmetology Performance Criteria and the National Cosmetology Practical Examination. These courses are also included in the degree pathways for Certificate of Achievement and Associate of Science degree. A large population of cosmetology learners complete their required 1600 clock hours mandated for licensing. Recorded by the California Board of Cosmetology examination results, seventy percent of Barstow's graduates of the Cosmetology program have acquired licensing since 2007. Cosmetology learners engage in specific assignments designed to prepare them for the workforce; students must complete resumes and cover letters. Career-portfolios to support their knowledge in the cosmetology field.

Degree attainment is not the only definitive measure of student success. In Career and Technical Education there are other indicators of student success and institutional effectiveness. Adult learners enroll in the cosmetology program for certification, so that they may rapidly integrate into the workforce. Completing the 1600 clock hour certification allows adult learners to become eligible for licensing for the State of California and gain speedy employment. Therefore, two-year institutions have a range of goals that allow adult learners to acquire associate degrees, transfer to four-year universities, obtain or upgrade job-related skills, complete certificate programs, and change careers.

The Cosmetology Club Facebook provides a means of networking with program graduates; therefore, communicates job placements and openings in the beauty industry for Barstow graduates. This social network is used as an exchange to keep in contact with former graduates work placement, career and educational progress.

Employed in beauty industry, salon owners, or managers	Licensed graduates	Graduates pending examination	Pending filing	1600 HR COMPLETION	Transfer students to other cosmetology programs out-of-state	
27 STUDENTS	37 STUDENTS	14 STUDENTS	17 STUDENTS	95 STUDENTS	6 STUDENTS	TOTAL
2008 = 3				3		
2009 = 4	2009 = 6	2009 = 3	2009 = 2	15		
2010 = 5	2010 = 10	2010 = 2	2010 = 3	20	2010=4	
2011 = 8	2011 = 10	2011 = 6	2011 = 2	26	2011=2	
2012 = 4	2012 = 5	2012 = 1	2012 = 2	12		
2013 = 3	2013 = 6	2013 = 2	2013 = 8	19		
27	37	14	17	95	6	101

2010-2011 Academic Year	
2011-2012 Degrees/Certificates Awarded	
Cert-Cosmetology	1
2012-2013 Students Enrolled with Declared Major	
Enrolled with Declared Major	
Cosmetology	150
2010-2011 Academic Year	
2010-2011 Degrees/Certificates Awarded	
Cert-Cosmetology	3

2) Summarize the results of these measures.

This information listed illustrates the percentage of students who have successfully passed the Board of Cosmetology examination after completing the coursework at Barstow Community College Cosmetology program. The academic years listed below are the number of licensed graduates.

Jan- Dec 2011	Jan-Dec 2012	Jan-June 2013
10	5	6

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.)

Student practical operations and assessments are a key element in measuring cosmetology competencies because it provides the opportunity to observe learners skills and validates what the student is learning in their coursework. Assessing skills and knowledge of course content by the application of formative and summative processes is vital.

As an educator, the overall objective is to incorporate teaching strategies that promotes successful student learning outcomes. The general program goal is to format a learning environment that encourages student-centered classrooms. When students are introduced a learning activity, it is the expectation facilitator for the student to skillfully master the competencies mandated for the profession.

Continuity reduces student anxiety; it is important that instructors are synonymous with coursework expectations and provide concrete foundation for students. Using rubrics and assignments for the courses within the framework of the designated textbook standardizes the delivery of course content for all faculty teaching the coursework.

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

Curriculum with continuity becomes a win-win environment for faculty and students. The goal of cosmetology assessment process evaluates the competencies mandated by the Board of Barbering and Cosmetology having distinctive advantages. There is the potential to increase student learning and assessment tools that enable teachers to adjust instruction to the needs of the learning community

Simulated performance in cosmetology attempts to match performance to real workplace situations. Skilled activities in cosmetology are designed to simulate portions of actual job performance. Student projects (career portfolio) are comprehensive types of performance assessments; the projects involve a combination of communication and critical thinking skills.

DATE:	<input style="width: 95%;" type="text"/>
ANNUAL UPDATE #1:	<input style="width: 95%;" type="text"/>
DATE:	<input style="width: 95%;" type="text"/>
ANNUAL UPDATE #2:	<input style="width: 95%;" type="text"/>

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?

We have developed a two year cycle for cosmetology courses

Fall (Odd Years)	Spring (Even Years)
Traditional delivery	Traditional delivery
COSM 50A	COSM 50A
COSM 50B	COSM 50B
COSM 50C	COSM 50C
COSM 51A	COSM 51A
COSM 51B	COSM 51B
COSM 51C	COSM 51C
COSM 52	COSM 52
Fall (Even Years)	Spring (Odd Years)
Traditional delivery	Traditional delivery
COSM 50A	COSM 50A
COSM 50B	COSM 50B
COSM 50C	COSM 50C
COSM 51A	COSM 51A
COSM 51B	COSM 51B

COSM 51C	COSM 51C
COSM 52	COSM 52

All of the Program Level Outcomes / Student Learning Outcomes are linked to the CORE Competencies of the college: Communication, Critical Thinking, Personal Development, and Global Awareness.

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

The Two-Year scheduling Plan has been a road map for instructors to collaboratively practice team-teaching, faculty development, and a valuable assessment instruments that encourage learners progress from novice to mastery of cosmetology skills needed to successfully pass the licensing examination. Research nationally and internationally found that technical graduates are lacking in employability skills. As employability skills are crucial in outcome-based education, the main goal of the cosmetology program is to develop an employability skill assessment tool to help produce competent graduates in employability skills needed by the industry.

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

The Cosmetology program is performance-oriented, based on a theoretical and practical application of instruction. Students must complete 1600 clock hours along with all required academic courses and laboratory operations. Focusing on the cosmetology student’s ability to perform specific job-related assignments has been central, but needed attention in advancing educational levels should be considered. Instruction of the course of study is based on realistic salon situations and work problems. Promoting a substantive goal to achieve higher levels of education surpassing the completion of the 1600 clock hours is vital.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.

Total number of courses in program *(break down by discipline if appropriate and helpful)*
Course - Number & Title
 COSM 50A BEGINNING COSMETOLOGY
 Introductory course pertaining to theory and practical application of rules and regulations, sanitation, professional image, bacteriology, hairstyling and fundamentals of various salon industry techniques.
 COSM 50B BEGINNING COSMETOLOGY
 Introductory course pertaining to theory and practical application of rules and regulations, sanitation,

haircutting, draping, shampooing, thermal styling, and hair augmentation.

COSM 50C BEGINNING COSMETOLOGY
 Introductory course pertaining to theory and practical application of rules and regulations, sanitation, chemical waving, curl-reforming, chemical relaxing, haircoloring, and highlighting.

COSM 51A INTERMEDIATE COSMETOLOGY
 Introductory course pertaining to theory and practical application of rules and regulations, sanitation, manicuring, pedicuring, nail wraps, tips, and acrylic enhancements.

COSM 51B INTERMEDIATE COSMETOLOGY
 Introductory course pertaining to theory and practical application of rules and regulations, sanitation, basic facial, makeup, eyelash application, and massage movements.

COSM 51C INTERMEDIATE COSMETOLOGY
 Introductory course pertaining to theory of salon management, soft skills, ethics, business laws and principles, interviewing, and preparing for the workplace.

COSM 52 ADVANCE COSMETOLOGY
 This course reviews the Board of Cosmetology Performance Criteria and rules & regulations. This course encompasses all of the theoretical and practical competencies that are required to successfully pass licensing for the Board of Cosmetology.

1. Prerequisites - 90%
2. Co-requisites - 0%
3. Advisory- not applicable

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

In 2011-2012 we archived six courses as they are not needed for the certificate and degree pathways.

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).

Due to the Chancellor's Office new requirement for Methods of Instruction, none of our courses are in full compliance. We recently reviewed SLOs objectives, and pre-requisites for the courses. Methods of Instruction will be submitted for all courses to curriculum. We should be in full compliance by Fall 2013.

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

Compliance update:
 Methods of Instruction will be submitted for all courses to curriculum. We should be in full compliance by Fall 2013

There are no plans to develop any additional courses as to date.

courses for online delivery - Not applicable at this time

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Strengths

The cosmetology program relocated in 2007 to the main campus of the college, since that time enrollment increases each semester. The program recognizes to retain student enrollment it must address changing expectations associated with the quality of the learning experience and the wave of technological innovations. The program continues to engage in the traditional approach of learning, but has integrated technology to prepare the cosmetology learners for the 21st century work environment. The cosmetology faculty will continue to provide quality instruction and create an environment that promotes student success and keep them on track to finish their program. Cosmetology faculty teach students course content, modes of thought, strategies for learning and critically thinking, that are needed tools in the workplace, and life experiences.

B. Weaknesses

Enrollment: The last two semesters have experienced a decrease in enrollment, we need to offer satellite facilities in Victorville, and Apple Valley.

Budget Constraints: There should be a billboard posted off of Lenwood Road to advertise the College and all of the programs at Barstow Community College.

Supporting Data: Develop a more effective network to track former graduates, employment placements, and those obtaining advanced degrees.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Opportunities

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

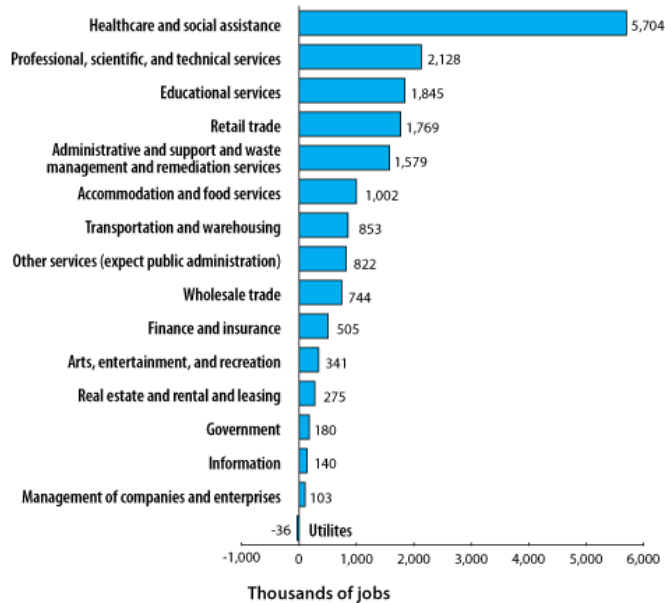
applicable)

The Cosmetology Department will continue to work to ensure student success in passing the State Board examination by providing a learner-centered environment. The faculty will continue to mentor, instruct, lead and guide students in their new professions. The curriculum for cosmetology is designed to meet and exceed minimum California State Board of Cosmetology standards.

Job Market- The Cosmetology Advisory committee members consist of salon owners, cosmetology instructors, former graduates, beauty consultants, beauty school administrator, and director of vocational programs. The members have diverse ranges of professional knowledge, expertise, which assists in forecasting future trends in the beauty field. The currency of the curriculum prepares students for licensing with the California State Board of Barbering and Cosmetology.

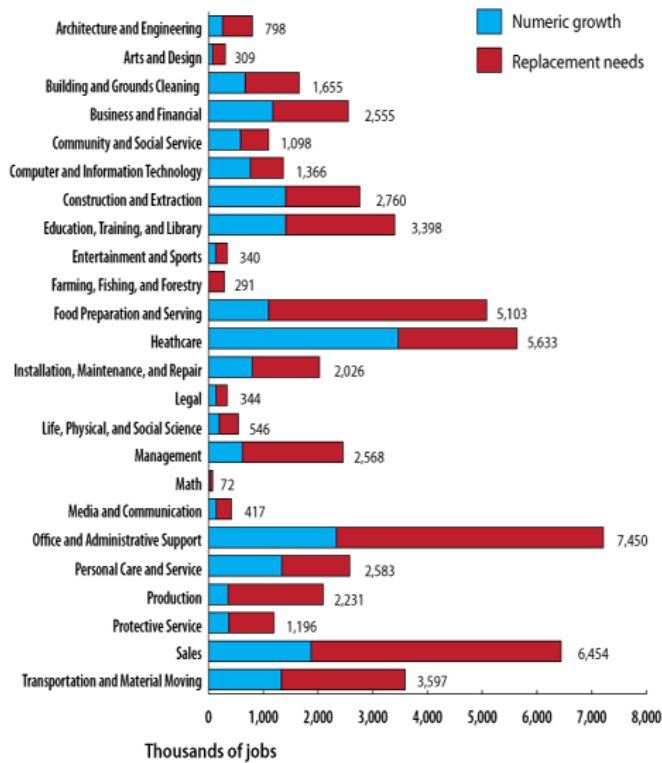
Total employment is expected to increase by 14 percent from 2010 to 2020; changes in consumer demand, improvements in technology, and many other factors will contribute to the continually changing employment structure of the U.S. economy. Service-providing industries are anticipated to generate nearly 18 million new wage and salary job

Chart 5. Numeric change in wage and salary employment in service-providing industries, 2010–20 (projected)



Source: BLS National Employment Matrix

Chart 9. Number of jobs due to growth and replacement needs, by occupational group, 2010–20 (projected)



Source: BLS Division of Occupational Outlook

	Total estimated 2012 Jobs	Total Projected 2020 Jobs	Projected Growth 2020			
COSMETOLOGISTS-ACCOMMODATIONS SERVICES-PERSONAL CARE						
State of California	23,610	100,900	7,063			
Inland Empire	9,950	8,255	565			
Los Angeles County	21,566	36,333	787			
Orange County	5,433	6,755	3,400			
National	73,000	\$344,900	900			
Annual Wages for 2013	Low (25 th percentile)	Median (50 th percentile)	High (75 th percentile)			
State of California	\$19,101	\$22,316	\$28,655			
Inland Empire	\$18,303	\$19,568	\$23,211			
Los Angeles County	\$17,760	\$22,000	\$30,000			
National	\$18,500	\$21,346	\$22,880			

B. Threats

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

Budget Constraints: Marketing the cosmetology program continues to be an issue. The program has Facebook that assists as a social network, but billboard advertisement is a marketing strategies that is dynamic and interactive. Previous program reviews have noted the cosmetology program deficit advertising issue.

Supporting Data: The method presently being used is the Cosmetology Facebook site to track former students, but a more efficient system should be developed for tracking former graduates and their achievements in the workforce.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

The Career and Technical Education department has designated the first Saturday of each month commencing the Fall 2013 semester, as training for professional development for full-time and adjunct faculty. These activities consists of engaging staff in the college vision, values, goals, specific policies and procedures, which comprises the overall guidelines and direction for Barstow Community College.

In addition, the college has selected the first Tuesday of each month as All-College meetings designed for staff collaboration to raise student achievement, promote the college and enhance career readiness. All- College meetings encourages current and future directions in curriculum, instructional methodology, technology, student services, and professional growth.

All-Division and Best Practice meetings are scheduled monthly from August 2013 -May 2014. The meetings are designed to collectively disseminate and communicate the mission and master plan of the college through collaboration of faculty and administration. Stimulating useful ideas to improve the Institutional Effectiveness, creating a sense of oneness, motivating each other and reinforcing the goal of the organization.

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

All-Division and Best Practice meetings will continue meeting from August-May 2014. The Career and Technical Education department will continue with their scheduled workshops in 2014 the first Saturday of the month commencing August-May 2015; until changes are noted. The cosmetology department will continue to provide collaborative opportunities to enhance the goals of the department, and student success.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.)*

The Cosmetology program has made progress with their goals/objectives from the previous Program Review. The faculty has prioritized all of the components identified in the previous Program Review noted below.

Goal 1: Provide learning programs and an environment that ensure student success

Objectives

- Expand and/or revise the curriculum to meet the dynamic needs of students and community.

Accomplished

- 1) As of October 2011, the Board of Barbering and Cosmetology has instituted new mandates that have been incorporated into the curriculum. The curriculum reflects the new mandates for licensing.
- Trends in the field of cosmetology are constantly reviewed and curriculum is updated and revised as changes occur.

Accomplished

- 1) The new mandates have been reviewed and incorporated into the cosmetology curriculum
- The Cosmetology Department at Barstow continues to build a reputation as a progressive leader in the field of cosmetology.

Accomplished

- 1) Barstow Cosmetology department continues to have high FTES, but slightly lower from the previous semesters.

Goal 2: Actively support and promote local economic growth and community development.

Objectives

- Determine the educational and training needs of the community.

Accomplished

- 1) In the most recent Census Bureau projection of the Barstow resident population (2012); Barstow has been deemed as a workforce community and accommodating the educational and training needs of the community remains paramount. The Career and Technical Education department continues to tailor to the needs of the community through open enrollment for all interested individuals in the beauty industry; the college catalog details the courses available. Through annual college fairs the cosmetology faculty promotes the program by demonstrating practical skills, advising, information flyers, and tour appointments.

- Through the expertise of talented faculty, students maintain currency in course curriculum and trends

Accomplished

- 1) Designated the first Saturday of each month commencing the Fall 2013 semester, full-time and adjunct faculty engage in training for professional development. These activities consists of the college vision, values, goals, specific policies and procedures, which comprises the overall guidelines and direction for Barstow Community College.
- The Department is committed to providing quality education for all students regardless of level of academic preparation, socio-economic status, cultural, religious, or ethnic background, or disability.

Accomplished

- 1) The cosmetology program is aligned with the College's mission to foster an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.

Goal 3: Promote CTE programs that meet educational and training needs of local employers

- Actively promote an Advisory Board with members consisting of salon owners, former graduates, full and part time faculty with diverse range

Accomplished

- 1) The cosmetology department continues to engage in their Annual Advisory Board Conference to stay abreast of the industry's needs, requirements, updates, and policies. A conglomeration of beauty industry professionals outline the needs of the industry, and provide resources for cosmetology graduates.
- Continue to encourage and promote professional knowledge, and expertise to keep the program in tune with the needs of employers in the beauty industry.

Accomplished

- 1) Cosmetology faculty provide professional experience in current cosmetology practices, and incorporates technology in the instruction of Cosmetology. Guest beauty professionals demonstrate currency of cosmetology practices.
- Determine the effectiveness of CTE education and training provided.

Accomplished

- 1) The cosmetology faculty continue to keep abreast of the latest cosmetology updates, cosmetology skills, curriculum, and policies to enhance the curriculum. All faculty participate in professional development workshops, trade shows, and CTE monthly training.

Since 2007, 95 students have completed 1600 clock hours that prepares them for licensing for the Board of Barbering and cosmetology; 64 graduates have obtain licensing. Due to our lack of tracking our graduates only 27 graduates have been identified employed in cosmetology careers. These accomplishments are a reflection of the cosmetology faculty dedication to student success.

- Provide career exploration opportunities to college and high school students

Accomplished

- 2) Cosmetology faculty participate in local middle and high school career fairs to promote the cosmetology program. Cosmetology students actively participate in these venues by displaying their

1)	skills and performing manicuring services to the career fair participants. Career opportunities are discussed along with advising, information flyers, and tour appointments.

DATE:	<input style="width: 200px;" type="text"/>
ANNUAL UPDATE #1:	<input style="width: 600px;" type="text"/>
DATE:	<input style="width: 200px;" type="text"/>
ANNUAL UPDATE #2:	<input style="width: 600px;" type="text"/>

9 Goals/Objectives/Actions (ACTION PLAN)

GOALS:

The principal goal of the cosmetology program is to lead learners through a sequence of courses that prepares each student for careers in the field of cosmetology. Changing technologies require employment preparation to meet with the challenges of the 21st century labor force. Cosmetology learners develop academic and professional knowledge and skills required for job acquisition, retention, and advancement.

The cosmetology program emphasizes specialized training in safety, sanitation, state laws, rules and regulations, chemistry, anatomy and physiology, skin, hair, nail diseases and disorders, hair treatments and manipulations, hair shaping, hair styling, hair lightening, reception, sales, management, math, reading, writing, interpersonal relations development, computer skills, employability skills, and work ethics.

ALIGNMENT:

Cosmetology Department vision in conjunction with College Mission Statement

- 1 The Barstow College Cosmetology Department compiles with the mission of the college by providing career education; courses that give students knowledge, skills, and certification necessary for success in the workplace.
- 2 Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
- 3 Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.

C. OBJECTIVES:

D. ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE

Goal 1: Provide standardized curriculum and synchronize assessment practices to improve learners understanding course content, and classroom laboratory demonstrations.

Objectives

- Expand and/or revise the curriculum to meet the challenges and needs of the 21st century beauty careers.
- Trends in the field of cosmetology are constantly reviewed and curriculum is updated and revised as changes occur from the Board of Barbering and Cosmetology.
- Construct systematic cosmetology curriculum and assessment process that provides unceasing improvement in the cosmetology program development.

Goal 2: Actively support and promote local economic growth and community development.

Objectives

- Determine the educational and training needs of the community.
- Through the expertise of talented faculty, students maintain currency in course curriculum and trends
- The Department is committed to providing quality education for all students regardless of level of academic preparation, socio-economic status, cultural, religious, or ethnic background, or disability.

Goal 3: Facilitate student learning and critical thinking to meet the challenges of the 21st century workforce

Objectives

- Continue to encourage and promote professional knowledge, and expertise to keep the program in tune with the needs of employers in the beauty industry.
- Encourage collaboration in community activities, strategies that promote self-efficacy for students, network with salon owners and industry professionals to keep students engaged in the beauty industry.
- Provide career exploration opportunities to college and high school students interested in cosmetology careers.
- Develop curriculum that embodies problem-solving, critical thinking, globalization and effective communication skills.

Outcomes:

Cosmetology educators must provide a keen understanding of theoretical and practical aspect of

cosmetology; learners with technical skills to perform a wide range of beauty treatments, the creative skills and vision to identify what each individual client needs will be successful cosmetology professionals.

Measures:

Learning cosmetology skills uses real-world situations, problems, and equipment. Ongoing mock assessments evaluate the competencies mandated by the Board of Barbering and Cosmetology. Through formative and summative evaluations student learning is assessed, which enables instructors to adjust instruction to the needs of the students.

Students are administered skills knowledge and practical assessment examinations throughout the program. Examinations are evaluated by faculty and feedback is given to the student written or verbal. Methods of evaluation are practicum assessments, homework, portfolio, presentations, projects, written examinations, student surveys, research and continuous demonstrations. All methods of assessments require 70% passing score.

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 BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	<p>Prepare cosmetology professionals to recognize the quality and significance of their training, leadership, and career goals; therefore, provide a successful learning experience for all learners. To accomplish this goal employing an additional full-time cosmetology instructor to replace vacant position.</p> <p><i>List all that apply:</i></p> <ul style="list-style-type: none"> - Foster innovative learning environment that respects diversity, abilities, backgrounds, and cultures. - Provide Successful college learning experience that prepares learners for career and technical education careers - Promote and support student services and engagement that reinforces student retention - Cultivate and enhance local partnerships to assist learners in work opportunities. 	#1 Design training that is in compliance with the Board of Barbering and Cosmetology standards/policies.	<p>Interview potential cosmetology instructors for full-time and adjuncts positions.</p> <p>Trained students by:</p> <ul style="list-style-type: none"> Role-playing - Interview - Meet with industry advisory's to brainstorm the needs of the beauty industry employers -Class work and homework -Written cover letters and resume -Rubrics -Lab activities -Use of computer technology -Tests and quizzes -Open-ended questions -Classroom dialogue 	<p>OUTCOMES: To increase student enrollment. Effective instructors will provide curriculum and mock examinations to facilitate learners in obtaining their state licensing requirements.</p> <p>MEASURES: Increase the number of student obtaining their cosmetology licensing by administering mock assessments. The means to measuring these proficiencies is through rubrics that measure 100% passing of the Board of Cosmetology licensing examination.</p> <p>ASSESSMENTS: Each course will consists of assessment components to reinforce relevancy of cosmetology skills and the learning processes from beginning to end. Students will build up a repertoire of effective strategies that they can use in their future cosmetology careers</p> <ul style="list-style-type: none"> -Rubrics -Lab activities -Use of computer technology -Tests and quizzes -Open-ended questions

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#2 Promote soft skills and critical thinking for cosmetology learners. Promote professional development and advising for cosmetology licensing	Continue to attend conferences, workshops, and tradeshow to remain current in cosmetology skills.	<p>OUTCOMES: Analyze long range and personal/professional goals. Establish professional relationships and understand skills in acquiring a job.</p> <p>MEASURES: The salon management course infuses salon ownership, structure, operations, and requirements for the practice of good business using task-specific rubrics.</p> <p>ASSESSMENT: The salon management course consists of assessment components that evaluate the relevancy of keen business skills by composing cover letters, resumes, business plans, and a career portfolio.</p>
		#3 Design career portfolio to prepare cosmetology learners for cosmetology careers		<p>OUTCOMES: Compose a career portfolio building on all of the skills and knowledge obtained from the cosmetology program.</p> <p>MEASURES: Student completion</p> <p>ASSESSMENT Student success in cosmetology program</p>
	<i>Additional Information:</i>	Goal #1 aligns with Strategic Priorities #1, 2, 3, and 4 and the BOT goals #I, IV, V, and VI. The criteria from the Board Barbering and Cosmetology and expectation of employers in the beauty industry seek currency of skills and professionalism.		

ACTION PLAN

GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Purchase technology for classroom presentations design to enhance skills for the 21st century that develop collaborative and professional development to improve the education in cosmetology program. Construct a learning environment that embraces soft skills and develops outstanding cosmetology professionals.	<p><i>List all that apply:</i></p> <p>Foster innovative learning environment that respects diversity, abilities, backgrounds, and cultures.</p> <p>- Provide Successful college learning experience that prepares learners for career and technical education careers</p> <p>- Promote and support student services and engagement that reinforces student retention</p> <p>- Cultivate and enhance local partnerships to assist learners in work opportunities.</p>	#1 Partnership with hair organizations, salon professionals, and product manufacturers to gain the knowledge, skills, and attitudes necessary for the beauty industry.	<ul style="list-style-type: none"> - Contact neighboring salon professional, salons, beauty organizations and companies about partnerships - Invite industry professionals to demonstrate current hair techniques. - Seek customer service professionals to teach workshops 	<p>OUTCOMES: Integrate beauty industry professionals into the cosmetology program as advisory committees.</p> <p>MEASURES: Survey sheet with 10 questions with scoring from 1-5 to measure guest presentations.</p> <p>ASSESSMENT: Critical Incident Questionnaire given to students to evaluate beauty industry professional's presentations.</p>
			#2 Integrate technology into the cosmetology curriculum and promote currency of beauty methods.	Purchase video technology with step-by-step demonstrations to enhance student learning.	<p>OUTCOMES: Students will demonstrate learned skills through visual observation of cosmetology videos.</p> <p>MEASURES: Student success in cosmetology coursework with completion</p> <p>ASSESSMENT: Student success in cosmetology program.</p>
			#3 Provide career exploration opportunities to middle and high school students interested in cosmetology careers.	Continue to engage in career fairs at middle and high schools.	<p>OUTCOMES: Promote interest in cosmetology careers at the middle and high school level.</p> <p>MEASURES:</p>

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
				<p>Increased student enrollment of high school graduates through recruiting middle and high school students.</p> <p>ASSESSMENT: Feedback reported from middle and high school counselors/advisors of interested in cosmetology program. Given performance assessment skills in middle and high schools for college preparation.</p>	
	<i>Additional Information:</i>	Goal #2 aligns with Strategic Priority #1, 2, 3, 5, and 6 and the BOT goals #I, IV, V and VI			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3	Provide a high quality lab environment for cosmetology learners to replicate the Board of Cosmetology licensing Board.	<p><i>List all that apply:</i></p> <p>Foster innovative learning environment that respects diversity, abilities, backgrounds, and cultures.</p> <ul style="list-style-type: none"> - Provide Successful college learning experience that prepares learners for career and technical education careers - Promote and support student services and engagement that reinforces student retention - Cultivate and enhance local partnerships to assist learners in work opportunities. 	#1 Learner will successfully demonstrate practical and theoretical competencies to obtain cosmetology licensing.	<ul style="list-style-type: none"> - Mock assessments replicating the licensing exam - Students will volunteer services as community charity. 	<p>Outcomes: Demonstrate the Board of Barbering competencies to successfully pass licensing</p> <p>Measures: Successful completion of the cosmetology program.</p> <p>Assessment: Successfully pass the Board of Cosmetology practicum and theoretical mock assessment for licensing.</p>
			#2 Promote a classroom environment that duplicates a son setting to prepare learners for the workplace.		<p>Outcomes: Develop competencies in practicum and theoretical cosmetology practices to successfully pass licensing.</p>

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				Measures: Successful completion of the cosmetology program. Assessment: Classroom environment representative of the Board of Cosmetology examination site.
		#3		
	<i>Additional Information:</i>	Goal #3 aligns with Strategic Priority #1, 2, 3, 4, 5, and 6 and BOT goals #I, IV, V, and VI		
	DATE: <input type="text"/>	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"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	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"/>	

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	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.)*

This request is not applicable at this time, I am establishing ground work for future request. There will not be a budget allocation proposal attached.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1. Improve the quality of education in the cosmetology program	Facilitate the delivery of curriculum by installing projectors to improve instruction in each classroom	Projectors in all classrooms	\$5,000.00		
1. Configuring classroom space to be an effective cosmetology classroom.	To provide adequate storage for each cosmetology student and replicate a salon environment.	Cosmetology stations designed for the classroom	\$20,000		

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The program seeks to encourage the study of economics at the undergraduate and graduate course levels incorporating both quantitative reasoning and liberal studies throughout its offerings.

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

The department is exploring the option of creating a transfer degree program in economics by 2016

C. Describe how mission and vision align with and contribute to the College’s [Mission](#) and [Vision](#)

The study of economics incorporates critical thinking throughout its course offerings in conjunction with the colleges’ mission to promote critical thinking. Furthermore, offering a transfer degree aligns with our vision of empowering students to achieve excellence in their personal and academic pursuits.

DATE: 2012

ANNUAL UPDATE #1:

Adjunct faculty offering live instruction in economics. Faculty making significant progress in the monitoring of SLOs with students achieving stated goals of program. Faculty continuing to review current goals and objectives and consistently monitor results of SLOs.

DATE: 2013

ANNUAL UPDATE #2:

Program discussing merits of transfer degree in economics within thirty-six months. Full time faculty incorporating business plan models as part of student requirement for course completion in several classes. Both adjunct and full-time faculty continue to maintain relevant practical experience through their outside associations as a means of incorporating applied business practices to their instruction.

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?

The department consist of one full time and two part-time instructors. Our student population consist of both in state and military serviced through both online and live instruction. The program contributes to the offering of business courses leading to certificate attainment and transferability to UC and CSU institutions. Academic preparation is evidenced by the faculty having attained degrees beyond the master’s level. Our department, in coordination with the Vocational Program Director, is consistently updated regarding seminars, conferences, and in the availability of supplemental materials necessary for the success in the study of business.

DATE: 2012

ANNUAL UPDATE #1:	Program Description and Review updated to reflect additional course offerings.
DATE:	2013
ANNUAL UPDATE #2:	Program Description and Review unchanged although courses will be offered both live and in new Moodle, online format.

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

1 full time instructor; 2 part-time instructors. 1:2 ratio. Ratio changes depending upon course offerings during fall (201207), spring (201303), and summer (201305) semesters.

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	201207: 44; Subj. Code: 20072 201303: 24 Subj. Code 40804 201305: 17 Subj. Code 80255	201207: 0 Subj. Code: 20072 201207: 44 Subj. Code: 40803 201305:0 Subj. Code: 80255
b) Part-time:	201207:38 Subj. Code: 20153 201303:15 Subj. Code: 40863	201207: 81 Subj. Codes: 20159 & 20160 201303: 82 Subj. Code: 40866 & 40867

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	62%	82%
b) Part-time:	55%	84%

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	N/A	N/A
b) Part-time:	N/A	N/A
5) Fill Rate		
	TRADITIONAL	ONLINE
a) Full-time:	1 st Day: 83.33; Census: 70.83; EOT/Max: 65.83	1 st Day: 96; Census: 88; EOT/Max: 72
b) Part-time:	1 st Day: 80; Census: 72.5; EOT/Max: 65	1 st Day: 96; Census: 88; EOT/Max: 75.5

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 Learning Outcomes:
 Upon completion of a general study of economics the student will be able to do the following:

1. Understanding the role of economics in the domestic and global economies and apply critical assessment information to business decision-making.
2. Demonstrate the ability to analyze, interpret, and understand economic concepts pertaining to both behavioral science and liberal studies
3. Understand the importance of economic analysis in the examination of socio-economic issues integral to society.

In 2012-2013, Econ course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught. Program goals have been met in all categories regarding SLO objectives. In addition, at the program level discussions involving adoption of transfer degree being discussed.

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

N/A

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

Instruction made available in course cross-listed with Accounting Dept.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.).

N/A

- 2) Summarize the results of these measures.

N/A

- 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.)

N/A

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

N/A

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

Fall Semester Econ I Econ II
Spring Semester Econ I Econ II
Summer Semester Econ I Econ II

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

Has added to both retention and course completion rates in the discipline.

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

Offer courses cross-listed with Accounting Department.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.

The dept. updated all course outlines with SLOs/

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

The curriculum for ECON was evaluated in 2012-2013 – resulting in the new SLOs on the course outlines.
 The curriculum process at this time, relies on CTE training, program review and curriculum requirements. There is not standing curriculum discussion in the department since until very recently only adjuncts taught in the discipline.
 The one FT Faculty is responsible for revising course outlines, modifying course changes through

Curriculum Committee, deletion and revision of courses.

- 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).

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

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

5. Internal Factors (see Handbook for worksheet)

- A. Strengths

Solid course offerings. Consistent scheduling. Successful online offerings.

- B. Weaknesses

Lack of a degree. Low retention/success rates in face-to-face classes.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

6. External Factors (see Handbook for worksheet)

- A. Opportunities

Improved success/retention. Creation of a transfer degree.

B. Threats

State budget restrictions. Lack of prepared students.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

Full-time faculty member regularly attends faculty trainings/meetings; full-time faculty pursuing certification in personal financial planning. Adjuncts are employed in the legal field, consult, and lecture on economics and business topics outside of BCC.

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

N/A

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.)*

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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 <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE		OUTCOMES, MEASURES, and ASSESSMENT	
#1 Understanding the role of economics in the domestic and global economies and apply critical assessment information to business decision-making.	<i>List all that apply</i> Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract /develop excellent employees - Strengthen college planning/ decision making :	#1 #1 Students will engage in mathematical analysis involving domestic production, trade and consumer choice theory, and monetary policy	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
		#2 Students will develop a mastery of economic theory and implement theory into practice through development of business plan incorporating cost concepts discussed in microeconomics.	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
		#3 Students will develop an awareness various economic systems as practiced by global economies.	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE		
<i>Additional Information:</i>		IN = Introducing; PR = Practicing; DE = Demonstrating				
DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>				
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>				
#2 Demonstrate the ability to analyze, interpret, and understand economic concepts pertaining to both behavioral science and liberal studies	<i>List all that apply:</i> Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance	#1 Analysis of public policy decisions impacting govt. and private agencies are examined	IN, PR, DE		OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE	
		#2 Cost-Benefit, Present Value and Linear Programming concepts are incorporated in examining	IN, PR, DE		OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	local partnerships - Attract /develop excellent employees - Strengthen college planning/ decision making :	policy decisions. #3 Case studies examining business' response to public policy under both adverse and beneficial conditions.	IN, PR, DE	OUTCOMES: IN, PR, DE MEASURES: IN, PR, DE ASSESSMENT: IN, PR, DE
	<i>Additional Information:</i>	IN = Introducing; PR = Practicing; DE = Demonstrating		
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#3	Understand the importance of economic analysis in the examination of socio-economic issues integral to society.	<i>List all that apply:</i> Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract /develop excellent employees - Strengthen college planning/ decision making :	#1 Class discussions debating public and private policy issues #2 Examinations testing knowledge of issues through short answer and essay questions. #3 Presentations before class whereby students address issue and disseminate research critical to area.	IN, PR, DE IN, PR, DE IN, PR, DE
	<i>Additional Information:</i>	IN = Introducing; PR = Practicing; DE = Demonstrating		
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#4		<i>List all that apply:</i>	#1	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#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"/>	
#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

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

This program will strive to provide a learning environment conducive to the success of the student to achieve the knowledge and hours necessary to successfully pass the written "California Residential Electrical License" exam. This program will also strive to provide the additional knowledge necessary to enter the work force as a "Residential Electrician Trainee."

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

This program should be to a point of providing entry level personnel to industry with the skills and knowledge necessary to obtain the State "Electrical Trainee" status for residential and industrial licenses. In order to achieve this, it would require additional leadership, instructors and lab materials for "live" courses.

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

By providing a clear pathway to the "2 year program" for the students.
By providing a contribution to the community through training resources for the local work force.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

The electrical program is designed to be a degree, certification or "stand alone" course program for meeting the requirements of "Electrician Certification" for the State of California. It is based on the NCCER curriculum which meets these requirements. All instructors are currently adjunct and limited by loading and/or hours of availability. These courses are offered in "online" and "live" format, but the "live" courses seldom meet minimum enrollment and are canceled. The students served by this program range from the student seeking a degree/certification to the construction worker fulfilling the requirements for maintaining their state license and everything in between.

DATE:

ANNUAL UPDATE #1:	
DATE:	
ANNUAL UPDATE #2:	

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

FT faculty = 0/ Part-time faculty = 2 Part-time faculty = 100% of the program’s instructors
--

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	55%	65%

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	89%	52%

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	No Data available at this time.	No Data available at this time.

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	36.7%	38.6%

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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 Learning outcomes

1. The student will demonstrate the technical knowledge necessary to achieve a satisfactory score on the "California Residential Electrical License" exam.
2. The student will demonstrate the ability to recognize and understand the use of the electrical industry tools and equipment necessary to achieve "trainee" level under the "California Residential Electrical License" program.
3. The student will demonstrate the knowledge necessary to be successful in dealing with the associated fields of expertise required by the building trades to qualify as a "Residential Electrician Trainee."

Progress Summary – In 2012-2013, ELCT course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught. We plan to continue to assess each class as it is taught.

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

Testing is being brought into line with NCEER curriculum requirements.

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

Any remaining SLOs will be placed on the course outlines when courses are taught or created. Our program outcomes progress

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.).

At this time, student “headcount”, grades and student feedback are the only means of assessment available. If the “capstone” course ever fills, data can be used from the grades and success of the students in that course to evaluate the program’s effectiveness.

- 2) Summarize the results of these measures.

No students have completed the “capstone” course to verify proficiencies, so proper assessments cannot be made pertaining to the program’s effectiveness.

- 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.)

A full time instructor needs to be established for the CTE construction trades to fulfill the needs of the students and the program. Adjuncts can only do so much.

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

No data available at this time.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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?

See the attached form for the two year plan in ELCT.

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

Many courses have been canceled because of low enrollment or no instructor available because of “class loading”. Only adjuncts are teaching these subjects. Many students are not available for the evening time slots so the live classes cannot meet minimum student enrollment.

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

To request a fulltime instructor for the CTE construction trades department to fill time slot of availability for students and establish contacts with "advisory board".

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.

The department updated all course outlines with SLOs that were taught last academic year.

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

The curriculum for ELCT was evaluated in 2012-2013 – resulting in the new SLOs on the course outlines.
 The curriculum process at this time relies on CTE training, program review and curriculum requirements. There is no standing curriculum discussion in the department since only adjuncts teach in the discipline and there is no coordination/communication between instructors.

- 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*).

All courses are in full-compliance at this time.

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

Curriculum is reviewed to match/parallel with the NCCER curriculum in order to maintain our state certification for the electrical industry.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

5. Internal Factors (see Handbook for worksheet)

A. Strengths

Online courses are providing a source for students to obtain the knowledge needed to maintain or acquire the California Electrical License needed for employment.

B. Weaknesses

Live courses are suffering low enrollment numbers and being canceled. This prevents the student from finishing the “2 year program” and getting the “hands on” experience needed for the completion of “capstone” courses required by the programs.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

6. External Factors (see Handbook for worksheet)

A. Opportunities

The job opportunities for the electrical trade are expanding. Industry has picked up and is coming to the high desert. These jobs pay a “living wage” and are not dependent on the service industries. The media wage for the electrical industry is between \$65K and \$100K per year, depending on the field chosen and experience level. The projected growth for these fields is a minimum of 12% per year.

B. Threats

If training is not available to meet California State requirements for local work forces, personnel will be brought from elsewhere to fill the needed positions. This would be counter to Barstow College’s mission statement of supporting the local community. This training is dependent on the availability of instructors, leadership, resources/facilities and the scheduling of each to meet the requirements of the students.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

ELCT instructors regularly attend the Barstow Community College CTE training and have completed the NCCER certification training.

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

Continue on with the CTE training each month.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.)

The program has stagnated because of no program/department coordination. One course has been built and run and the other courses have been updated and maintained, but no communication or oversight has been given because of personnel limitations. A full time instructor/lead is needed to provide coordination and direction to the program.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Provide learning programs and an environment that ensure student success	- Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement	#1 Expand and/or revise the curriculum to meet the dynamic needs of students and community	- Have "Advisory Committee" meetings - Student course "feedback" - Full-time faculty or dedicated ELCT personnel needed	-Advisory Committee meetings have not occurred. -"Capstone" courses have been canceled. -Student performance is the only measurable assessment and is given in the section 3 performance data.
			#2 Support flexible pedagogies designed to improve student learning and achievement	Establish CTE programs that meet educational and training needs of local employers - Have "Advisory Committee" meetings - Full-time faculty or dedicated ELCT personnel needed	-Advisory Committee meetings have not occurred. -"Capstone" courses have been canceled. -Student performance is the only measurable assessment and is given in the section 3 performance data.
				-	
	<i>Additional Information:</i>	No "Advisory Committee" meetings have taken place since the full time program instructor position had been vacant No evaluations have been performed due to the "cap stone" courses being canceled due to low enrollment.			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Actively support and promote local economic growth and community development	Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/ decision making	#1 Establish CTE programs that meet educational and training needs of local employers	- Have "Advisory Committee" meetings - Full-time faculty or dedicated ELCT personnel needed	-Advisory Committee meetings have not occurred because of scheduling. No full time faculty available for meeting with local businesses.
	<i>Additional Information:</i>	The training needs were established from meetings held over two years ago with the local "Advisory Committee". No "Advisory Committee" meetings have taken place since the full time program instructor position had been vacant.			

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3	Promote awareness, interest and access	<ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/decision making 	#1 Increase public awareness of, and interest in, college offerings, including degree and certificate programs, lifelong learning and extra-curricular activities	<ul style="list-style-type: none"> - Have "Advisory Committee" meetings - Advertise at local venues - Seek "counseling" staff's cooperation in promoting programs. 	<ul style="list-style-type: none"> -No "Advisory Committee" meetings have taken place since the full time program instructor position had been vacant. -No advertising or counseling interface has been attempted since the full time program instructor position had been vacant.
			#2 Ensure students from all sites, including distance learners, have equal access to student support systems	<ul style="list-style-type: none"> - Ensure the "curriculum" is the same for both "live" and "online" courses 	<ul style="list-style-type: none"> -Review of testing and curriculum parity between "live" and "online" courses has been suspended until a "live" course or "capstone" course is offered. -All ELCT courses have been designed to have parity between the live and online versions.
			#3		
	<i>Additional Information:</i>	No "Advisory Committee" meetings have taken place since the full time program instructor position had been vacant Currently Live classes are not regularly taught - Suspended until "live" course has been taught.			
	DATE: <input type="text"/>	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>				

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	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
1,2,3	1 & 2	Full time construction trades instructor for department lead, daytime "live" instruction and "Advisory Committee" support.	\$65K+ annually	Yes	

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM: Humanities A.A.

Academic Year: 2013-2014

Date Submitted: Oct 2, 2013

By:

Faculty Lead: Susan R. Nylander

Members: Dennis Conrad, Christie Firtha, Lewis Goldstein, Melanie Hanson, Susan Nylander, Amy Ross, Jamie Love, Richard Parent, Ramon Vasconcellos, Timothy Emerick,

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

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>Humanities A.A Program Outcomes</p> <ol style="list-style-type: none"> 1. Communication: Demonstrate communication skills in written, musical, verbal and visual forms 2. Critical Thinking: Analyze the cultural and historical foundation of contemporary human experiences; recognize the interconnectedness of all things; historical context, writing, composing poetry, creating art, singing, acting, and have developed a healthy curiosity about the world and its peoples. 3. Global Awareness: Analyze different historical/artistic/literary movements throughout history and how those movements developed; demonstrate skills to become more historically and culturally literate; and demonstrate a deeper appreciation of people’s use of history, language and cultural mediums. 4. Personal & Professional Growth: Demonstrate the willingness to explore and discover through writing, performing or creating works of art; demonstrate respect and appreciation for humans’ place in the world and the diversity of the human experience; and demonstrate an appreciation for history, art, music, literature, culture and philosophy.
--

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: ANNUAL UPDATE #2:

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:

English 101 - Basic Skills	Assists students with writing basic sentences & multi-sentence construction – this is a preparation for understanding sentence to form basis for more complex writing
English 102 – Basic Skills	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
English 50 - Basic Skills	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
English 1A - General Education, Transfer, and Humanities	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:

ANNUAL UPDATE #2:

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: 1st Day max: 89.42%. Census Max: 74.57%. EOT Max: 67.66%.

Full Time Online: 1st Day Max: 102.70%. Census Max: 82.78%. EOT Max: 72.43%.

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

Part-Time Online: 1st 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: ANNUAL UPDATE #2: **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*, 9th 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: **ANNUAL UPDATE #2:****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:

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?

<u>PROGRAM REVIEW RESPONSE from OCTOBER 2012.</u>	
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 1A -English Comp. & Read. English 1B -Intro. To Lit. English 1C -Critical Think. & Comp. English 2 -Survey of Eng. Lit. English 5 -Intro. To Children’s Lit. English 12 -American Literature I	English 50 - Basic Skills English 1A -English Comp. & Read. English 1B -Intro. To Lit. English 1C -Critical Think. & Comp. English 3 -Survey of Eng. Lit. English 11 -Graphic Novel as Lit. <i>English 13 - American Literature II (In Progress)</i>
Fall Year 2 (Odd: F13, F15)	Spring Year 2 (even: SP14, SP16)
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. English 2 -Survey of Eng. Lit. English 4 - Intro. to Shakespeare 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. English 3 -Survey of Eng. Lit. English 11 -Graphic Novel as Lit. 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 2—Survey of Humanities (considered for revision, update, and	Humanities 1—Humanities through the Arts Humanities 3—Survey of Humanities (considered for revision, update, and

reinstitution) Humanities 4—Survey of Film Humanities 5—Multi-Cultural Mythology	reinstitution) Humanities 4—Survey of Film Humanities 5—Multi-Cultural Mythology
--	--

PHIL/RELG:

Fall Year 2012	Spring Year 2013
Philosophy 5/Religion 10—Comparative Religion	Philosophy 5/Religion 10—Comparative Religion
Fall Year 2013	Spring Year 2014
Philosophy 5/Religion 10—Comparative Religion	Philosophy 1—Introduction to Philosophy Philosophy 4—Ethics Philosophy 5/Religion 10—Comparative Religion
Fall Year 2014	Spring Year 2015
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
Fall Year 2015	Spring Year 2016
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: ANNUAL UPDATE #2:

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 19th Century Art to offer more detailed and focused exploration of these highly influential periods on our modern culture. Another course, ART and Religion would also be very relevant to today's educational dialogue. As all the available online art history classes are over-full, such classes would serve student needs and demands and would also be transferrable. We are currently in the process of creating COR for classes in Advanced Ceramics, Intermediate Sculpture, Intermediate Painting and Intermediate Drawing. These classes would allow students to continue to develop their creative skills since the repeatability limitations that will go into effect in the Fall 2013.

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: October 2, 2013

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 revised (see below))

The Philosophy/RLGS Department at Barstow College currently comprises 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

<p>Theater Arts and Music</p> <p>Music - Music Courses Breakdown = 17 courses – New Courses in 2012-2013:</p> <ul style="list-style-type: none"> • MUSI 4B - Intermediate College Choir • MUSI 4C - Advanced College Choir I • MUSI 4D - Advanced College Choir II <p>Prerequisites: 41% of MUSI courses have a prerequisite (NEW prerequisite courses include MUSI 4B, 4C, 4D) Co-requisites: 0% Advisory:6%</p> <p>Theater Arts - Theatre Arts Courses Breakdown = 16 courses – New Courses in 2012-2013:</p> <ul style="list-style-type: none"> • 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 <p>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%</p> <p>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.</p> <p>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.</p> <p>Theatre Arts and Music 4C. Compliance: Music – 100% are in compliance Theatre Arts – 100% are in compliance</p> <p>4.D: Currency and Viability: No Change: All instructors are currently conforming to the COR.</p>
--

DATE:

ANNUAL UPDATE #2:

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: 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.

A. Strengths

B. Weaknesses

ANNUAL UPDATE #1:

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:

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 have noticed an increase in the number of students attempting to enroll in and complete English 1A.

SPANISH:

Budgetary constraints or opportunities- There has not been a full-time foreign-language instructor for 10 years at the college, and there does not seem to be a "budget opportunity" for hiring faculty to fill open positions like this. However, there has been a 10% increase in students that are enrolling in the Spanish 1A courses (Beginning Spanish) for the last 2 years.

SPEECH

Requirements of four-year institutions Although Speech 1 is doing well, the Speech 3 (Interpersonal Communication) no longer fulfills IGETC transfer requirement for Speech because it is offered online and does not have an oral communication component. This happened several years ago. Students still enroll in Speech 3 in order to graduate from BCC and it has been a requirement for nursing programs. *****This raises questions – should we review the A.A. and look at hybrid to resolve the problem?**

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.

THEATER ARTS and MUSIC

Budgetary Constraints - The major constraints that impact the program is the lack of funds and the demographics of the community. Barstow College as well as the Barstow Community will be welcoming their own performing arts center within the next two years. This is an important

milestone. However, the budget is still an issue in regards to running the facility, purchasing needed supplies, and hiring faculty.

Community Demographics and Economic Situation - One constraint in Humanities and especially the arts programs at BCC is that the Barstow community has an unemployment rate of 12.7% (more than the state average) and the median household income is much lower than the state average, it is difficult to promote the arts and humanities. There is a dearth of culture in the area with the exception of a thriving high school band program and two dance schools that cater to younger people. Many people are not aware that there are college theatre productions or a choir. Thus lack of marketing and connection in the community is a major constraint to the growth of the program.

Requirements from four year institutions - At this time BCC does not have the courses and offerings to prepare students to transfer to a 4-year school as a performing arts junior completely.

Job Market – Some job opportunities for film crews needing extras, but minimal local job market opportunity as a graduate, but students with an emphasis in Performing Arts normally plan to move to a more entertainment focused area.

DATE:

- 5. External Factors
 - A. Opportunities
 - B. Threats
- 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. Other discipline changes noted below, but no changes noted for History, Music, Photography, Spanish, or TART.

Arts:

Opportunities:

Barstow has the only ceramic class offerings in the area so there is no current competition.
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:

ANNUAL UPDATE #2:

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

	<p>Lynn Frazee:</p> <ul style="list-style-type: none"> • Will play saxophone in an upcoming concert with gifted student as main feature Everaldo Delgado • Will continue her community musical involvement.
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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

Spring 2010 program review Goal	Fall 2012 program review Status
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 UPDATE #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: No prior goals stated.

PHIL/RELG: No prior goals stated.

Spanish:

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:

ANNUAL UPDATE #2:

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 BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	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"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships 	#1 Improved Marketing	<ul style="list-style-type: none"> - Work with PIO - Outreach to community and High schools - Enhance online marketing presence 	<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>ASSESSMENT:</p>
			#2 Offer more diverse curricular opportunities in performing arts	<ul style="list-style-type: none"> - Offer Dance, - Hire dance instructor - Offer technical theater - create courses? And utilize instructor - Realign existing courses and create new of vocal courses with more variety 	<p>Additional courses are offered and successfully fill.</p> <p>OUTCOMES:</p> <p>MEASURES:</p> <p>ASSESSMENT:</p>
			#3		
<i>Additional Information:</i>		This is supported by the District Master Plan 2007-2011: Promotes awareness, interest and access			
DATE:	October 2, 2013	ANNUAL UPDATE #1:	<p>Arts: Create Transfer Degree in Art History by adding online course in Asian Art History</p> <p>English: 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>PHIL/RELG: I think that we need to increase courses that teach Church history.</p> <p>Speech: Objective #1: Request funds for 5 faculty members from</p>		

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
			<p>SEERS to attend the Great Teachers Seminar</p> <p>OUTCOMES: Will help foster innovative learning environments by energizing teachers and giving access to new ideas to bring to the classroom</p> <p>MEASURES/ ASSESSMENT: 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>Action: Complete BAP</p> <p>Objective 2: Purchase a video camera & tripod for use in recording student speeches.</p> <p>Action: BAP attached</p> <p>Theater Arts:</p> <p>Objective #1: No changes and no assessment has been made.</p> <p>Objective #2:</p> <ul style="list-style-type: none"> ▪ Outcome: Additional courses are offered ▪ Measurement: Courses successfully fill <p>Assessment: New courses have not been offered.</p>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Continue to adapt as the discipline changes. Introduce innovations as appropriate in the context of the current COR's.	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience	#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 OUTCOMES: MEASURES: ASSESSMENT:
			#2		
			#3		

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<i>Additional Information:</i>				
<p>DATE: <input type="text" value="October 2, 2013"/></p>	<p>ANNUAL UPDATE #1:</p>	<p>English: Promote flex-time for part-time faculty who wish to attend departmental meetings on campus. Objective: #1 Discipline wide norming of part time faculty for assessing, dialoguing, and reporting of SLOs. #2 Increase participation of adjunct faculty in professional development within the discipline of English on campus, at state and nationwide. #3 Raise faculty awareness of events sponsored on campus by the English Department so that they, in turn, raise student awareness and participation Action/Tasks: Complete BAP Send notices to part-time faculty of opportunities for Flex Time Outcomes: Part time faculty members will demonstrate an increased awareness of departmental activities Part time faculty members will show increased participation in campus activities Measure: Number of part-time faculty members participating in English Department Activities. Assessment: Quantitative increase in participation</p>		
<p>DATE: <input type="text"/></p>	<p>ANNUAL UPDATE #2:</p>	<input type="text"/>		
<p>#3 Hire a full-time faculty member for Language Arts</p>	<p><i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement</p>	<p>#1 Add stability and consistency to language instruction.</p>	<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. OUTCOMES: MEASURES: ASSESSMENT:</p>
		<p>#2 Provide a stronger history at college for the disciplines in this area.</p>	<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>

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <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	OUTCOMES: MEASURES: ASSESSMENT: A stronger communication is forged for the college and students by developing this Core Competency in a practical manner, preparing students for the 21 st century and challenges they will face in a globalized world, albeit personal and/or professional. OUTCOMES: MEASURES: ASSESSMENT:
<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 GOAL: To expand, improve and expand the PHIL discipline/department OBJECTIVE: #1 Course-Level: Establish the core Philosophy curriculum & - Expand and diversify the availability of course listings #2 Program-Level: Establish Philosophy AAT #3 Faculty Development: Develop full-time and part-time faculty ACTIONS/TASKS: - 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	

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
			<ul style="list-style-type: none"> - Development of current and new faculty - develop Relationships with the Philosophy departments of other 2 and 4 year colleges - Expand the philosophy curriculum. - 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 <p>OUTCOMES: - attract and graduate students for transfer to four-year institutions</p> <p>- address state req. for feasible transfer degrees</p> <p>MEASURES: satisfaction surveys</p> <p>Compare data...</p> <p>AA-T has been approved locally</p> <p>Numbers will improve</p>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2: <input type="text"/>			
#5	<p>New Goal with Annual Update #1 (10/2/13): Obtain a digital recorder for the Speech Department from Best Buy or other source (Samsung - F90BN HD Flash Memory Camcorder – Black \$199.00, plus Shipping and Handling, and a tripod Professional 72-inch TRIPOD FOR ALL Canon Sony, Nikon, Samsung, Panasonic, Olympus, Kodak, Fuji, Cameras And Camcorders + BP MicroFiber Cleaning Cloth by ButterflyPhoto Retail \$45.00; Amazon.com has it for \$32.95, plus Shipping and Handling, to be used to record some of the best</p>	<p><i>List all that apply:</i> Foster innovative learning environment</p> <ul style="list-style-type: none"> - Provide successful college learning experience - Promote and support student engagement 	#1 Ultimately provides a way to better fulfill Core Competencies in terms of Communication and Critical Thinking.	Set up the tripod and camera. Ask a student who does a superior performance to repeat it, so the recorded speech can be taped for instructional use only.	End up with a taped presentation that can be shown in Speech 1 classes. (See below how this ties into SLO 1, 2, and 3 for Speech 1)
			#2 Student speakers will have a chance to have their work used to help other students. Relates to Core Competencies in terms of Communication.	Tape respective student's speeches.	Prepare examples of types of speeches (i.e. informative, persuasive), so students know and better understand the basic principles of speech (SLO 1)
			#3 Create a small library of great presentations. Ultimately provides a way to better fulfill Core Competencies in terms of Communication and Critical Thinking.	Eventually present the recorded examples to class via an in-class computer. Speeches will be shown in classes as models of excellent work.	Show examples of types of speeches (informative, persuasive), so students know and better understand the basic principles of speech (SLO 1)

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
student speeches to be used as models of excellent communication . (See attached details of the camera and the tripod.)					
<i>Additional Information:</i>		<p>Dear Committee,</p> <p>Last year, Jill Murphy and I thought it would be a good idea if we could share a digital video recorder. She did obtain one, yet Ms. Murphy is now using that recorder to help her ESL students excel in their English proficiency. When I have tried to borrow it, timing never seemed to work out. Moreover, her unit did not come with a tripod.</p> <p>In speaking with Ms. Murphy, the Speech Department has realized the educational benefit of a digital recorder with a stationary tripod.</p> <p>It has become apparent the Speech Department would appreciate having a camera and tripod in order to create a record of great speeches. The goal is to improve student success.</p> <p>Respectively submitted, Dennis Conrad</p>			
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
5	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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The Management program seeks to incorporate the fundamentals of management theory and practice in conjunction with offering courses that provide practical application important for career development. Furthermore, the program seeks to foster a commitment to understanding the importance of leadership in organizations, as well as understanding the significance of managerial decision making in profit and not-for-profit organizations.

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

The management program promotes best practice standards and methodologies in management science with a focus on diversity while advancing the core vision and mission of Barstow Community College.

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

The courses in the management program provide students with an overview of the skills necessary for success in most work environments. These skills include decision making, communication and interpersonal skills, career planning, and leadership. The management curriculum challenges students to critically assess workplace situations and respond in both oral and written communication. The management program directly aligns with the following Barstow College mission statements:

- a. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
- b. Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.
- c. Increasing access to all students by continuing to promote and develop our extensive distance education program.

The Barstow college vision of empowering students to achieve their personal best through excellence in education is supported both in the traditional and virtual classroom settings by a commitment to:

- a. providing innovative learning experiences through research in the field and community relationships;
- b. frequent and timely communication between instructors and students;
- c. an appreciation for the diversity comprises the Barstow College student population, and;
- d. Reevaluating and incorporating advisory and student survey material to ensure that the program stays on task with the college's mission and vision.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

- A. The management degree program consists of four fundamental courses consisting of 12 units: introduction, human resources, organization and management, and basic computer information systems. To complete the degree, students must complete an additional 9 units in the areas of accounting, business, economics, and management and/or computer information systems for a total of 21 units. The staff consists of 1 full-time and 3 part-time instructors; 2 of the part-time instructors teach online exclusively.
- B. The management program services all demographics. Its students range from youth to adult and come from various socioeconomic and ethnic backgrounds. The youth in the program are between the ages of 16 to 18 and typically enroll because of a relationship between CTE and the Barstow USD. Another major group of student enrollees are members of the US Armed Services.
- C. The management program instructors provide lecture, visual instructional aids, and other supplemental materials that enhance the course content. In addition, instructors maintain office hours where student can contact them to obtain assistance when necessary via telephone, email or in person. Courses may be offered on the BCC or FT. Irwin campus at various times of the day as well as online via the distance education program.
- D. Providing these services has been a challenge for the management program. The lack of personnel in the instructor staff has had a direct impact on low student retention and is reflected in the low completion rate. To date, the only full-time instructor is located on the Ft. Irwin campus which does not allow for any of the courses to be offered at the BCC campus. All three part-time instructors are limited by the amount of courses that can be taught; and two of the 3 part-time instructors teach strictly online. This lack of instructor availability impacts the amount of course offerings both in the live and distance education venues. Consequently, all of the courses to needed complete the management certificate program can not be offered within the established two-year plan.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

1:3
 The full-time instructor is located on the Ft. Irwin campus. Of the 3 part-time instructors, 2 are entirely online and the other is occasionally on the BCC campus. The data below indicates that the completion and success/retention rates are high when courses are offered in the traditional classroom. However, only 3 courses (MGMT 1, MGMT 3, MGMT 5) are offered traditionally and primarily on the Ft. Irwin campus. Thus, those students attempting to complete program must take the course online with part-time instructors, who are limited in the amount of courses they can teach, if they do not have access to Ft. Irwin. In addition, limited instructor staff negatively impacts the course completion and success rates for online courses because students who may have difficulty learning remotely either drop or are dropped at census or at the end of term as demonstrated by the fill rate data in section 3(5) below.

2) Course Completion Rate

	TRADITIONAL	ONLINE																										
a) Full-time:	<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; font-weight: normal;"><i>CRN</i></th> <th style="text-align: left; font-weight: normal;"><i>COURSE TITLE</i></th> </tr> </thead> <tbody> <tr> <td>20082</td> <td>MGMT 1</td> </tr> <tr> <td>41159</td> <td>MGMT 3</td> </tr> <tr> <td colspan="2" style="text-align: right;">91%</td> </tr> </tbody> </table>	<i>CRN</i>	<i>COURSE TITLE</i>	20082	MGMT 1	41159	MGMT 3	91%		0%																		
<i>CRN</i>	<i>COURSE TITLE</i>																											
20082	MGMT 1																											
41159	MGMT 3																											
91%																												
b) Part-time:	<table border="0" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td colspan="2" style="text-align: center;">CRN 41184 MGMT 5</td> </tr> <tr> <td colspan="2" style="text-align: right;">56%</td> </tr> </tbody> </table>	CRN 41184 MGMT 5		56%		<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; font-weight: normal;"><i>CRN</i></th> <th style="text-align: left; font-weight: normal;"><i>COURSE TITLE</i></th> </tr> </thead> <tbody> <tr><td>20150</td><td>MGMT 1</td></tr> <tr><td>20154</td><td>MGMT 7</td></tr> <tr><td>20166</td><td>MGMT 5</td></tr> <tr><td>20167</td><td>MGMT 3</td></tr> <tr><td>40974</td><td>MGMT 1</td></tr> <tr><td>40975</td><td>MGMT 6</td></tr> <tr><td>40978</td><td>MGMT 1</td></tr> <tr><td>40979</td><td>MGMT 7</td></tr> <tr><td>41184</td><td>MGMT 5</td></tr> <tr> <td colspan="2" style="text-align: right;">72%</td> </tr> </tbody> </table>	<i>CRN</i>	<i>COURSE TITLE</i>	20150	MGMT 1	20154	MGMT 7	20166	MGMT 5	20167	MGMT 3	40974	MGMT 1	40975	MGMT 6	40978	MGMT 1	40979	MGMT 7	41184	MGMT 5	72%	
CRN 41184 MGMT 5																												
56%																												
<i>CRN</i>	<i>COURSE TITLE</i>																											
20150	MGMT 1																											
20154	MGMT 7																											
20166	MGMT 5																											
20167	MGMT 3																											
40974	MGMT 1																											
40975	MGMT 6																											
40978	MGMT 1																											
40979	MGMT 7																											
41184	MGMT 5																											
72%																												

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE																								
a) Full-time:	<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; font-weight: normal;"><i>CRN</i></th> <th style="text-align: left; font-weight: normal;"><i>COURSE TITLE</i></th> </tr> </thead> <tbody> <tr> <td>20082</td> <td>MGMT 1</td> </tr> <tr> <td>41159</td> <td>MGMT3</td> </tr> <tr> <td colspan="2" style="text-align: right;">94%</td> </tr> </tbody> </table>	<i>CRN</i>	<i>COURSE TITLE</i>	20082	MGMT 1	41159	MGMT3	94%		0%																
<i>CRN</i>	<i>COURSE TITLE</i>																									
20082	MGMT 1																									
41159	MGMT3																									
94%																										
b) Part-time:	<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; font-weight: normal;"><i>CRN</i></th> <th style="text-align: left; font-weight: normal;"><i>COURSE TITLE</i></th> </tr> </thead> <tbody> <tr> <td>41184</td> <td>MGMT 5</td> </tr> <tr> <td colspan="2" style="text-align: right;">60%</td> </tr> </tbody> </table>	<i>CRN</i>	<i>COURSE TITLE</i>	41184	MGMT 5	60%		<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; font-weight: normal;"><i>CRN</i></th> <th style="text-align: left; font-weight: normal;"><i>COURSE TITLE</i></th> </tr> </thead> <tbody> <tr><td>20150</td><td>MGMT 1</td></tr> <tr><td>20154</td><td>MGMT 7</td></tr> <tr><td>20166</td><td>MGMT 5</td></tr> <tr><td>20167</td><td>MGMT 3</td></tr> <tr><td>40974</td><td>MGMT 1</td></tr> <tr><td>40975</td><td>MGMT 6</td></tr> <tr><td>40978</td><td>MGMT 1</td></tr> <tr><td>40979</td><td>MGMT 7</td></tr> </tbody> </table>	<i>CRN</i>	<i>COURSE TITLE</i>	20150	MGMT 1	20154	MGMT 7	20166	MGMT 5	20167	MGMT 3	40974	MGMT 1	40975	MGMT 6	40978	MGMT 1	40979	MGMT 7
<i>CRN</i>	<i>COURSE TITLE</i>																									
41184	MGMT 5																									
60%																										
<i>CRN</i>	<i>COURSE TITLE</i>																									
20150	MGMT 1																									
20154	MGMT 7																									
20166	MGMT 5																									
20167	MGMT 3																									
40974	MGMT 1																									
40975	MGMT 6																									
40978	MGMT 1																									
40979	MGMT 7																									

69%

4) WSCH/FTEF Ratio

TRADITIONAL

ONLINE

a) Full-time:

DATA NOT AVAILABLE

DATA NOT AVAILABLE

b) Part-time:

DATA NOT AVAILABLE

DATA NOT AVAILABLE

5) Fill Rate

TRADITIONAL

ONLINE

a) Full-time:

CRN	COURSE TITLE
20082	MGMT 1
41159	MGMT3
<p><i>Day 1 = 50%</i> <i>Census = 48.57%</i> <i>EOT = 45.71%</i></p>	

0%

b) Part-time:

CRN	COURSE TITLE
41184	MGMT 5
<p><i>Day 1 = 33.33%</i> <i>Census = 30.00%</i> <i>EOT = 16.67%</i></p>	

CRN	COURSE TITLE
20150	MGMT 1
20154	MGMT 7
20166	MGMT 5
20167	MGMT 3
40974	MGMT 1
40975	MGMT 6
40978	MGMT 1
40979	MGMT 7
<p><i>Day 1 = 101.11%</i> <i>Census = 84.89%</i> <i>EOT = 65.33%</i></p>	

DATE:	
ANNUAL UPDATE #1:	
DATE:	
ANNUAL UPDATE #2:	

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.)

The Program Level Outcomes were developed and implemented in the fall of 2009. During the 2010-2011 school year, the Student Learning Outcomes for each course in the program were reviewed, submitted, and accepted by the curriculum committee to reflect attainable, real-world goals for student success. The PLOs are as follows:

1. Students will articulate a clear understanding of the principles related to management theory incorporating leadership and managerial tenets essential for successful operation of public and private sector organizations.
2. Students will incorporate management theory and practice into understanding of broader business curriculum.
3. Students will demonstrate an ability to think entrepreneurally and recognize how resource costs effect pricing and managerial operations.

SLOs for each course were also approved during the school year 2009-2010 and revised in 2011. The student progress for the 2012-2013 based on students who completed the MGMT 1 assessments are as follows:

SLO #1 – Student success rate 93% - Students demonstrate a high rate of retention in this area. The

SLO #2 – Student success rate 81% - students overall are above average in critical thinking.

SLO #3 – Student success rate 75% - students are having the most difficulty articulating and demonstrating the concepts.

A full review of the teaching methods for PLOs and SLOs will be conducted at the end of the school year.

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

The PLOs for the program were revised, submitted and approved by the curriculum committee in the fall of 2012. In addition, the MGMT 1 and MGMT 7 courses were modified to include learning strategies designed to reach students with varying learning needs. The basis of these instructional changes came from a review of student surveys, the results of quiz assessments and class participation. The changes to the program content support the PLOs by improving understanding and application of management principles as they relate to critical thinking in the business environment.

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

Based on the data analysis in #1 and #2 above, the course should be modified further to improve student articulation of critical thinking skills especially in writing. Student informational sessions will be added specifically to all online courses during the initial weeks of courses that are offered online. There will be 2-3 sessions offered throughout the course via CCCConfer. These sessions will cover topics such as basic Moodle questions essay writing, and discussion post requirements. The changes will focus on the online course offerings initially since this area seems to be one that requires additional student attention. However, the implementation of this plan may be delayed due to lack of availability of instructor staff.

DATE:

ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.).

The following documents were also used: the Degree and Declared Majors report and student surveys especially those generated at Ft. Irwin.

- 2) Summarize the results of these measures.

Based on the data in the Degree and Declared Majors report, this program is largely popular demonstrated by the number of students who declared this major during the school years 2010-2013 (average declarations 281 students). However, only 5 certificates were awarded in that year. These results are staggering and they reveal that the students' need for instructor assistance to direct them toward the program goal of awarding certifications is grossly lacking. In a survey completed at the Ft. Irwin campus for the 2011-2012 school year, students indicated that MGMT/BUSI was one of the top 3 degree requests by the military students. This data directly points to the need for a full-time, tenure-track instructor to provide focus and student support to the BCC management students.

- 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.)

This data reinforces my statement in B2 above there is a need to increase program completion of the two-year plan. I have learned that unless a full-time instructor is added the MGMT/BUSI staff, progress this highly requested program could become stalled.

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

NOT FAMILIAR WITH THESE BENCHMARKS FOR MANAGEMENT

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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?

Two Year Scheduling Plan
Curriculum Map for: Degree in Management

Course	Core or Elective	Delivery Modes	Outcome 1	Outcome 2	Outcome 3
MGMT 1	C	C, OL	I, D	I, D	I, D,
MGMT 3	C	C, OL	I, D	I, D	I, D,
MGMT 5	C	C, OL	I, D	I, D	I, D,
CBIS 13	C	C, OL	I, D	I, D	I, D,
Any 9 units of the following:					
ACCT 1A	E	C, OL	I, D	I, D	I, D,
ACCT 1B	E	C, OL	I, D	I, D	I, D,
ACCT 4	E	C	I, D	I, D	I, D,
BADM 1	E	C, OL	I, D	I, D	I, D,
BADM 2	E	C, OL	I, D	I, D	I, D,
BADM 6	E	C, OL	I, D	I, D	I, D,
BADM 19	E	C, OL	I, D	I, D	I, D,
ECON 1	E	C, OL	I, D	I, D	I, D,
ECON 2	E	C, OL	I, D	I, D	I, D,
MGMT 4	E	C	I, D	I, D	I, D,
MGMT 6	E	C, OL	I, D	I, D	I, D,
MGMT 60	E	C	I, D	I, D	I, D,
CBIS 40	E	C, OL	I, D	I, D	I, D,
CBIS 41	E	C, OL	I, D	I, D	I, D,
CBIS 42	E	C, OL	I, D	I, D	I, D,
CBIS 43	E	C, OL	I, D	I, D	I, D,
CBIS66	E	C	I, D	I, D	I, D,
CBIS 67	E	C	I, D	I, D	I, D,

**I = Introduced, D = Developed & Practiced with feedback, and
M = demonstrated at the Mastery Level Appropriate for Graduation**

At this time, there have been no changes to the Two-Year Plan due to the limited Instructor staff available to the management program. However if an instructor is added, a possible change would be to add the MGMT 7 Small Business Management course to the plan. This course is an integral part of teaching students to make decisions and think critically. The plan would be to submit the change to the curriculum committee for approval.

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

This plan has not been very effective because of the lack full-time instructor staff needed to monitor the program’s success and assist students with achieving certificates in the management program. This conclusion is based on the low completion rate and amount of certificates awarded as indicated student surveys and the Degrees and Declared Majors report which indicated that only 2 certificates were presented.

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

The analysis of this program indicates a dire need to improve the management program completion rates. The goal is to begin the conversation for attaining full-time instructor support that is BCC campus based. A full-time instructor will be able to monitor and improve course completion rates, course content relevance, instructor/student communication, and direct the program toward the BCC mission and vision of “empowering students to achieve their personal best through excellence in education”.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.

The Small Business Management has been approved and taught for the last 3 years. However, it was not included as either a core or elective course for management. Small Business Management’s popularity has increased greatly since the economic down turn in late 2007. The Program Level Map will be revised and submitted to the curriculum committee for approval to include Small Business Management as an elective since there is no need for a prerequisite for this course. This change will be submitted in the spring of 2014.

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

The courses in the management curriculum are evaluated annually by instructors via SLO reports submitted at the end of each session offering. Instructors must indicate how the courses improve student success and how they intent to update course content, student satisfaction and alignment with the goals and objectives of the college.

- 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*).

All courses are in full compliance with Curriculum Committee standards.

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

The plan is to maintain relevancy by building community partnerships. Community partners are a vital piece of the management program’s plan for viability. One of the primary focuses for the department is to establish relationships with local leaders in the management field to gain insight into the concepts and characteristics that employers are looking for in management graduates. Along with community partners, it is vital to incorporate new technologies such as social media to address a contemporary student population. In addition to technology improvements courses will also be modified based on research into the industry standards for business to address strategies

for visual, auditory, and tactile student learners. However, none of these changes to curriculum will be possible with the current Instructor staff. In order for the management program to move forward, it is imperative to consider an addition to its staff.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Strengths

The management program is supported by school resources such as:

- a. The Learning Resource Center. This center provides students with access to research materials, testing, access to textbooks, and a quiet place to study;
- b. BCC administrators support the students by addressing their concerns with the policies and procedures of the school. Additionally, administrators support instructors by providing them with help in addressing student issues, grading policies and procedural matters that improve the flow of the program for all;
- c. Student services programs such as EOPs help students and instructors ensure that the requirements for college funding are met. The EOPs counselors provide instructors with the appropriate forms required by state and federal agencies as well as the procedures for completing such forms.
- d. The Online Education department supports online instructors by loading, monitoring, grading, and addressing all concerns related to the administration of online course.

All of these departments are responsive and are an integral part of the management program that relies on their assistance on a daily basis.

B. Weaknesses

The Management Program is weak in the following areas:

- a. Instructor staff – since there is only one full-time staff member, who is located at the Ft. Irwin campus, the program lacks communication. Each staff member is currently acting independently and there is no assurance that what is being presented to students aligns with the mission and vision of BCC. In addition the management program is not being promoted in the local community leaders since all staff members are teaching from areas away from the BCC campus;
- b. Course availability – because the majority of the management program staff is part-time, courses are not being offered as established in the two-year plan;
- c. Curriculum development – due to the lack of a full-time instructor, the program's relevance and integrity will be sacrificed because there is no time for program enhancement. The Instructor staff is limited to monitoring and instructing course content with little or no time for development;
- d. Counseling – although the counseling staff is good at directing students to the MGMT program, they have been unsuccessful at assisting student with degree/certificate

completion. Since their time is divided into focusing on all degree and certificate programs, it is virtually impossible for them to direct management students. Student success can only be achieved in MGMT by the program's instructor staff.

- e. Program assessment – the data provided to analyze the success of the program should be monitored each semester. Doing so will improve the rigor and relevance of the program content. However due to the lack of instructor staff, the program has lacked the manpower needed to gather data and improve assessments.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Opportunities

The management program has opportunities in the following areas:

- a. The Barstow community has shown great support for the college and its students. Local community leaders help instructors provide relevance to the program in business. In addition, they opportunities for practical student learning experiences and networking opportunities;
- b. Social media is the wave of the new millennium. Use of social media in the management program addresses the needs of the 21th century student. It ensures that our students will be competitive in the contemporary marketplace;
- c. In the CTE Market projections for jobs in California by the year 2020, the management field is expected to grow by of 6% or 41,010 entry level positions. BCC has the opportunity to improve our students' ability to obtain employment in management.
- d. To develop the curriculum to ensure that it supports transferable skills for 4 year degree programs. Since the goal is to prepare our degree students for the university degrees, we can take advantage of the vast opportunity to increase our student market share with programs that easily transfer to a university.

B. Threats

The threats to the management program are:

- a. Budget constraints – there are many areas at BCC that need financial support. However if the management program does not receive funds to hire a full-time staff member, the program could face continued decline or ultimately extinction;
- b. Decline in enrollment – without a BCC campus base for enrollment, the management program could miss out on attracting students who want to be in the program but have not been successful in online class or can not get to Ft. Irwin for instruction;
- c. Lack of community awareness – without the support of the business community, the management program will eventually lack relevancy to the contemporary needs of the business community.
- d. Military student PCS - many management students are military enlistees. These students frequently move due to on military orders. Without student tracking, the management

program will lose these students who could continue with the program after moving to a new duty assignment.

e. Access to educational resources outside of the BCC college community. Without an additional full-time faculty member on the college campus, students do not have access to new resources such as technology. Part-time staff are limited to the amount of time available to provide students with additional resources since many of them have commitments to other full-time employment

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

7. Continuing Education/Professional Development

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

Instructors continue to update skills by attending workshops on campus such as:

- a. CTE monthly meetings to discuss BCC policies and procedures for PLOs and SLOs;
- b. Computer Users in Education ADEC Summit XXIII Spring 2012;
- c. American Association of University Women monthly meetings and networking;
- d. American Career and Technical Education conference Spring 2012.

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

The plan is to provide more opportunities for instructors to experience opportunities such as those discussed in 7A to encourage personal development individually.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.)

Since the 2012-2011 Annual Update, the management program has shown the following programs:

- a. PLOs were submitted and approved by the curriculum committee;
- b. SLOs for each course were revised and approved by the curriculum committee;
- c. Course content was modified to reflect contemporary concepts;
- d. Student assessments were modified to reflect needs of a diverse learning population. All courses not only include lecture, but they also include presentations, video and audio materials and a variety of student assessments that are designed to improve critical thinking skills.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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 BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Begin request process for requesting a full-time Management Instructor.	<i>List all that apply:</i> <ul style="list-style-type: none"> Attract, develop, and retain excellent employees. Strengthen college planning and informed decision making. Provide students a successful college learning experience. 	#1. Provide administrators with data to support request.	Complete Budget Allocation Proposal	Program Review and Budget Allocation Proposal will be reviewed by administration. The result will be that revisions based on suggestions will be implemented into form.
		#2 Submit a revised Budget Allocation Proposal to administration.	Read and analyze Program Review and Budget Allocation Proposal suggestions.	Resubmit revised Program Review and Budget Allocation Proposal. The result will be that an acceptable BAP will be generated.
		#3 Respond to requests for further clarification of program needs.	Revise and research data to support additional instructor staff.	Budget Allocation Proposal will be approved by school administration and submitted through the proper channels.
<i>Additional Information:</i>				
DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2 Increase relationships among colleagues and with community business professionals.	<i>List all that apply:</i> <ul style="list-style-type: none"> Cultivate and enhance local partnerships. Attract, develop, and retain excellent employees. Strengthen college planning and informed 	#1 Attend community events.	Acquire community calendar.	Instructors will attend community events and information will be gathered. This will be measured by documenting instructor participation in the community. The results will be that relationships with community leaders will

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		decision making.		be improved.	
		#2 Plan and implement a department meeting with program instructors.	Email department members.	Communication will be initiated among instructors.	
		#3 Open dialogs with program instructors about ways to increase student completion.	Schedule meeting and encourage team building.	The outcome will be that a meeting schedule will be implemented. This will be measured by instructor participation resulting in a cohesive management department.	
	<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3	Research and adopt contemporary management materials.	<i>List all that apply:</i> <ul style="list-style-type: none"> • Provide students a successful college learning experience. • Foster an innovative learning environment that respects diversity. • Promote and support student engagement. 	#1 Establish relationships with colleagues at other schools about changes in management theory.	Attend functions with professionals from other schools.	The outcome will be that the BCC campus community will be more aware of the value of the management program. This will be measured by greater student/staff interest in the program. The results will be greater student success expressed through a larger percentage of degree/certificate completions.
			#2 Research and propose technology for course materials.	Talk to IT department about opportunities for incorporating technologies.	The outcome will be a list of ideas from IT of viable program improvements. This will be measured planning a

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
				meeting with IT and the results will be a list technology opportunities.	
		#3 Carefully review student surveys with regard to the presentation of course materials.	Read and analyze student surveys.	The outcome is that data collected from surveys will be used gathered and analyzed. The result will be that suggestions will be considered and the assessment will generate revisions to the course content.	
	<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#4	Incorporate social media as a method for teaching concepts.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> Promote and support student engagement. Provide students a successful college learning experience. Foster an innovative learning environment that respects diversity. 	#1 Elicit student and MGMT instructor comments on the effectiveness of current course materials.	Read and analyze student surveys and plan a meeting for MGMT instructor staff.	The outcome is that data collected from research in social media will be gathered. This will be measured by information gathered from students and the expertise of the instructor staff. The data will be assessed instructors will suggest ways to improve the course content.
			#2 Address course offerings concerns in an effort to improve program completion rate.	Review two-year plan and course offerings for the previous 2 years.	The outcome will be a list that specifically outlines when and how frequently all courses in the program offered. The result will be an analysis of course needs and

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				a possible revision to the two-year plan. This analysis will be used to assess and develop a list of course offerings suggests to promote program completion.
		#3 Begin research and pilot revisions to courses that includes the use of new technologies.	Attend meetings with peers in the MGMT discipline to learn about contemporary concepts and learning strategies.	The outcome will be a list of opportunities for networking with MGMT professionals. This will be measured by a list of meetings attended by instructor staff. The data gathered from these meeting will be assessed and specific improvements will be added to the curriculum content.
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5				
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#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
1,2,3,4	1,2,3	Full-time Management Instructor	\$86,061.40	Yes	

ANNUAL UPDATE #1:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

Natural Science and Math examines the physical universe, its life forms, and its natural phenomena. The program helps the student develop an appreciation and understanding of the scientific method and helps the student apply logical, quantitative, and qualitative reasoning in solving problems and analyzing arguments in both the natural sciences and mathematics.

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

Natural Science and Math's vision is to achieve and maintain excellence in student learning and success.

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

A. "Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures." All of the departments in Math and Natural Sciences offer an extensive course curriculum, each of which is unique in its treatment of diverse topics. In the natural sciences, a majority of courses have a laboratory component which gives the instructor a unique opportunity to really get to know and work with their students on a one-to-one basis. The laboratory environment promotes teamwork, student-student, and student-instructor interactions. With a variety of learning methodologies and teaching strategies, it is possible for students to choose a learning style that most closely matches theirs. In some courses, a "Learning Styles Inventory," is administered at the beginning of each semester. This helps students understand what their learning style is and what it means to them in different classroom situations. Many of our students have difficulty with their initial math and science courses; and Barstow Community College has a viable and productive tutoring center for students in need of additional help beyond the classroom.

B. "Offering programs to prepare student in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities." The following courses meet the associate degree requirements for CSU transfer and for IGETC requirements (BIOL 11 and MATH 1 are not on the IGETC list of classes).

Physical Science: ASTR 1, ASTR 1L, CHEM 1, CHEM 2A, CHEM 2B, GEOL 1, GEOL 1L, GEOL 2, GEOL 3, GEOL 5, OCEA 1, PHSC 1, and PHSC 2

Life Science: BIOL 1, BIOL 2, BIOL 4, BIOL 5, BIOL 8, BIOL 10, BIOL 10L, and BIOL 11

Mathematics: MATH 1, MATH 2, MATH 3, MATH 4A, MATH 4B, MATH 4C, and MATH 5

These courses have been designed and articulate for Natural Science/Math majors transferring to four-year colleges and universities. The goals of all these courses are to provide the necessary background and tools for students to achieve the institutional or general education goals of Barstow Community College. The over-arching institutional goals for BCC are: communication, critical thinking, professional development, and global awareness. All of us in the natural sciences and mathematics areas strive to prepare our students for upper division work at their transfer institution.

The contributing departments of the Natural Science/Math degree contribute to the Barstow Community College Educational Master Plan (2011) in the following ways:

A. To anticipate courses, programs, and services of the College.

There are four courses that are in preparation that add a needed emphasis on the curriculum as a whole. Biochemistry and Astronomy 2 are being developed to meet student need and demand. The Math Department is adding Developmental Math and Quantitative Reasoning. Allied Health requirements are fluid at best and the departments are responding to those changing requirements.

B. To project the delivery of a balanced curriculum, providing transfer, career/technical, and basic skill

education.
 See the answer to A above.
 C. To provide analysis of current program of instruction
 See the answer to A above. it is also mandated that each department review its curriculum and pre-requisites on a minimum 6 year plan. The Biology Department is set to review its pre-requisites during the Spring and Fall 2013 semesters.

Math & Natural Sciences A.S Program Outcomes

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.

The Natural Science/Math Program includes the natural and physical sciences as well as mathematics.

- There are two full-time Biology instructors, one full-time Chemistry instructor, one full-time Earth Science and Astronomy instructor, and two full-time mathematics instructors.
- There are approximately 12 adjunct instructors, most of which are in math.
- The program provides the basic requirements for allied health programs, especially nursing.
- It also provides for transfer courses to complete a bachelor's degree at four-year colleges and universities.
- The program also provides classes for those who are interested in continuing their education but may not be pursuing a degree.
- Natural Science and Mathematics provides both day and night classes in all the disciplines.
- In the sciences most of the classes are traditional format with a few online deliveries (i.e. Astronomy, Intro. to Biology, and Environmental Biology).
- There are hybrid math classes as well as online and traditional.
- Early morning classes are available in the natural sciences and in math.

DATE:

ANNUAL UPDATE #1: There were no changes to the program description or overview.

DATE:

ANNUAL UPDATE #2:

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.

Course Completion Rate

	Fall 2011	Spring 2012
Astr 1	73.0	71.5
Geol 1	64.0	91.0
Bio 1	82.0	NA
Bio 2	76.3	88.0
Bio 4	79.0	94.0
Bio 5	74.0	81.0
Bio 8	NA	89.0
Bio 10	74.0	NA
Bio10L	57.0	NA
Bio 10 DE	76.0	NA
Chem 1	41.5	45.5
Math 50	76.3	67.0
Math 55	64.3	75.8
Math 101	66.0	81.0
Math 1	NA	89.0
Math 2	48.0	35.0
Math 3	91.0	90.3
Math 4A	NA	NA
Math 4B	NA	83.0
Math 4C	83.0	NA
Math 5	NA	NA
Phys. Sci.	71.0	70.0

Course Success and Retention

	Fall 2011 Retention	Fall 2011 Success	Spring 2012 Retention	Spring 2012 Success
Biology	93.0	95.2	94.0	91.7
Chemistry	69.0	75.0	60.5	67.0
Phys. Sciences	85.0	95.5	85.0	95.0
Math	88.0	80.4	87.0	89.8

Full Time/Part Time Faculty Ratio

	Fall 2011	Spring 2012
Biology	2:1	2:2
Chemistry	1:0	1:0
Phys. Sciences	1:1	1:2
Math	2:6	2:11

WSCH/FTEF ratio

	Fall 2011	Spring 2012
Astr 1	113/3.75	81/5.40
Geol 1	126/4.20	90/3.00
Biol 2	195/4.33	177/5.90
Biol 4	297/9.90	297/9.90
Biol 5	161/5.37	175/5.83
Biol 8	NA	225/7.50
Biol 10	84.10/2.80	NA
Biol 10L	58/1.93	NA
Biol 10 DE	135/4.50	NA
Chemistry	87/2.90	88/2.60
Math 101	129/4.30	78/2.60
Math 50	157/5.24	142/4.74
Math 55	129/4.29	153/5.10
Math 2	104/3.47	60/2.00
Math 3	147/4.90	111/3.70
Math 4A	45/1.50	NA
Math 4B	NA	25/0.83
Math 4C	25/0.83	NA
Phys. Sci.	75/2.50	69/2.30

The above data is most likely flawed (FTES and FTE); there is a drastic drop in the data from both CampusData and the Chancellor's office data. Hopefully, this can be corrected within the next few months.

Fill rate

	Fall 2011	Spring 2012
Astr 1	84.3	74.1
Biol1	102.0	110.0
Bio 10	50.0	100.0
Bio 10L	103.0	NA
Bio 10 DE	94.0	NA
Biol 2	69.8	102.0
Biol 4	78.1	103.0
Biol 5	81.3	84.4
Biol 8	NA	78.1
Chem 1	65.6	64.1
Geol 1	81.3	NA
Geol 4	NA	96.9
Math 101	85.8	65.3

Math 50	100.0	78.8
Math 55	97.5	85.8
Math 2	78.0	58.0
Math 3	128.0	90.2
Math 4A	27.5	NA
Math 4B	NA	25.0
Math 4C	300.0	NA
Phy. Sci.	84.4	90.6

2) Course Completion Rate

TRADITIONAL

ONLINE

a) Full-time:

See above

See above

b) Part-time:

See above

See above

3) Course Success/Retention Rate

TRADITIONAL

ONLINE

a) Full-time:

See above

See above

b) Part-time:

See above

See above

4) WSCH/FTEF Ratio

TRADITIONAL

ONLINE

a) Full-time:

See above

See above

b) Part-time:

See above

See above

5) Fill Rate

TRADITIONAL

ONLINE

a) Full-time:

See above

See above

b) Part-time:

See above

See above

DATE: October 2, 2013

ANNUAL UPDATE #1: Full-Time/Part-Time Faculty Ratio

	Full-Time	Part-Time
Fall 2012	7	10
Spring 2013	8	16
Summer 2013	5	5
Total for All Terms	9	20

A more detailed break-down of faculty ratio is attached.

Course Completion Rate

	Traditional	Online
Full-Time	879	605
Part-Time	533	940

A more detailed break-down of course completion rates is attached.

Course Success/Retention Rate

	Traditional	Online
Full-Time	77.3	65.8
Part-Time	70.4	67.1

A more detailed break-down of course success and retention rates is attached.

WSCH/FTEF Ratio

Data not available at this time.

Fill Rate: as reported as EOT/MAX

	Traditional	Online
Full-Time	71.91%	55.75%
Part-Time	62.7%	71.3%

A more detailed break-down of fill rates, including 1st Day/Max, Census/Max, and EOT/MAX, is attached.

DATE:

ANNUAL UPDATE #2:

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.

Natural Science/Mathematics Program Outcomes:

Progress Summarized:

The Natural Science/Mathematics program has completed two cycles of the assessment process for Program Level Outcomes (PLO). All course level SLOs are assessed each semester for each class and a core group are analyzed by the Class Climate assessment each semester. That data is aggregated and program norms are being established.

- 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.

The major change is a commitment to encourage the students to use the tutoring center and other student aids provided by the publisher to increase success in math and science. Many courses have additional website information for the student (i.e. Biol 2, Biol 4, Biol 5, Geol 1, Chem 1, and most all mathematics classes).

- 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?)

We have already completed two cycles of assessment. The plan is to continue and gather baseline type data. Significant changes were made in the assessment process after the first cycle. The data from the second cycle is being analyzed, but no significant changes are going to be made for this current cycle other than those mentioned in #2.

DATE:

ANNUAL UPDATE #1:

In 2012-2013, for each course taught in that academic year, all Natural Science and Math 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. In addition, program norms continue to be established and faculty are discussing ways in which to assess program learning outcomes. Faculty remain committed to encouraging students to use the tutoring center, publisher-provided study aids, and faculty office hours to increase student success in math and science.

DATE:

ANNUAL UPDATE #2:

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.).

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The program also tracks the number of degrees in the Natural Sciences/Math program. We also did the Program Level Outcomes for Natural Science/Math.

- 2) Summarize the results of these measures.

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

We had 26 degrees awarded in 2009, 39 in 2010, 34 in 2011, and so far in 2012 we have 22 and that, of course does not include the last semester counted in 2012.

We utilize a standard rubric for our PLOs that include 4 areas of concentration: conceptual understanding, strategies and processes, communication, and accuracy. These are in alignment with the mission and strategic plan. The overall results are based on 4 basic classes in the program (Bio 5, Chem 1, Geol 1, and Math 55). The scores were: CU (76%), PS (70%), C (70%) and A (74%).

- 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.

Providing students with the tools to be successful is the major outcome for degrees and certificates. In the PLO program analysis we also checked a number of other factors: 80% of the students did read the text and reviewed lecture notes/slides regularly; 70% studied in a study group; only 50% attended any tutoring sessions; most got help from a classmate or friend (78%); and the factor that contributed to most problems was work (72%).

The instructors are encouraging the use of faculty office hours, the tutoring center, and the use of study groups. Time management skills looks to be a major factor in the successful student.

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

Benchmark II relates both SLO and PLO data collection. All courses were analyzed for SLOs for the four major fields of study in Natural Science/Mathematics. There is no standard rubric used at the course level and each instructor assesses the SLOs independently of each other. For the PLOs, however, there is a standard rubric that assesses Conceptual Understanding, Processes and Strategies, Communication, and Accuracy. Biol 5, Geol 1, Chem 1, and Math 55 are used for analysis in the PLOs; these are courses that students most often take in the degree program. Approximately 175 students were assessed each semester and only Math 55 and Chem 1 had multiple sections. Data was collected by the 6 full-time faculty and 2 part-time faculty for SLOs and only the full-time faculty for PLOs (only full-time faculty taught the assessed classes).

	Fall 2011		
	PLO #1	PLO #2	PLO #3
Biol 5	84	77	84
Chem 1	ND	ND	ND
Geol 1	68	68	86
Math 55	67	62	57

ND=not determined

	Spring 2012		
	PLO #1	PLO #2	PLO #3
Biol 5	82	67	79
Chem 1	ND	ND	76
Geol 1	Not taught	Not taught	Not taught
Math 55	88	73	84

All of the course level SLOs and the degree level PLOs tie directly to the four Core Competencies of the college: Communication, Critical Thinking, Personal Development, and Global Awareness.

DATE:	October 2, 2013
ANNUAL UPDATE #1:	<p>3.C.1: We continue to track the number of degrees awarded in Natural Science and Mathematics.</p> <p>3.C.2: There were 28 degrees awarded in Natural Science and Mathematics in 2012-2013. The faculty member responsible for gathering and analyzing PLO data accepted a new position prior to the start of Fall 2013. The new faculty member has been unable to find the PLO data for 2012-2013. It is recommended that the Natural Science and Mathematics program faculty discuss as soon as possible and no later than by the end of the Fall 2013 how future PLO data will be gathered, analyzed, and stored. A system accessible by all area faculty is recommended.</p> <p>3.C.4: To better assist students achieving success, faculty continue to assess PLOs and SLOs. In the upcoming year, part-time faculty will be asked to assess PLOs in their classes in addition to full-time faculty continuing to assess PLOs. Both full-time and part-time faculty assess SLOs.</p>
DATE:	
ANNUAL UPDATE #2:	

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.

In Biology we have only two courses that are not taught every semester; Bio 10L is offered only in the Fall and Bio 8 is offered only in the Spring.

In Chemistry the CHEM 1 course is taught in the Fall and Spring every year.

The two year plans are filed in the Instruction Office. All departments filed a two-year plan in 2006-2007. Earth Sciences and Mathematics have offered courses in compliance with their two-year plan (no changes have been made in the plan).

- 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:

ANNUAL UPDATE #1: Question 3.D.1 – No changes have been made to the two-year scheduling plan.

Question 3.D.2 – The scheduling plan has been effective in meeting student needs and educational goals. A measure of the effectiveness is the continued strong enrollment in natural science and mathematics courses. While there are fewer students who have declared a math/science major compared to previous years (477 in 2012-2013 compared to 496 2011-2012 and 566 in 2010-2011) this change may be more related to improving economic conditions or other external factors.

Question 3.D.3 (Reflecting on these results, what are the goals for the next assessment cycle?) – The goals for the next assessment cycle include continuing to assess the needs of the students to best provide opportunities for success. Biology faculty have been asked to help pilot TracDat. The data gathered should help faculty better understand the dynamic needs of students, continuously gather assessment data, and better align program goals with institutional goals.

DATE:

ANNUAL UPDATE #2:

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.

ASTR:

ASTR 1, ASTR 1L

BIOL:

BIOL 1, BIOL 2, BIOL 4, BIOL 5, BIOL 8, BIOL 10, BIOL 10L, BIOL 11

CHEM:

CHEM 1, CHEM 2A, CHEM 2B

GEOL:

GEOL 1, GEOL 1L, GEOL 2, GEOL 3, GEOL 4, GEOL 5

MATH:

MATH 1, MATH 2, MATH 3, MATH 4A, MATH 4B, MATH 5, MATH 50, MATH 55, MATH 101

GEOG:

GEOG 50, GEOG 51, GEOG 52, GEOG 53

OCEA:

OCEA 1

PHSC:

PHSC 1

There are 34 courses available in the departments associated with the Natural Science and Mathematics degree. The number of classes for the actual degree depends on the emphasis of the student, whether it is natural science or mathematics (for detailed description see the latest Barstow Community College online catalogue).

Natural Science

Due to the new Chancellor's Office requirement for Methods of Instruction, most of our courses are not in full compliance. We have added the SLOs to each COR and will also be doing a prerequisite review next year. The new Methods of Instruction have been completed for Bio 2, Bio 4, Bio 5, and Bio 8 which have been submitted to the Curriculum Committee for review. Chemistry and Earth Sciences have yet to complete the Methods of Instruction.

Mathematics

Due to the new Chancellor's Office requirement for Methods of Instruction, none of the math courses are in full compliance.

1. Prerequisites: Biology (4; 50%) Chemistry (3; 100%), Mathematics (10; 91%) Astronomy (1; 100%), Geology (0; 0%), Geography (0; 0%), Physical Science (0; 0%)
 2. Co-requisites: Biology (0), Chemistry (0), Mathematics (0), Astronomy (0), Geology (0), Geography (0), Physical Science (0)
 3. Advisory: Not applicable
- For the total number of courses required by the degree and the options, please see the latest online catalogue.

- 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.

- 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.

The Biology Department and Chemistry Department are in early development of an online Biochemistry course (no lab). Many of the two year nursing programs are adding Biochemistry as a prerequisite for entrance into their program; the four year colleges and universities have already implemented this requirement. The Chemistry Department is also looking at changes in CHEM 1 to make it a course that covers general chemistry with organic chemistry and biochemistry. Nursing programs are now requiring a

course that has all three of those disciplines. We have had students who have had to retake chemistry because our CHEM 1 does not cover the extra topics.
 Physical Sciences are working on developing an ASTR 2 class which would cover the planets.

The Biochemistry course mentioned above would be an online course; it would be a 3-hour lecture course with no lab. This course will be designed for the allied health student who needs a basic introduction to the field of biochemistry. It would be cross listed in both biology and chemistry. Astronomy 2 would be both traditional and online delivery.

This past Spring semester (2012) Biology and Chemistry archived or deleted a number of courses that had not been taught in many years. There is no plan to teach them again in the future. All of the physics courses were archived this past semester since we have no physics instructor and they have not been taught in at least 7 years.

DATE:

ANNUAL UPDATE #1:

4. A. At this time, natural science and mathematics courses are in compliance of all issues (not including prerequisite validations). Validation of prerequisites for courses will be complete by the end of the Fall 2013 semester. Natural science and mathematics courses completed the Methods of Instruction in their CORs.

CHEM 1 now has a MATH 55 prerequisite, changed from a MATH 50 prerequisite. CHEM 1 also changed from a 4 unit to a 5 unit course, effective with the Spring 2014 semester.

4. B. Curriculum evaluation is an on-going process, with faculty assessing the educational needs of students when recommending changes. Chemistry and Biology faculty recognized the need to offer a Biochemistry course to meet the needs of Allied Health students; such assessment of student needs is dynamic and fluid. Developing a process of formal curriculum evaluation should be discussed over the 2013-2014 school year. Planning such evaluation would require release time for faculty members to meet and discuss such processes.

4.C. No changes

4.D. The Biology and Chemistry disciplines remain committed to developing necessary courses to meet the needs of pre-nursing students and other allied health students, in addition to meeting the needs of general education students and other students with diverse interests in the natural sciences. The Chemistry faculty have concluded that changing CHEM 1 to cover general chemistry, organic chemistry, and biochemistry is not feasible due to topic coverage and laboratory facilities.

Astronomy 2, an observational science class examining the planets, is currently being developed. It will be delivered in a traditional format to offer better opportunities for student success.

DATE:

ANNUAL UPDATE #2:

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?

All of our classes traditionally make and many close during registration. Enrollment is up in Natural Science and Math. The major strength of each of the departments within the program lies in the diversity of the courses offered. There are courses in all of the fields of geology, astronomy, and oceanography. In addition, there is a general introductory course in Earth Science which gives non-majors a very broad introduction to all of the earth science subjects. In Biology, Concepts in Biology serves the same purpose as a general introduction to the many areas of the biological sciences. Online courses and night classes are offered in each of the contributing departments. There is currently no major weaknesses with respect to curriculum in any of the departments within the Natural Science/Mathematics program.

B. Weaknesses

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

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

In Biology both instructors have overload assignments each semester and it is difficult to develop and plan for future projects when there is no time to do it. Also, the DCP and DE Coordinator come from the Biology department. There is only one chemistry instructor; there was an adjunct a few years ago. The chemistry instructor also teaches in the mathematics area. We also have only one geology instructor and it is difficult to plan with one instructor departments. In mathematics, the last full-time instructor who left was not replaced and enrollment has increased overall in all of the departments. However, we do realize that with the economic conditions in the state of California, there is probably not going to be any change in staffing.

DATE:

ANNUAL UPDATE #1: 5. A. The strengths identified in October 2012 continue to remain as strengths in this annual update. The curriculum of the Natural Science and Mathematics program remains robust.
 5. B. The weaknesses identified in October 2012 remain as weaknesses. An increase in faculty in the chemistry, geology, and mathematics disciplines would increase those disciplines ability to plan future curriculum improvements. However, the economic conditions in the state of California, while improving, remain challenging and we do realize that there is probably not going to be an increase in staffing.

DATE:

ANNUAL UPDATE #2:

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)

Job Market: The math requirement for the degree is the general Math 55 requirement for the two-year degree. Most of the majors in the program are in the allied health fields in which the demand far exceeds

the number available. Therefore, the job market, at this time, is not a critical limiting factor.

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*)

Budgetary Constraints: The full-time math instructor who left has not been replaced. This program review will address that later in the Budget Allocation Proposals. Departmental budgets have been reduced and this places a burden on science especially since they have classes that use consumables and must be replaced yearly.

Requirements from four-year institutions: Notification of any articulation changes usually comes from the counselors; for example, the changes in math requirements for science and changes in the structure of general chemistry.

Requirements from two-year allied health programs: The two-year programs have added requirements and changed existing requirement. The changes in requirements have the greatest effect on our students. Chemistry now must be a "General, Biochemistry, and Organic" general class and it must be stated so in the course title.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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:

ANNUAL UPDATE #1:	Faculty members have participated in several conferences and workshops focusing on professional development since October 2012. For the upcoming year, faculty members intend to pursue continuing education opportunities, and attend professional development conferences germane to their disciplines. Faculty have also been invited to make presentations on pedagogy at professional development and research conferences.
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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

Our most recent Program Review for the Natural Science/Mathematics degree is unofficial. The last ones submitted were departmental (2009-2010). The goals of the departments were essentially the same as portions of the Master Plan:

Goal One: Provide learning programs and an environment that ensures student success.

Objective 1.1-Expand and/or revise the curriculum to meet the dynamic needs of students and community. Specifically we address Action 2 in the Plan which states "Develop student skills that promote lifelong learning with competencies in computer literacy, oral and written communication, and critical and analytical thinking." These are emphasized in the student learning outcomes. Natural Science/Mathematics offers a wide variety of courses, each of which is unique in its treatment of diverse topics. Many of the courses have a laboratory component that gives instructors the unique opportunity to really know and work with their students. The laboratory environment promotes teamwork and student-student and student-instructor interactions. Many students have difficulty with their initial science and math courses and BCC has a viable and productive tutoring center for students in need of additional help outside the classroom.

Objective 1.3- Support flexible pedagogies designed to improve student learning and achievement.

Objective 1.5- Develop learning support systems that are effective and flexible to meet changing student needs and enrollment growth. In particular, Action 2, "Enhance collaboration between tutorial services and faculty" by donating instructor copy textbooks and recommending tutors to the Center.

Objective 1.6- Provide modern facilities and classrooms with integrated technologies that support learning programs and accommodate projected student growth. Faculty have been provided with training for both live and online delivery.

Goal Four: Create an effective work environment

Objective 4.1- Enhance college wide dialog and develop a more effective link between department and institutional goals. Action 4 emphasizes planning sessions, objectives, and measurable outcomes contained in a program review.

Goal Five: Improve college programs through systematic evaluation.

Objective 5.2- Align courses and programs with mission, overall curriculum and System's Office reporting taxonomies. Action 2 is adding student learning outcomes to the program template.

Objective 5.3- Include SLO assessment for online courses at all levels of evaluation.
 The Natural Science and Mathematics Program has met or exceeded all of the above stated goals from the last composite program reviews of the individual departments (Biology, Chemistry, Earth Science, and Mathematics).

DATE:

ANNUAL UPDATE #1:

Goal One:
 Objective 1.1: We continue to expand and revise the curriculum as necessary to meet the dynamic needs of our students. Astronomy 2 has been approved through the Chancellor’s Office for delivery. This course offering expands students’ choices in observational science courses. BIOL 2 has been approved through the Curriculum Committee level to be offered as a hybrid class; Biochemistry remains in development.
 Objective 1.3: Faculty continue to support flexible, research-based pedagogies designed to improve student learning and achievement.
 Objective 1.5: Faculty continue to support student use of tutoring services.
 Objective 1.6: Faculty continue to receive training for both live and online delivery of courses in modern facilities and classrooms.

Goal Four:
 Objective 4.1: Faculty remain committed to playing their role in enhancing college-wide dialog and linking department and institutional goals.

Goal Five:
 Objective 5.2: Student learning outcomes were added to the System’s Office reporting taxonomies, enhancing the evaluation of courses.
 Objective 5.3: SLO assessment for online courses continues at all levels of evaluation.

DATE:

ANNUAL UPDATE #2:

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 BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Provide students a successful college learning experience; aligns with Strategic Priority #2.	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract /develop excellent employees - Strengthen college planning/ decision making	#1 Plan and implement programs based on learning needs and career paths	- Evaluate prerequisites - Evaluate curriculum and add new classes as needed - Evaluate current career paths or job market	The COR is up to date and in compliance; the success and retention rates show improvement in critical areas; addition of new classes
		#2 Augment current and emerging technologies to foster student learning	- DE with new Moodle platform - Use of smartboards, tablet pcs, etc. - Computer simulations in the laboratory sciences and the use of the Math lab	Success, retention, and fill rates in online classes with the new more interactive platform. Student surveys on the use of computer simulations in labs
		#3		
<i>Additional Information:</i>	We have students who are not prepared for the rigor of either math or science. Our chemistry course has no prerequisite and weak math students flail and fail when they try to take chemistry. By putting a prerequisite of Math 55 we should be able to increase our success rate by not putting students in the class who are primed to fail.			
DATE: <input type="text" value="OCTOBER 2, 2013"/>	ANNUAL UPDATE #1:	The first goal of the program remains and faculty are in the process of identifying ways in which the outcomes, measures, and assessment of success of the goal can be more quantifiably measured. In the past year, faculty have continued to ensure that all courses are in compliance, noted that retention rates are improving, and new classes are in development. The challenge for 2013-2014 will be to identify ways in which to measure and assess how successful faculty are in providing students with a successful college learning experiences.		
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2 Foster and improve offerings in regard to innovative learning environment that respects diversity; aligns with Strategic Priority #1	<i>List all that apply:</i>	#1 Offer programs and services for individual student populations	- Counselor data on services - Curriculum data from 2 and 4 year schools	Number of transfers; counselor data concerning transfer agreements; degree requirements from 2 and 4-year schools and universities.
		#2 Advance a culture of inclusion that promotes and appreciates the human condition	- Measured with SLOs and PLOs - Professional development and dialog on inclusive strategies	Analysis of the course level assessments and the program level assessments

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#3		
<i>Additional Information:</i>		We need to make sure we have the best, if not the latest, equipment in the laboratory. Students need to be successful in the lab and working with antiquated or broken instrumentation is not the way to achieve success.		
DATE: <input type="text" value="OCTOBER 2, 2013"/>	ANNUAL UPDATE #1:	The second goal of the program remains and faculty are committed to providing innovative learning environments that respects diversity for students. To achieve this goal, faculty need laboratory equipment and professional development funding. Students need access to modern, fully functional instrumentation to be able to achieve success in the Natural Science and Mathematics program. Students benefit from faculty trained in research-based pedagogical approaches learned at professional development workshops and through continuing education opportunities.		
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3		<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"/>		
#4		<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"/>		

ACTION PLAN

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#5		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 20px;" type="text"/>		
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" type="text"/>		
#6		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 20px;" type="text"/>		
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" 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
		Microscopes	\$60,000.00 (total cost for 3 years)		
		Vernier pH probes	\$1200.00		
		Water distiller	\$2000.00		
		Math instructor	\$55,488 Salary \$11,652 Benefits \$15,900 Insur. Total= \$83,040.00		
		Earth Sciences Computer Software	\$2,500.00		
		DVDs for Earth Sciences	\$1,500.00		
		Printer in T-14 Lab	\$500.00		
		Computers in T-14 Lab	\$23,800.00		
		Geology Equipment and Supplies	\$2,500.00		

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	2	Microscopes	\$60,000.00 (total cost for 3 years)		
1	2	Vernier pH probes	\$1200.00		
1	2	Water distiller	\$2000.00		
1	1	Math instructor	\$55,488 Salary \$11,652 Benefits \$15,900 Insur. Total= \$83,040.00		

ANNUAL UPDATE #2:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

This program will strive to provide a learning environment conducive to the success of the student to achieve the basic working knowledge of digital camera and imaging software.

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

Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.

C. Describe how mission and vision align with and contribute to the College’s [Mission](#) and [Vision](#)

Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

Provide the students with a broad base of technical skills in photography, with an added emphasis on visual communication. Prepare students to enter the photographic field in a variety of positions such as production printer, studio photographer, photo lab technician, and free lance photographer.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

FT faculty = 0/ Part-time faculty = 2 Part-time faculty = 100% of the program’s instructors
--

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	53%	Not Applicable

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	Enrolled: 60 Successful: 51 Success 85%	Not Applicable

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	Not Applicable: data not available	Not Applicable

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	1 st Day/Max: 31.11% Census/Max: 22.22% EOT/Max: 21.48%	Not Applicable

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 Learning Outcomes:

1. Demonstrate the technical knowledge for using the photographic digital camera.
2. Define digital photography terminology and identifies image editing software features and their proper use.
3. Create photo-based artwork that demonstrates proficiency in digital photography techniques giving completer the skill to enter or advance in the work force in the field photography.

1.) In 2012-2013, PHOT course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught. We plan continue to assess each class as it is taught. Program outcomes Provide the students with a broad base of technical skills in photography, with an added emphasis on visual communication. Prepare students to enter the photographic field in a variety of positions such as production printer, studio photographer, photo lab technician, and free lance photographer.

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

Revising the SLOs and Course Outlines of record has helped recognize outlines are not up-to-date with photo technology . Classes PHOT 2A and PHOT 2B in the process of updating to digital photography

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

Any remaining SLOs will be placed on the course outlines when courses are taught or created. PHOT classes will be revised to align with new photo technology including digital cameras. Our program outcomes progress

- 1.) Demonstrate the technical knowledge for using the photographic digital camera.
- 2.) Define digital photography terminolgy and identify image editing software features and their proper use.
- 3.) Create photobased artwork that demonstrates profeincy in digital photography techniques giving completer the skills to enter or advance in the work force in the field of Photography.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.)*.

Each week students are required to submit assigned photo's for review on the projection system for class discussion. The students are required to explain their camera settings and technique used in taking the photograph. The Photographs are then reviewed by the rest of the students giving there ideals and comments.

- 2) Summarize the results of these measures.

How well the students understand the assignment and camera techniques. How many of the students participating in class assignments and projects.

- 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.)*

Evaluate the students understanding of the camera operation and photographic techniques assigned to them.

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

N/A

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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?

See the attached form for the two year plan in PHOT

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

There has been a 90% success rate of students completing the classes

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

To update the photo program to increase the number students graduating with Associates degrees in photography

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.

The department updated all course outlines or courses taught in 2012-2103 with SLOs.

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

The curriculum for PHOTO was evaluated in 2012-2013 – resulting in the new SLOs on the course outlines.

The curriculum process at this time, relies on CTE training, program review and curriculum requirements. There is not standing curriculum discussion in the department since until very recently only adjuncts taught in the discipline.

- 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).*

All courses should be in full-compliance at this time. Do the pre-requisites need to be validated again?

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

PHOTO is primarily hand-on and there are no clear plans to change mode of delivery at this time. PHOT Course Outlines of Record will be revised to align with new photo technology including digital cameras.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

5. Internal Factors (see Handbook for worksheet)

A. Strengths

qualified adjuncts," "high success rates

B. Weaknesses

Low completion rates

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

6. External Factors (see Handbook for worksheet)

A. Opportunities

We have an opportunity to increase enrollment by promoting the fact that PHOT can lead to employment or enhance a useful hobby to obtain employment in the arts and photographic world, or to have a useful hobby.

B. Threats

State Budget cuts or the lack of jobs availed in the local community.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

PHOT instructors regularly attend the Barstow Community College CTE training In addition to photo seminars on the latest photographic techniques, and image editing software used in the business industry.

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

Finish curriculum revisions for courses, degree, certificates and SLO's.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.)

No tasks or goals were identified on the last program review due to need for additional training on completing that section

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Research how the classes could become transfer to attract more Students <i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract /develop excellent employees - Strengthen college planning/decision making	#1 Improve dialogue with local businesses	- Work with dean of CTE to outreach at employment summits	OUTCOMES: Business helping inform employees of Photo program MEASURES: ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
		#2 Have counselors and other student contacts become more engaged in the photo department goals	- Outreach to other areas on campus by attending meetings when possible or trying alternative methods of discussions if necessary.	OUTCOMES: more students being informed of photo program MEASURES: ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
		#3 Promote in the community	- Work with dean of CTE to outreach and Public Information officer to promote in amore venues or in more ways	OUTCOMES: More community acknowledgement of photo program MEASURES: ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#2	Provide learning programs and an environment that <i>List all that apply:</i> - Foster innovative learning environment	#1 Expand and/or revise the curriculum to meet the dynamic needs of students	Review current classes and update and change their format to meet with today's	OUTCOMES: More community acknowledgement of photo program

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
ensures student success.	<ul style="list-style-type: none"> - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/decision making 	and community.	changing world and photographic requirements	MEASURES: ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
		#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"/>	
#3	Actively support and promote local economic growth and community development.	<i>List all that apply:</i> <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/decision making 	#1 Determine the educational and training needs of the community.	- Work with dean of CTE to outreach at employers to determent their requirement OUTCOMES: More community acknowledgement of photo program MEASURES: ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
			#2 Establish CTE programs that meet educational and training needs of local employers	- Outreach to community and business in the local and sounding areas by attending meetings when possible or trying alternative methods of discussions if necessary. OUTCOMES: More community acknowledgement of photo program MEASURES: ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
			#3 Provide career exploration opportunities to college and high school students.	- Work with dean of CTE to outreach and Public Information officer to promote OUTCOMES: More community acknowledgement of photo program

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			in amore venues or in more ways	MEASURES: ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
<i>Additional Information:</i>				
	DATE: <input type="text"/>	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"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	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	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#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	1,2,3	Time and support for outreach – also holding meetings with counselors and other key contacts on campus and in the community	????		
2		Studio Equipment (Lighting, Light stands, Softboxes, Backdrops	\$3200.00		
3		Photo studio where Photographic backdrops and lighting can be left setup for ongoing projects	????		
4		New computers to fully operate the photographic editing software	\$35,000.00		

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The Social Science Department fosters critical thinking and communication through exploring broad based, multicultural and multidisciplinary perspectives concerning humanity, society, the environment and human development through transferable courses in the fields of Psychology, Political Science, Sociology, Economics, Business and History.

In addition, the department contributes to the General Education Program of Barstow Community College and thrives to develop and produce graduates who:

- I. Understand and can apply fundamental concepts of our disciplines.
- II. Communicate effectively, both orally and in writing.
- III. Conduct sound research.
- IV. Address issues critically and reflectively.
- V. Create solutions to societal problems.
- VI. Work well with others.
- VII. Respect persons from diverse cultures and backgrounds.
- VIII. Are committed to open-minded inquiry and lifelong learning.

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The Social Sciences at Barstow Community College will provide a collaborative environment for innovation and discovery through facilitating the highest possible level of instruction to our students providing them with pathways to both degree completion and transfer.

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The Social Sciences align with and contribute to Barstow Community College's Mission and Vision in the following ways:

- A. Offering comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.

It is the desire of the Social Sciences to continue to expand and/or revise the curriculum to meet the dynamic needs of students and the greater academic community leading to more student transfers to four-year colleges and universities. It is our goal to continue to develop student skills that promote lifelong learning with competencies in human and self-understanding, oral and written communication, and critical and analytical thinking.

We will continue to support flexible pedagogies designed to improve student learning and achievement. Our faculty seeks consistent improvement through reviewing their teaching methods at the start of every semester.

Our faculty is of the opinion that learning best takes place in modern facilities and classrooms with integrated technologies that support learning and accommodate projected student growth. In

order to better prepare our students our faculty regularly attend Best Practice meetings and seminars to stay current and enhance professional developed with the aim of improving both live and distance delivery of our courses.

B. Create an effective work environment

It is the goal of the Social Sciences to embrace college-wide communication and ensure that our goals more effectively link with those of other units and the institution.

C. Improve college programs through systematic evaluation.

It is the goal of the Social Sciences to ensure alignment between our courses and programs with the mission and overall curriculum direction of the institution.

DATE:

ANNUAL UPDATE #1:

Social Sciences Mission Statement

The Social Science Department provides a broadly based, multicultural and multidisciplinary perspective utilizing critical thinking on humanity, society, the environment and development through transferable courses in the fields of psychology, political science, sociology, economics, business and history.

In addition, the department offers general education courses that provide an understanding of the complexity and diversity of the world's peoples and their problems through empirical analysis and qualitative written and oral assessment.

Courses have a global social orientation such as comprehension of class, ethnicity, gender and sexual orientation, religion, past and present civilizations, political economy, physical environments and environmental sustainability.

DATE:

ANNUAL UPDATE #2:

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.

The Social Sciences at Barstow College comprises courses in the following disciplines:

- Administration of Justice
- Anthropology
- Allied Health
- Archaeology
- Business Administration
- Economics
- Ethnic Studies
- Geography
- History
- Political Science
- Psychology
- Sociology

The Social Sciences has four full-time faculty members that teach courses within our disciplines. These full-time faculty members are housed within Psychology, Sociology, Political Science and Economics/History. Three of the faculty members are housed at the Barstow campus and one is housed offsite at a satellite location. The rest of our courses are taught by adjunct or part-time instructors.

Our students come from diverse backgrounds and populations. We serve traditional aged students, returning students and first-generation college students. In a survey of 188 students enrolled in Social Science classes taken during the Fall of 2012, it was discovered that 63.3% were taking classes as either a major or minor requirement leading toward a degree.

The Social Sciences has a history of employing flexible pedagogies designed to improve student learning and achievement. Courses offered by the Social Science unit can be taken in several formats (i.e., early morning, late evening, online, hybrid, et cetera).

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	1244	1060
b) Part-time:	1126	2369
3) Course Success/Retention Rate		
	TRADITIONAL	ONLINE
a) Full-time:	81%	66%
b) Part-time:	71%	62%
4) WSCH/FTEF Ratio		
	TRADITIONAL	ONLINE
a) Full-time:	Report was unavailable at time of this review	Report was unavailable at time of this review
b) Part-time:	Report was unavailable at time of this review	Report was unavailable at time of this review
5) Fill Rate		
	TRADITIONAL	ONLINE
a) Full-time:	Day 1: 69.82% Census: 61.13% EOT: 58.44%	Day 1: 66.64% Census: 58.54% EOT: 51.97%
b) Part-time:	Day 1: 75.44% Census: 65.99% EOT: 59.61%	Day 1: 85.55% Census: 70.13% EOT: 61.11%

DATE:

1. Program Data

A. Performance Data

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.

PSLOs: (not given in previous program review)

Summarization of Progress:

A new DCP Coordinator has taken over for the Social Sciences, since our last program review. In pursuing data on SLO and PLO outcomes it was revealed that none of the courses offered in Spring 2012 for the Social Sciences engaged in the Class Climate Evaluation process, which makes it hard to track progress made on both Program Level Outcomes (PLOs) and Course-Level Student Learning Outcomes (SLOs) for the Social Sciences since our last program review.

As mentioned earlier, per a random sample of Course Outline of Records for disciplines within the Social Sciences, it is estimated that the percentage of courses with Course Outline of Records in full compliance with curriculum standards for the Social Sciences is near 70%, with 30% in need of revisions and updates to be in compliance. ?

It has been discovered that a majority of SLOs for Psychology courses were not in compliance, with some of the courses having as many as forty (40) SLOs on one Course Outline of Record. The recently hired full-time Psychology Instructor is looking to change this following a standard of no more than five SLOs per course. His plan is to label three as Essential SLOs, which will be measured for each class for future Program Reviews. The remaining two SLOs will be categorized as Important addressing skills or competencies that the students will need to develop in order to be successful students or professional in Psychology, but do not need to be measured specifically. It is assumed that these skills will feed into their ability to accomplish the Essential SLOs.

- 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.

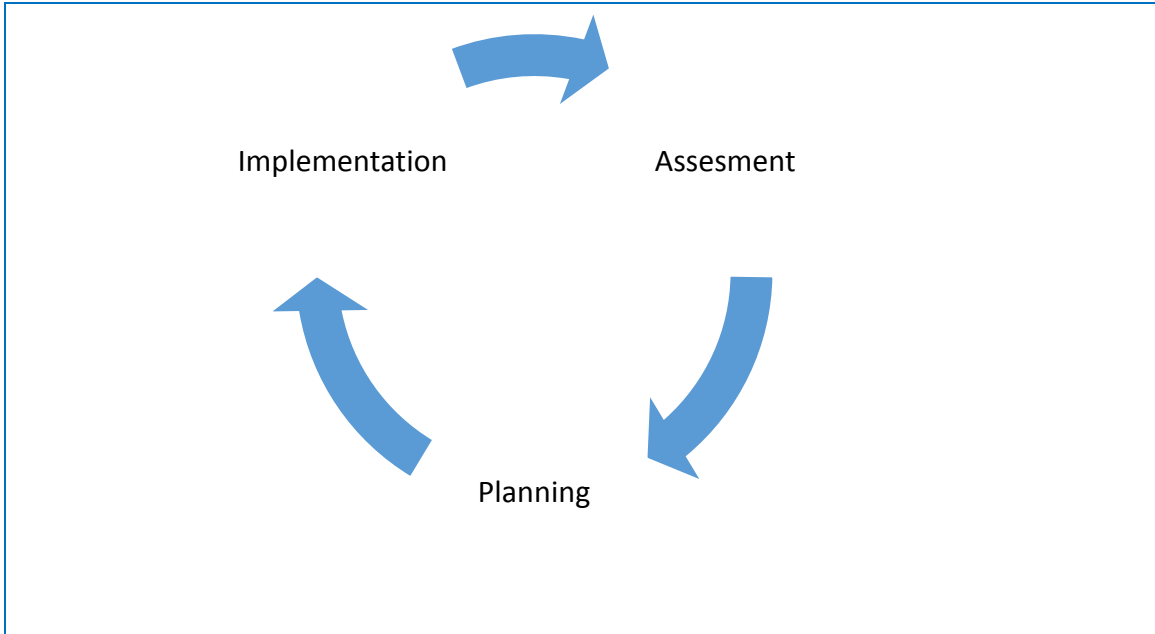
The outcome process of this assessment has been very eye opening for those in the Social Sciences; having identified both internal and external factors that have the ability to contribute to both our success and failure as a division in the coming years. As a result, we have set several SMART goals that we will aim to pursue that address taking advantage of some of our identified strengths as well as mitigating some of our identified weakness.

- 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?)

The Social Sciences does not view the assessment cycle as having a start date and end date, but instead has a continuous process of gathering, evaluating and communicating information to be used to improve our effectiveness. Therefore we accept the following cycle:



DATE:

3. Program Data

B. Progress on PLOs and SLOs

ANNUAL UPDATE #1:

OVERVIEW for Social Sciences: In 2012-2013, for each course taught in that academic year, all Social Science 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. Dialogue has been occurring

In addition at the program level, some instructors have been invited to participate in a TracDat pilot in Fall 13 which will make the process of tracking program assessments from course reports easier.

Program Learning Outcomes(ADJU A.S. degree and Certificate):

1. Evaluate and analyze the political and public administrative aspects of criminal justice organizations.
2. Understand and apply principles and procedures of the justice system from law enforcement to courts and corrections.
3. Demonstrate an understanding of the functions of police, courts, and corrections.
4. Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.

Additional support/mentorship to students who have difficulty with research and writing is being provided and there has been much success in overall student achievement as a result. Students have been encouraged to use the online library databases, been instructed which databases are useful for Criminal Justice Research, have been provided links to assist in APA formatting and have been encouraged the use of the grammar and

spell check program through MSWord, as well as Grammarly (A program for advanced proofreading and grammar support), and are encouraged to utilize the free tutorial services offered through the LRC Library Solarium or via Skype or CCCConfer.

All student learning outcomes were assessed for each course taught and final exam questions have been designed to measure specific student learning outcomes with much success. The ADJU department will continue to assess each class as it is taught.

No Changes indicated for AHLT, BADM, ECON, ETHN, HIST, or SOCI.

PSYCH – The current full-time psychology instructor was hired in Spring 2013 and this SLO data reflects Spring 2013 only. The recently adopted SLO's were used and assessed for PSYC 1, 2 and 11. Psych 1 students achieved a 70% on formal assessment of SLO's and 77% on qualitative work. Psych 2 students achieved 83% qualitative scores and 100% of the students passed the course earning a C or higher. Psych 11 students' SLOs were assessed through qualitative study guides, formal assessment, public presentations and writing assignments and 86% of the students in the face – to –face courses passed with a grade of C or higher. Students in the online courses were assessed formally and with qualitative writing assignments. Most of these students, 83%, passed with a grade of C or higher.

POLI – I have improved my SLO's so that they more accurately reflect efforts to improve the courses that I teach.

2) I have increased efforts to email students whose performance is lagging to pick up the pace and catch up. These efforts have led to greater student success and less "Instructor Dropped" and failed students. I have added bonus and extra credit opportunities to my courses to assist all students. I have extended deadlines in all areas so that students who have personal emergencies can still be successful. I created a non-graded discussion area to allow students to consider and comment on current events, thus making the course more interesting.

3) In the future, I will creatively consider new ideas to improve student performance and retention. (Roger Marrietta – POLI 1 & 2 online)

As I teach the course, I continually attempt to make changes to the SLOs so they more accurately reflect that which is covered in the course and what is expected from the students taking these courses. Furthermore, they are improved to reflect a higher level of learning. (I will send copies of my SLOs from my classes as requested. They are not on the computer I am currently using.)

I have attempted to set up more appointments to meet with students before class. I have also attempted to provide more opportunities for students to do additional work when needed. I have also made my lecture's PowerPoint presentations available online so that students can focus on discussion in class and writing down additional information instead of just trying to copy what is on the board.

am continually trying to improve my SLOs to reach a higher level of education, and one that not only helps the students better understand the subject but are better developed learners. I will continue to reach out to students, and will attempt to provide more assignments to students that require them to think about the issues and grow in them. (Jacob Lenerville - POLI 1 & 2 at Fort Irwin)

B. 2

ADJU - Revising the SLOs and Course Outlines of record has helped to align specific areas of concern in the various ADJU courses. More specifically the final exam questions have been aligned so that they have a direct link to learning outcomes. In this way an assessment can be made to see what, if any learning outcomes are not being covered fully enough within the course and an adjustment can be made for future terms.

B. 3.

ADJU - The program outcomes progress remains a work in progress. As courses are offered and learning outcomes measured each term the department can identify what, if any weaknesses may need to be addressed. In the online course offerings weekly discussions and exam questions within some of the courses have been modified as a result of this review. The Corrections courses were reassigned to a new instructor for Spring 2013. All Corrections courses are being revamped and there are still several courses in corrections that have not yet been evaluated. However, it is expected that all will have been evaluated by next year.

DATE:

ANNUAL UPDATE #2:

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.).*

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

In Fall 2012 the Social Sciences conducted two separate surveys. The first survey was taken by three of the four full- time faculty members and the second was taken by 188 students enrolled in seven sections of Social Science courses (Human Sexuality, Introduction to Psychology, Developmental Psychology, Accounting, History 2B, Orientation and Introduction to Sociology). The two surveys used are attached for the record.

- 2) **Summarize the results of these measures.**

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

In Fall 2012 the Social Sciences conducted two separate surveys. The first survey was taken by three of the four full- time faculty members and the second was taken by 188 students enrolled in seven sections of Social Science courses (Human Sexuality, Introduction to Psychology, Developmental Psychology, Accounting, History 2B, Orientation and Introduction to Sociology). The two surveys used are attached

for the record. In the Social Sciences data obtained from students indicate that the majority of students feel the amount of effort needed to succeed in a course offered by the Social Sciences is Much Higher than that of other college courses they have taken.

It was revealed in our survey that a majority (73.9 %) of students surveyed view the Intellectual Challenge offered by the courses in the Social Sciences to be above average. The table below shows the percentages obtained:

Intellectual Challenge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much Lower	3	1.6	1.6	1.6
	Much Lower Plus 1	1	.5	.5	2.2
	Much Lower Plus 2	1	.5	.5	2.7
	Average	39	20.7	21.3	24.0
	Average Plus 1	16	8.5	8.7	32.8
	Average Plus 2	70	37.2	38.3	71.0
	Much Higher	53	28.2	29.0	100.0
	Total	183	97.3	100.0	
Missing	System	5	2.7		
Total		188	100.0		

Our survey of students indicates that a majority of students believed the amount they have learned in their Social Science course was excellent. The table below shows the percentages obtained:

Amount Learned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	4	2.1	2.1	2.1
	Fair	5	2.7	2.7	4.8
	Good	26	13.8	13.9	18.7
	Very Good	70	37.2	37.4	56.1
	Excellent	82	43.6	43.9	100.0
	Total	187	99.5	100.0	
Missing	System	1	.5		
Total		188	100.0		

The majority of students taking Social Science courses are taking them as a result of major requirement. Please see the table below:

Course Best Described				
	Frequency	Percent	Valid Percent	Cumulative Percent
Major Requirement	85	45.2	46.4	46.4
Minor Requirement	34	18.1	18.6	65.0
Valid General Education Requirement	52	27.7	28.4	93.4
Elective	9	4.8	4.9	98.4
Other	3	1.6	1.6	100.0
Total	183	97.3	100.0	
Missing System	5	2.7		
Total	188	100.0		

- 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.

As a result of the two surveys, which were given to both full-time faculty and students the following major themes have merged. The majority of students that were enrolled in classes indicated the class was a Major Requirement. The majority of students surveyed expressed that the courses offered by the Social Sciences offer an above average intellectual challenge relative to other college courses they have taken. Students enrolled in Social Science courses indicated they felt the material they were learning was both relevant and useful.

It appears that the faculty of Social Sciences need to meet and regularly dialogue to ensure both full-time and adjunct faculty are aware of the unit's goals and understand the link between the goals and mission of the Social Sciences and the greater Barstow College.

According to the faculty survey, it appears to be a need for more training and development to help both full-time and part-time faculty increase their performance.

Through the faculty survey it has been revealed that there is a need for the Social Science faculty to develop ground rules and norms concerning assessments and the evaluation process.

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

DATE:

3. Program Data

C. Supporting Assessment Data

2012-2013 Degrees/Certificates Awarded in Social Sciences

AA-Social Sciences	105
--------------------	-----

ANNUAL UPDATE #1:	AAT-Psychology	3
	AAT-Sociology	4
2012-2013 Students Enrolled with Declared Major		
	Psychology	70
	Residential Electrical	2
	Social Science	1,189
	Sociology	29
DATE:	<input type="text"/>	
ANNUAL UPDATE #2:	<input type="text"/>	

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.

The following are the goals the Social Sciences would like to have completed within the next two years:

2012-2013

- 85% of Course Outline of Records in compliance by end of academic year.
- New Psychology SLOs adopted by end of academic year.
- Bi-Annual meetings between full-time and part-time Social Science faculty starting in Spring 2013.
- Annual review and updates of Course Outline of Records by full-time faculty by the end of the academic year.

2013-2014

- Full-time faculty to take on at least two part-time adjunct faculty members to mentor.
- Quarterly meetings between full-time and part-time Social Science faculty.
- Annual review and updates of Course Outline of Records by full-time faculty by the end of the academic year.

The following courses to Psychology coursed developed and submitted to curriculum: Introduction to Industrial/Organizational Psychology, Introduction to Social Psychology, Group Processes and Virtual Teams, Introduction to Personality Psychology, Human Dynamics and Organizational Leadership, Introduction to Forensic Psychology.

- 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:

OVERVIEW for Social Sciences: Social Sciences includes 14 disciplines and 66 distinct classes No discipline specific data indicated for ADJU, AHLT, BADM, ECON, ETHN, HIST, POLI or PSYC.

ASSOCIATE OF ARTS, SOCIAL SCIENCE

These courses emphasize the study of humankind and the individual as viewed within a historical, sociological, and psychological perspective. Students will evaluate and interpret the ways in which individuals through the ages and in different cultures respond to themselves and the world around them within past, present, and future contexts. This program requires 18 units in Social Science including a minimum of 3 units in at least three different departments from the list below.

Program Outcomes:

Upon completion of the Social Sciences AS Program, the student will be able to do the following.

1. Evaluate and interpret the ways in which individuals through the ages and in different cultures respond to themselves and the world around them within past, present, and future contexts. (Global Awareness)
2. Analyze/identify the relationship between themselves and the various social, political, and/or economic institutions. (Critical Thinking)
3. Read, interpret, comprehend, and apply the theories of social sciences.

Administration of Justice - ADJU 1, 3, 5, 8

Anthropology - ANTH 1, 4

Allied Health - AHLT 70, 72 - 75

Archaeology - ARCH 1, 5, 10, and a maximum of 3 units from ARCH 50, 51, 52, 53A, 53B, 53C, 53D

Business Administration - BADM 1, 2, 5

Economics - ECON 1, 2, 5

Ethnic Studies - ETHN 1, 2, 4

Geography - GEOG 2

History - HIST 1A, 1B, 2A, 2B, 3, 4, 5, 7, 8A, 8B, 12, 50

Political Science - POLI 1, 2

Psychology - PSYC 1, 2, 3, 4/CHLD 4, PSYC 5, 6, 11, 13/PELC 1, PSYC 14, 15, 33

Sociology - SOCI 1, 2, 3, 4, 6/CHLD 6, SOCI 8, 14, 15

Orientation - ORIE 1

Question 3.D.1: What is the program's Two-Year Scheduling Plan?

Two Year ADJUS Teaching Schedule: Part of Social Sciences and ADJU AS	Two Year Psychology Teaching Schedule: Part of Social Sciences and Psychology AA-T	Two year Sociology teaching schedule: Part of Social Sciences and Sociology AA-T
<u>FALL 2013</u> ADJUS 1 ADJUS 2 ADJUS 3 ADJUS 4 ADJUS 5 ADJUS 6 ADJUS 7 ADJUS 8	<u>FALL 2013</u> PSYC 1 PSYC 2 PSYC 11/ BIOL 11 PSYC 11/BIOL 11 PSYC 3 OR PSYC 5	<u>Fall 2013</u> SOC 1 SOC 2 SOC 3 SOC 6 SOC 8 SOC 12 SOC 14 SOC 15
<u>SPRING 2014</u> ADJUS 1 ADJUS 2 ADJUS 3 ADJUS 5 ADJUS 6 ADJUS 7 ADJUS 8	<u>SPRING 2014</u> PSYC 11/ BIOL 11 PSYC 11/ BIOL 11 PSYC 1 PSYC 2 PSYC 13	<u>SPRING 2014</u> SOC 1 SOC 2 SOC 3 SOC 6 SOC 14 SOC 15
<u>FALL 2014</u> ADJUS 1 ADJUS 2 ADJUS 3 ADJUS 4 ADJUS 5 ADJUS 6 ADJUS 7 ADJUS 8	<u>FALL 2014</u> PSYC 12/ SOC 12 PSYC 4 PSYC 1 PSYC 2 PSYC 11 / BIOL 11	<u>FALL 2014</u> SOC 1 SOC 2 SOC 3 SOC 6 SOC 8 SOC 12 SOC 14 SOC 15
<u>SPRING 2015</u> ADJUS 1 ADJUS 2 ADJUS 3 ADJUS 5 ADJUS 6 ADJUS 7 ADJUS 8	<u>SPRING 2015</u> PSYC 11 / BIOL 11 PSYC 11/ BIOL 11 PSYC 13 PSYC 1 PSYC 3 OR 5	<u>SPRING 2015</u> SOC 1 SOC 2 SOC 3 SOC 6 SOC 14 SOC 15

Question 3.D.2 Data regarding student success rates were not included in the previous program review. Current data is available and will be used to assess student success rates as a measure of the two year scheduling cycle.

Question 3.D.3 The Psychology and Sociology degree programs are less than three years old. Comparison data to years past is not available. Moving forward, 70 students have declared a major in Psychology and 29 students have declared a major in Sociology. Spring 2014 may provide two year cycle graduation rates for these programs.

DATE: ANNUAL UPDATE #2:

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.

- Administration of Justice – (13)
- Anthropology -- (3)
- Allied Health (6)
- Archaeology – (10)
- Business Administration – (16)
- Economics – (3)
- Ethnic Studies – (3)
- Geography – (6)
- History – (13)
- Political Science – (3)
- Psychology – (15)
- Sociology – (10)
- Social Science Total (101)

Per a random sample of Course Outlines of Record for disciplines within the Social Sciences, it is estimated that the percentage of courses with Course Outline of Record in full compliance with curriculum standards for the Social Sciences is near 70%, with 30% in need of revisions and updates to be in compliance.

Prerequisites – A random sample of Course Outlines of Records for the Social Sciences, revealed that less than 1% of courses in the unit require prerequisites.

2. Co-requisites – A random sample of Course Outlines of Records for the Social Sciences, revealed that less than 1% of courses in the unit require Co-requisites.

3. Advisory -- A random sample of Course Outlines of Records for the Social Sciences, revealed that less than 1% of courses in the unit has advisory.

- 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.

Per a random sample of Course Outlines of Record for disciplines within the Social Sciences, it is estimated that the percentage of courses with Course Outline of Record in full compliance with curriculum standards for the Social Sciences is near 70%, with 30% in need of revisions and updates to be in compliance.

As we move forward, it is the goal of the Social Sciences to make sure that all programs in which there is a full-time faculty member are in compliance with curriculum standards and can pass an annual internal divisional audit. The goal is to ensure that all Course Outlines of Record are reviewed annually and updated as needed by each full-time faculty member in their discipline.

For those disciplines in the Social Sciences in which there is no full-time faculty member, it is the goal of the Social Sciences to make sure these courses are reviewed and or updated every three years in partnership with part-time and adjunct faculty members who are teaching in those disciplines.

- 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.

A review of our current Psychology course offerings reveals a lack in Social, Industrial/Organizational, Forensic and other Applied Psychology courses; these areas have been identified as the largest and fastest growing areas in terms of job growth and research projections for Psychology. It is suggested that the following course titles be developed within the next two to three years to offset this dearth in our current offerings :

Courses to Develop

- Introduction to Industrial/Organizational Psychology
- Introduction to Social Psychology
- Group Processes and Virtual Teams
- Introduction to Personality Psychology
- Human Dynamics and Organizational Leadership
- Introduction to Forensic Psychology

The Social Sciences currently has a large number of courses that are currently offered both live and in online delivery formats. In a SWOT analysis conducted by three of the four full-time faculty members it was pointed out that one of the opportunities for our unit is increase the number of online and hybrid sections offered. It is our assumption that online delivery will help the college save on cost associated with brick and mortar offerings, but also has the ability to increase revenue in terms of contract education and increase enrollment.

DATE:

4. Curriculum

ANNUAL UPDATE #1:

OVERVIEW for Social Sciences: Social Sciences includes 14 disciplines and 66 distinct classes. No discipline specific data indicated for AHLT, BADM, ECON, ETHN, HIST, POLI or. See specifics for SOCI below:

NO course in the Social Sciences program has Prerequisites/Co-requisites/Advisory.

4. A - Sociology Soc 12/Psych 12 has been taught only once in Spring 2013. It is on the Fall 2013 schedule for the 2nd nine weeks and will be subsequently offered every Fall term.

4. B All courses that were taught in Fall 12 and Spring 13 had to update course outlines to be compliant.

4D - Sociology Courses to develop: include 1) Sociology of Race, Class, and Gender, and 2) Sociological Theory

DATE:

ANNUAL UPDATE #2:

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?

A SWOT analysis conducted by three of the four full-time faculty members revealed the following strengths of our unit:

Delivery:

- A. Course are offered both online and through traditional methods of instruction
- B. Convenient scheduling – mixture of morning, afternoon, evening and online course offerings

Instructional Design:

- A. Blended learning
- B. Understanding of Learning Theories
- C. Assessments
- D. Innovative methods of instruction

Human Capital:

- A. Diversified Staff
- B. Credentialed Instructors
- C. Skilled Instructor pool

B. Weaknesses

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

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

Equipment:

- A. Facilities/labs/equipment need upgrades and improvement
- B. Access to advance tools and information not easily approved

Inability for long range planning:

- A. Lack of an ability to plan due to funding and budgeting uncertainty
 - B. Communication between full-time and adjunct faculty nonexistent
- College Internal Processes**
- A. Time to get spending approved
 - B. Bureaucracy
 - C. Board approvals

DATE:

5. Internal Factors:

A. Strengths

B. Weaknesses

ANNUAL UPDATE #1:

Overview:
 No Changed indicated for AHLT, BADM, ECON, ETHN, HIST, PSYC, or SOCI

ADJU – Strengths

- Involved faculty who attend all Saturday trainings and positive word of mouth from students
- The discipline has worked together well from a distance

- Weaknesses

- No lead to work with state and college documentation requirements
- No way to track students whose “success” is getting a job, not completing a certificate or degree

POLI – Strengths:

- 1) The 9 week online courses allow working and non-traditional students the opportunity to learn in a fast paced environment;
- 2) Today's world cultivates a short attention span and the nine week classes fit that need in a flexible online course.

Weaknesses:

- 1) 50 students is a lot for one course. (RM)

Strengths

1. At the Ft. Irwin campus, the shorter 8 week semesters in the Fall and Spring and the shorter Summer courses allow for the schedule of those living and working at the Fort, yet still provides a great opportunity for them to learn.
2. I believe my area of study is very useful for my students in having a global understanding. Is very useful for those at the Ft. Irwin campus as they are engaged in world events more so than the average student. (RL)

Weaknesses

1. More resources for the classroom are always great but not required.
2. More information for the students to do more online work. (RL)

DATE:

ANNUAL UPDATE #2:

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)*

1. Offering More Online & Hybrid Classes
2. Better communication and partnership with four-year institutions.

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)*

1. Outdated technology for offering online course delivery
2. California budget uncertainty

DATE:

1. External Factors

A. Opportunities

B. Threats

ANNUAL UPDATE #1:

Overview:

No Changed indicated for AHLT, BADM, ECON, ETHN, HIST, PSYC, or SOCI

ADJU - Opportunities

- New state delineated Transfer degree a possibility for students transferring to CSU
- The new partnership with Park University which is working to continue BCC ADJU students to a 4 year degree on the BCC site

POLI – Opportunities:

1) There are many higher education institutions offering online courses but BCC has the lowest price per credit hour that I am aware of.

Threats:

1) Public funding cuts directly impact our college. (RM)

Opportunities

1. Stabilizing economy
2. Numerous new soldiers returning to Ft. Irwin from duties overseas

B. Threats

1. Budget (still weaker economy) (RL)

DATE:

ANNUAL UPDATE #2:

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.

No input on 2012 review

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

No input on 2012 review

DATE:

2. Continuing Education/Professional Development

- A. Continuing education / professional dev.
 B. Plans for continuing education / professional dev.

ANNUAL UPDATE #1:

Overview:
 No Changed indicated for ADJU, AHLT, BADM, ECON, ETHN, HIST, PSYC, or SOCI.
 Discipline specifics info for POLI and PELC 13 below:

7A. Barstow College will adopt Moodle for online instruction in Spring 2014. Instructors are in the process of updating their computer skills to include Moodle proficiency through online training modules. Professors have been actively pursuing professional development during the current cycle. Here are some examples:

ADJU instructors regularly attend the Barstow Community College CTE training. In addition, the lead faculty Michael Beshears and Michelle Beshears have attended the Sloan - C workshop Exemplary Institutions: Addressing Faculty Workload and APUS 201: Learning Objectives workshop.

POLI – Roger Marietta: 1) In the last year, I completed 7 training courses through the Georgia Municipal Association (GMA) Elected Official Training. These included courses on Public Pensions, Public Relations, Sustainability, Municipal Finance, Downtown Development, Social Networking, and Emergency Management,
 2) I completed the first phase of the MOODLE training online at BCC.
 3) I completed several online training courses for the D2L learning system through USG eCore and Darton State College.
 4) I attended several seminars at the Georgia Political Science Association (GPSA) Annual Conference and served as the Chair and now, past Chair, of the Regents Advisory Committee for Political Science.
 5) I attended BANNER training classes at Darton State College. (RM)

POLI - Jacob Lenerville;
 1. 6 hours of professional development at ACSI Convention. Included courses on lecture planning, providing reading material, delving into

Bloom’s Taxonomy (crafting SLOs), and understanding the mechanics of learning (the brain).

2. 30 hours of AP training at the AP By the Sea Program
3. 8 hours professional development at Victor Valley Christian School (I am faculty there). Includes working curriculum planning and technology use.

B. Am looking into further classes, as well as CEU training (online) through ACSI (includes numerous online seminars and other classes), on campus training at VVCS. Hope to attend future training at BCC for Moodle.

Psych 13: Dr. Michael Karpel; I am actively engaged within the sports psychology field and have close colleagues that work directly in this field. So cutting edge material is supplemented via e-mail’s or through discussion posts.

7B.
 ADJU - Department members will continue to attend the CTE training meetings. The CTE department does not currently require continuing education training and/or track it for adjuncts. The department is not aware of future plans to do so. Michael Beshears and Michelle Beshears attend at least 2 continuing education courses a year on a regular basis and will continue to do so.

DATE:

ANNUAL UPDATE #2:

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

As stated earlier, there is a new DCP Coordinator that has stepped into this role for the Social Sciences. The Social Sciences have undergone considerable change since our last program review in terms of both staff and resources. The goals that were outlined in our last full program review and progress made toward achieving those benchmarks have been lost and unable to be quantified. It is our goal moving forward that this doesn’t happen in the future and that things will be able to be consistent for the foreseeable future.

DATE:

ANNUAL UPDATE #1: Overview:
 No Changed indicated for AHLT, BADM, ECON, ETHN, HIST, PSYC, or SOCI.

ADJU - SLO’s have been redeveloped for Corrections courses and are currently being utilized in online courses. The department has assessed and/or is assessing

SLOs for all ADJU Law Enforcement courses for the current year. The department has incorporated final exams that measure student learning outcomes with positive results. It also continues to evaluate the effective measurement of PLOs and SLO's as well as ensure proper alignment of the SLOs with PLOs. The department is currently in agreement that the SLO's do align with the current PLOs, but it will continue work with the Dean of Instruction to ensure that there is a clear distinction between SLOs and course objectives.

POLI – Expand Comparative and International Relations courses offered.

- More online courses, when appropriate.
- Expand full time faculty and expand POLI classes as part of Social Science degree. (JL)

DATE:

ANNUAL UPDATE #2:

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 BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Develop and produce graduates who: <ol style="list-style-type: none"> I. Understand and can apply fundamental concepts of our disciplines. II. Communicate effectively, both orally and in writing. III. Conduct sound research. IV. Address issues critically and reflectively. V. Create solutions to societal problems. VI. Work well with others. VII. Respect persons from diverse cultures and backgrounds. Are committed to open-minded inquiry and lifelong learning.	List all that apply: Foster innovative learning environment Provide Successful college learning experience Promote and support student engagement	#1 To increase the number of social science students who successfully complete their degree before transferring to a four-year institution	- Review all Course Outline of Records - Annually Update Course Outline of Records - Standardize SLOs	1. Course Completion Rates.. 2. Course Success and Retention Rates.. 3. Transfer and Completion Rates of Social Science Students
		#2 To increase the number of students that successfully complete social science courses through offering workshops and supplemental resources that enhance their learning of course material	- Regularly review available resources that can help enhance student learning - Quarterly sponsor workshops and activities that enhance the learning experience of Social Science students - Obtain licenses for SPSS to ensure that students enrolled in PSYC 12/ SOCI 12 have resources needed to be successful Research Methods	1. Course Success and Retention Rates.. 2. The number of workshops and supplemental resources that enhance student learning offered to students
		#3 To increase partnerships and working relationships with four-year institutions...	- Review a list both free and paid workshops, conferences, webinars that faculty can attend. - Reach out and visit faculty of other regional colleges and universities to develop a list of best practices...	1. The number of conferences and professional meetings attended by faculty... 2. The number of calls and or visits to faculty members at four-year institutions
<i>Additional Information:</i>				
	<div style="border: 1px solid black; padding: 2px;">OCTOBER 2, 2012</div>	ANNUAL UPDATE #1:	In the academic year ending Spring 2013, the Social Science Division had 105 students graduate. This represents the highest number of students graduating of all divisions at the college during this period. We will continue to monitor these success rates.	
	<div style="border: 1px solid black; width: 100px; height: 20px;"></div>	ANNUAL UPDATE #2:	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>	
#2 Increase discussion and dialogue between full-time and part-time faculty of the Social Sciences	List all that apply: Attract/ develop excellent employees	#1 To increase the number of planned and scheduled faculty conversations and interactions between faculty members	- Obtain a list of all part-time faculty teaching for the Social Sciences - Schedule workshops and activities for Social Science faculty	1. Documented faculty meetings. 2. Minutes from faculty meetings

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			- Assign full-time faculty two part-time faculty mentees	
		#2 To improve numbers and averages on the Social Science Faculty Departmental Survey Assessment	- Annually give the Faculty Departmental Survey - Assessment to full-time and part-time faculty	Annual Faculty Departmental Survey Assessment Results
		#3		
<i>Additional Information:</i>				
	<input type="text" value="OCTOBER 2, 2012"/>	ANNUAL UPDATE #1:	Last year no part-time faculty participated in this area. This year five adjunct faculty from the Social Science Division participated in the annual update process. Ongoing efforts to get greater participation will continue.	
	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#3		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	<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"/>	ANNUAL UPDATE #1:	<input type="text"/>	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	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

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The Warehousing and Logistics Program is designed to prepare students for entry level positions and career paths in Supply Chain Management. The program is designed to prepare students with foundation knowledge and skills for positions with increasing responsibility that match those in today's supply chain industries. Graduates of the AA and certificate program will qualify for positions with government agencies as well as those in the private sector. Employment opportunities include but not limited to the following: Inventory Control Technician, Logistics Technician, Logistics Services Salesperson, Material Technician, Production Technician, Purchasing Technician, Vendor Managed Inventory Support Technician and Warehousing Operations Support Technician.

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

- o Flip the classroom to be more accommodating to the 21st century student with hybrid/online courses. Students enrolled in hybrid/online courses may come to campus at scheduled times and meet with their professors and fellow students. Pedagogical value is hybrid courses contextualize the mastery of 21st century work processes through: web navigation, research, applications, email, blogging; volgging and mobility,
- o Provide career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.
- o Offer programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
- o Partner with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.

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

Program is aligned to BCC mission with implantation 1 – 4 Level Warehousing/Logistics Critical Thinking Rubric with emphasis specifically on the following:

- Managing ambiguities.
- Evaluation of complex information.
- Identify key factors/theories and their relationships.
- Apply reliable information to issues within wider context.
- Demonstration of curiosity for self- reflection.
- Pursues questions analyzes points of view.
- Independently frame questions and information researches.

DATE:

ANNUAL UPDATE #1:	
DATE:	
ANNUAL UPDATE #2:	

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?

Logistics is the universal thread or “pipeline” that plans and coordinates the delivery of products and services to customers all over the world. Logistics professionals manage and coordinate activities in this global pipeline to ensure an effective and efficient flow of materials and information from the time a need arises until it is satisfied and beyond. Some of the many activities involved in logistics include: *customer service, warehousing, inventory control, transportation, materials handling, forecasting, purchasing, strategic planning.*

Job Profiles:

- Customer Service Manager
- International Logistics Manager
- Inventory Control Manager *
- Logistics Engineer
- Logistics Manager *
- Logistics Services Salesperson *
- Logistics Software Manager
- Materials Manager *
- Production Manager *
- Purchasing Manager *
- Supply Chain Manager *
- Systems Support Manager (MIS)
- Transportation Manager
- Vendor Managed Inventory Coordinator *
- Warehouse Operations Manager*

* BCC Logistics/Warehousing Certificate and AA Programs will enable students to gain entry-level positions in those jobs. Other positions will require upper level studies/courses that leads to a four-year degree.

DATE:	<input style="width: 95%;" type="text"/>
ANNUAL UPDATE #1:	<input style="width: 95%; height: 40px;" type="text"/>
DATE:	<input style="width: 95%;" type="text"/>
ANNUAL UPDATE #2:	<input style="width: 95%; height: 40px;" type="text"/>

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

Part-Time: 201207 WARE Total: 3 201303 WARE Total: 3
--

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	None	None
b) Part-time:	None: Part-time.	<p><u>201207</u>: 21035 (WARE 55) Enrolled – 25.</p> <p>20136 (WARE61) Enrolled- 23.</p> <p>20466 (WARE59 Enrolled – 19.</p> <p><u>Total</u>: 54</p> <p><u>201303</u>: 40955 (WARE55) Enrolled – 14.</p> <p>40956 (WARE57) Enrolled- 15.</p> <p>40973 (WARE59) Enrolled- 10.</p> <p>41242 (WARE55) Enrolled- 17.</p> <p><u>Total</u>: 41</p>

Total All Items: 80

3) Course Success/Retention Rate

TRADITIONAL

ONLINE

a) Full-time:

None

None

None:Part-time.

201207:
 20135(WARE55) 27 – 17 – 63%
 20136(WARE61) 41 – 14 – 34%.
 20466(WAR59) 26 – 14 – 54%.
201303:
 40955(WARE53) 17 – 10- 59%.
 40955(WARE57) 16 – 6 – 38%.
 40973(WARE59) 17 – 10 – 59%.
 41242(WARE55) 17 – 12 – 71%.
Summary (Part-time online): 161 – 83 – 52%.

b) Part-time:

4) WSCH/FTEF Ratio

TRADITIONAL

ONLINE

a) Full-time:

N/A

N/A

b) Part-time:

N/A

5) Fill Rate

TRADITIONAL

ONLINE

a) Full-time:

N/A

N/A

b) Part-time:

None.

<u>201207:</u>	
20135WARE 55	48.00
20136WARE 61	44.00
20466WARE 59	30.00
<u>201303:</u>	
40955WARE 53	26.00
40956WARE 57	20.00
40973WARE 59	20.00
41242WARE 55	32.00
<u>Total:</u> 31.43%	

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.)

Students developed a frame of mind for doing college work. Had to push most students beyond stating the obvious. Some students did show a problem with skills and knowledge in the area of proficiency. Do not know specifically how to resolve – will continue to explore alternatives.

Had to focus students on how complete responses should be formulated to address all parts of discussion and study questions. Spent time posting examples of problems that otherwise would have been easier with a more basic math background.

Continually stressed stating the obvious was not indicative to proficiency.

Most students were slow to show and demonstrate openness to larger scope of related concepts.

1 to 4 level rubrics on critical thinking aided with this summary.

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

Tweaked syllabus to incorporate expectation specified in rubric.

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

By next assessment cycle will have implemented more video clips/conferencing for optimization of smart phones and iPads users and usage. Will implement Moodle.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.).

As BCC prepares to meet requirements for the new Statewide Student Success model starting Fall 2013 WARE instructors will ask students through Fall 2015 to respond to the following:

- 1. What is your career goal?
- 2. What are you seeking:
 - a. WARE Certificate.
 - b. WARE AS Degree.
 - c. Meet job requirements.
 - d. Job Advancement.
- 3. When do you expect to receive your:
 - a. WARE Certificate.
 - b. WARE AS Degree.
- 4. How many units are you taking per semester toward your:
 - a. WARE Certificate.
 - b. WARE AS Degree.
 - c. Other.

This information will then be passed to Dean, CTE.

2) Summarize the results of these measures.

In progress.

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.)

In progress.

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

DATE:	
ANNUAL UPDATE #1:	
DATE:	
ANNUAL UPDATE #2:	

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?

Objective of the plan is to allow students the opportunity to attain a WARE Certificate/AS in approximately 2 years. No changes have been made to schedule since last Program Review.

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

Not determined. Classes have not been scheduled/run per Two Year Plan. For example no live WARE classes have been run/scheduled in more than four academic years.

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

-Run/schedule WARE classes per 2 Year plan.
-Prepare New Course Proposal and Major Revision Packet for WARE 50 from a 0.5 credit course to 3.0. (WARE 50 to date has never been run/schedule which is not productive for meeting student needs.

-Prepare New Course Proposal and Major Revision Packet for WARE 50 (Forklift Operations) to Material Handling Practices live/online. Currently “live” only

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.

None.

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

No WARE prefixed were deleted or archived in this period.

- 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*).

All courses are compliant.

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

Annual meeting with WARE Advisory Committee to ensure curriculum is meeting industry needs and standards.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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

A. Strengths

The Warehousing and Logistics program directly supports BCC Business Climate Needs (Survey Results) conducted 8/21/2007. It was determined the need for employee training in the high desert community on an ongoing basis was the highest for the questions related to significant issues to gainful employment. When asked if they would hire someone with a certificate/degree 90 percent responded yes.

Dedicated and involved faculty.

B. Weaknesses

Only two AS (Logistics/Warehousing) was awarded since program started in Aug 2007. See items C(1), D(1,2,3) for solutions. These solutions will aid significantly in the programs future growth.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Opportunities

Industrial Trends:

-Build partnerships with the three largest employers of logistics personnel in the high desert; UPS Logistics Air Cargo Center Victorville, Wal-Mart Distribution Center Apple Valley, USMC Logistics Base Barstow.

BCC is the only higher education institution in the high desert that offers a certificate/AS in Warehousing/Logistics. Per CTE Job Market Projections employment in the field in 2010 in CA was approximately 193,000 third only to positions in management and second to positions in law enforcement. Projected grown through 2020 is expected to exceed 14% which is the eighth highest out of 21 major job categories tracked in CA.

B. Threats

State budget restrictions.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

Unit Members:

- CUE Conference Palm Springs Mar 14, 2013.
- Moodle Training.
- Manufacturing Skills Standards Council (MSSC) recertification for Certified Logistic Technician Instructor.
- Class Development.
- Curriculum Studies.

Impact of such training provides unit members the opportunity to remain current on education in general, distance learning trends and explores alternatives/applications that maximizes online learning.

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

To be determined.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.)

Goals and objectives met. Method of assessment:

-BCC - Department Program Review Form Course Level –SLOs:
(20135 WARE55) (20136 WARE61) (20466 WARE59) (40955 WARE53) (40956 WARE 57) (40973 WARE59) (41242 WARE55).

-SLO Report (Appendix B) BCC-Department Program Review Form Course Level:
(20135 WARE55) (20136 WARE61) (20466 WARE59) (40955 WARE53) (40956 WARE 57) (40973

WARE59) (41242 WARE55).

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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 BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Enhancement: Add more video clips to online classes. See Item B3.	<i>List all that apply: 2.</i>	#1 Immediately	Instructor research	Student Retention. Fill Rate. Course Completion Rate.
		#2 Stronger use and engagement with electronic media (Ipads/Smart phones)		
		#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"/>		
#2 Enhancement: Use Moodle platform for online classes. See Item B3.	<i>List all that apply: 2.</i>	#1 Support the BCC platform for online classes.	Webmaster assistance. Training completed.	Student retention. Fill Rate. Course Completion Rate.
		#2 Used for hybrid and supplement for live classes.		
		#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"/>		
#3 Weakness: Run/Schedule classes pre 2 Year Plan. Item D(1,2,3).	<i>List all that apply: 1,2,3.</i>	#1. Facilitate student’s educational goal.	Coordination (Dean CTE)/Academic Affairs/Counselors.	Student retention. Fill Rate. Completion Rate.
		#2 . Foster pathway for continual education.		

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		#3			
<i>Additional Information:</i>					
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 20px;" type="text"/>		
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" type="text"/>		
#4	Enhancement: Prepare New Course Proposal for WARE 50. Item D3.	<i>List all that apply:1,2.</i>	#1 Change will allow for course to be taught online or live.	Prepare documentation for New Course Proposal.	Student retention. Fill Rate. Course Completion Rate.
			#2 Strengthen WARE program.	Articulation coordination	
			#3 Alignment with industry needs.	Curriculum Committee.	
<i>Additional Information:</i>					
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 20px;" type="text"/>		
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" type="text"/>		
#5	Enhancement: Build student profile to meet BCC requirement for new Statewide Success model. Item C1.	<i>List all that apply:2.</i>	#1 Facilitate student educational goal	Coordination Records/Admissions/Counselors	
			#2 Foster pathways for continual education.		Student retention. Fill Rate. Course Completion Rate.
			#3		
<i>Additional Information:</i>					
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 20px;" type="text"/>		
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" type="text"/>		
#6	Enhancement: Strengthen WARE Advisory Committee.	<i>List all that apply: 4.</i>	#1 Facilitate program that supports industry needs.	Meetings.	Committee considers the program to be aligned with industry needs.

ACTION PLAN

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	Item D		#2 Enhance local partnerships.		
			#3 Outreach and community growth.		
	<i>Additional Information:</i>				
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 20px;" type="text"/>		
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" 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
4	1,2,3	*One WARE Instructor to be paid for approx 40 hrs.	\$1840.00	Yes	
6*	1,2,3.				

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The goal of the Barstow Community College welding department is to impart to the student welder the skills necessary to safely and competently weld, using various welding processes, for personal pursuits, to gain entry level welding employment in the local economy and/or obtain the Welding Certificate/Associate Science Degree in Welding.

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

The Welding Department needs to actively encourage the student welders to be aware of the job market. To this end, over the next few years the department should develop good communications with potential employers in the area to establish listing for possible job offerings. Overall the Welding Department will continue to up with the changing technology in this industry.

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

The Welding Program at BCC prepares the student with the basic skills necessary for a career in the welding field as well as providing learning opportunities giving the student the knowledge, skills, and certification necessary for success in this field and other endeavors.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

The Welding Department has 3 Adjunct Instructors teaching all welding processes as well as Blueprint Reading. Weld 50-55 and 57 classes are offered in the Spring and Fall Semesters: M/W from 3:00 pm to 5:15 pm, M/W from 6:00 pm to 8:15 pm, T/Th from 3:00 pm to 5:15 pm and T/Th from 6:00 pm to 8:15 pm. In the Fall Semester Weld 56 Blueprint Reading is offered on M/W from 6:00 pm to 8:15 pm.

The Welding Department services students from Barstow College, Barstow High School Silver Valley High School, Excelsior High School, as well as any other educational facilities in the Barstow area. Employers in the the area including Santa Fe Railroad, Union Pacific Railroad, US Marine Corps Logistics Base, Moly Corp-Mountain Pass, County of San Bernardino Industrial Maintenance Mechanic training program, and other local welding facilities and businesses.

Ft Irwin National Training Center, Southern Calif. Edison, Southwest Gas Co., All welding classes are required for the Welding Certificate and the Associate of Science degree in Welding.

As well, American Welding Society Certification in various welding processes is provided to students.
 All welding classes are presented in both classroom and shop environment for hands on learning.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

FT faculty = 0/ Part-time faculty = 3 = 0:3
 Part-time faculty = 100% of the program’s instructors

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	178/244 73%	Not Applicable

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	247/328 75%	Not Applicable

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	Not Applicable	Not Applicable

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	1 st Day 24.43%	Not Applicable
	Census 22.09%	
	EOT 19.54%	

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 Learning Outcomes:

1. Complete the Welding Certificate Program and/or obtain an Associate of Science Degree in Welding.
2. Weld, for personal pursuits using Oxy-Fuel Gas, Shielded Metal Arc, Metallic Inert Gas, Tungsten Inert Gas, and other welding processes.
3. Demonstrate skills for entry level welding employment in the local economy.

Progress Summary – In 2012-2013, WELD course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught. We plan to continue to assess each class as it is taught.

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

Revising the SLOs and course outlines of record has helped to align our specific areas of concern in the various welding processes, such as how the course objectives and methods of instruction relate, what’s expected of the students and what they can expect from the course, and how they will be assessed.

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

Any new SLOs will be placed on the course outlines when courses are taught or created.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.).

Achievement of AWS Welding processes certificates in areas of students interest upon completion of courses in the Welding program.

- 2) Summarize the results of these measures.

Students can use these as a basis for job applications. These are certificates outside the Welding Certificate Program from BCC.

- 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.)

There are no changes at this time.

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

N/A

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?

WELD A.S. (and Certificate) Two year plan follows the requirements as shown below:

Semester 1 (fall - even)
WELD 50,51,52,53,54,55,57, & 56

Semester 2 (spring - even)
WELD 50,51,52,53,54,55,57

Semester 3 (fall - odd)
WELD 50,51,52,53,54,55,57, & 56

Semester 4 (spring - odd)
WELD 50,51,52,53,54,55,57

Associate Of Science, Welding
Major Core Requirements (21 units)
WELD 50 Oxyacetylene Welding and Cutting 3
WELD 51 Shielded Metal ARC Welding 3
WELD 52 Position Welding (ARC Welding) 3
WELD 53 Soldering, Brazing, and Braze Welding 3
WELD 54 Gas Metal-ARC Welding 3
WELD 55 Gas Tungsten-ARC Welding 3
WELD 56 Blueprint Reading (Metal Trades) 3
Minimum Units Required in Major 21
General Education Requirements 27
Electives 12

Welding Certificate Of Achievement
Required Courses Units
WELD 50 Oxyacetylene Welding & Cutting 3
WELD 51 Shielded Metal Arc Welding & Cutting 3
WELD 52 Position Welding (Arc Welding) 3
WELD 53 Soldering, Brazing, & Braze Welding 3
WELD 54 Gas Metal – Arc Welding 3
WELD 55 Gas Tungsten – Arc Welding 3
WELD 56 Blueprint Reading (Metal Trades) 3
ENGLISH 50 -3
MATH 101 -3
CBIS -1
Total Units Required 28

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

With the number of classes offered each semester students have been able complete both the AS degree in Welding and/or the Welding Certificate program in the two year time frame.

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

To increase the number of students enrolled and completing the degree and certificate programs in Welding.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.

The department updated all course outlines with SLOs. One change was universal and mandated by the state to remove repeatability from courses. This was not shared with the Welding department as the department is all adjuncts and missed most of the discussions on this mandate.

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

The curriculum for WELD was evaluated in 2012-2013 – resulting in the new SLOs on the course outlines.
 The curriculum process at this time, relies on CTE training, program review and curriculum requirements. There is no standing curriculum discussion in the department because only adjuncts teach in the discipline.

- 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*).

All courses should be in full-compliance at this time. Pre-requisites are in for validation at this time.

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

Welding is primarily hands -on and there are no clear plans to change mode of delivery at this time To off-set any repeatability changes due to the state mandate, the Welding department will review possibility of creating a “family” of courses to help increase skills for students and/or see if the welding courses meet the ‘recertification” criteria for classes that are repeatable.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Strengths

Competent, experienced, well-educated faculty, trained in most aspects of the welding trade to include welding processes, testing procedures, including destructive and non-destructive test procedures, familiar with many of the technical nuances of the welding industry.

B. Weaknesses

Limited equipment due to need for additional power to operate more equipment, as well as class room space for lecture capabilities as needed.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Opportunities

Business trends in the immediate area which link to job opportunities for students as they progress in their education toward graduation.

B. Threats

Fears of economic depression in this service area because job growth subsides or doesn't come to fruition at all.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

WELD instructors regularly attend the Barstow Community College CTE training. In addition one instructor is currently American Welding Society certified as a Certified Welding Inspector. This qualifies the department to certify students in various welding processes through

the AWS.

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

Plans are to send all Welding Instructors to the AWS Certified Welding Inspector training course for certification as well when this training becomes available.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.)*

No tasks or goals were identified on the last program review due to need for additional training on completing that section

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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 BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Attract more Students <i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract /develop excellent employees - Strengthen college planning/decision making	#1 Improve dialogue with local businesses	- Work with dean of CTE to outreach at employment summits	OUTCOMES: Business helping inform employees of welding program MEASURES: ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
		#2 Have counselors and other student contacts become more engaged in the welding department goals	- Outreach to other areas on campus by attending meetings when possible or trying alternative methods of discussions if necessary.	OUTCOMES: more students being informed of welding program MEASURES: ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
		#3 Promote in the community	- Work with dean of CTE to outreach and Public Information officer to promote in more venues or in more ways	OUTCOMES: More community acknowledgement of welding program MEASURES: ASSESSMENT: Enrollment numbers and Class survey on why students are taking class and where they heard about the program
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#2	Increase welding <i>List all that apply:</i> - Foster innovative learning	#1 To increase students	Funding will be needed to	Outcomes: Needed

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
equipment to accommodate increased enrollment.		environment - Provide Successful college learning experience - Promote and support student engagement - Strengthen college planning/ decision making	time in welding activity.	purchase needed equipment.	equipment will be obtained without excessive budget needs of the college being over extended.
			#2 To update and upgrade the weld lab equipment.	Through grants or donations from local businesses.	Assessment: Will be an increase in student success rates overall Surveys of local business will attest to these successes.
			#3 To improve and modernize to industry standards to benefit the student upon graduation.	Also from other educational oriented companies or organizations.	
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3	Lecture area provided in shop/lab area with environmental consideration for noise and air pollution.	List all that apply: - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement	#1 Increases instructional capabilities by allowing lectures for one welding process be conducted while others are working in the shop areas.	Construction of walls, etc. using construction class students to build and learn.	Outcomes: Costs could be minimal if college used this as a learning experience for construction students.
			#2 Environmentally safe for student learning.	Noise and air pollution decreased	Assessment: Again will be seen by overall enrollment and success of students.
			#3 Quiet atmosphere for learning objectives	More conducive for learning .	
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	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"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	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	1,2,3	Time and support for outreach – also holding meetings with counselors and other key contacts on campus and in the community	????		
2.		Equipment and supply needs.	\$51,000		Funding will be needed to purchase needed equipment Through grants or donations from local businesses Also from other educational oriented companies or organizations
3.		Increased quiet lecture space.	Minimal if under taken by a college course in construction trades.		

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

PROGRAM REVIEW: Welding
2013-2014

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



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
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The purpose of the Workforce Development program is to provide educational opportunities that maximize workforce performance, assist in career development and promote self-enrichment by making full use of college resources. This program is designed to service individuals, businesses, industry, and promote community growth through training and education. It is intended to enrich, strengthen, and support those who are served by the College in traditional and non-traditional educational activities.

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

The Workforce Development program will provide curriculum that is innovative, contemporary and supports diversity which will bring together and build strength in business, education and economic development in the at-large community served by Barstow College.

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

Workforce Development supports the College’s mission and vision by positively engaging with students and the community; partnering with local agencies, businesses, schools and military bases; and fostering innovative learning experiences.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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?**

The Workforce Development program is designed as a holistic approach to addressing the many barriers students face when transitioning from school to work. These courses help students realize and hone existing behaviors while acquiring new attitudes and skills to increase productivity in the workplace.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	0%	0%
b) Part-time:	0%	41%

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	0%	0%
b) Part-time:	0%	55%

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	DATA NOT AVAILABLE	DATA NOT AVAILABLE
b) Part-time:	DATA NOT AVAILABLE	DATA NOT AVAILABLE

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	NA	NA
b) Part-time:	NA	34.83%

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.)

There are SLOs for the individual course, but there are no PLOs or SLOs for this program. Through collaboration with my colleagues, I will generate and submit the required student outcomes to the curriculum committee for approval before the next program review period.

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

Instructional changes to course materials at the end of each school year. These changes are made based on student surveys, assessment results, research in discipline and collaborating with leaders in business and industry.

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

I will research methods for implementing the use of social media in course material to increase student understanding and retention of course content. I would also like to develop PLOs and SLOs for the program so that it can be awarded to students as a certificate of completion.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.).

Student satisfaction surveys were also used to justify the program's effectiveness.

- 2) Summarize the results of these measures.

Through the surveys, 90% of the student's found this program to be relevant to their career aspirations.

- 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.)

I learned that a certification in this program would support student career goals.

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

NOT FAMILIAR WITH THESE BENCHMARKS.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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?

This program does not have a two-year plan at this time. A plan should be developed in order to provide certification.

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

This program does not have a two-year plan at this time. A plan should be developed in order to provide certification.

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

The goal is to develop a two-year plan to certify this program.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.

There have been no program changes since the last review.

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

The curriculum is evaluated at the end of each school year. During that time, courses are revised for relevancy to meet the current student needs.

- 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*).

NA

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

Curriculum will be reviewed and modified annually or as the need arises.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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

- A. Strengths

Course content, student satisfaction, online availability, training and education of staff, technology, service capacity

- B. Weaknesses

Team member unity, no certification program, lack of stakeholder awareness, goal setting, program planning

DATE:	<input type="text"/>
-------	----------------------

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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

A. Opportunities

Industry trends, realistic training opportunities, online availability, social media

B. Threats

Budget constraints, loss of staff, seasonal fluctuation of enrollment

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

Members continue to update skills by attending workshops on campus, conferences in their discipline and collaborating with businesses and professionals in the industry.

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

The plan is to provide more opportunities for members to experience the opportunities discussed in 7A and encourage personal development individually.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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.)*

This program does not have a previous program review.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

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 BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Unify department team members and community relationships.	<i>List all that apply:</i> <ul style="list-style-type: none"> • Cultivate and enhance local partnerships. • Attract, develop, and retain excellent employees. • Strengthen college planning and informed decision making. • Attract, develop, and retain excellent employees. 	#1 Attend community events.	Acquire community calendar.	Relationships will be established with the local community.
			#2 Plan and implement a meeting with program team members.	Email department members.	Dialog among team members will be opened.
			#3 Open dialogs with program team members about ways to increase student completion.	Schedule meeting and encourage team building.	Collaboration on program development will be established.
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Develop program level PLOs and SLOs	<i>List all that apply:</i> <ul style="list-style-type: none"> • Provide students a successful college learning experience. • Foster an innovative learning environment that respects diversity. • Promote and support student engagement. • Strengthen college planning and informed decision making. 	#1 Research industry trends in workforce development.	Industry trends will be used to modify program content.	Program content will be revised.
			#2 Design PLOs and SLOs for program.	Develop and submit PLOs and SLOs to relevant school administrator(s).	Documents will be revised as outlined by administrator(s).
			#3 Submit program PLOs and SLOs to curriculum committee for approval.	Revised PLOs and SLOs will be reviewed by curriculum committee for approval.	Workforce development program will become a certification program.
<i>Additional Information:</i>					

ACTION PLAN

GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3	Develop two-year plan for completion of certification.	<i>List all that apply:</i> <ul style="list-style-type: none"> • Provide students a successful college learning experience. • Foster an innovative learning environment that respects diversity. • Strengthen college planning and informed decision making. 	#1 Research and develop two-year plan for certification.	Industry trends will be used to develop two-year plan for certification.	Preliminary two-year Program Level Map will be generated.
			#2 Submit Program Level Map to curriculum committee for approval.	Submit two-year plan map to relevant school administrator(s).	Revise, if necessary, Program Level Map.
			#3 Revise as program as necessary.	Submit approved two-year plan map to curriculum committee for approval.	Program Level Map will be approved by curriculum committee.
<i>Additional Information:</i>					
	DATE: <input type="text"/>	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"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#5		<i>List all that apply:</i>	#1		
			#2		

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#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	1,2,3	Part-time Workforce Development Program Coordinator (stipend)	\$960	Yes	
2	2,3	Same person as above			
3	1,2,3	Same person as above			

ANNUAL UPDATE #1:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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