



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 #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

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

[Annual Update #1](#)

[Annual Update #2](#)

1. Program Mission and Vision

A. Program Mission

The mission of the COMM160 Class of Barstow Community College is to provide the U.S. Army Education Department of Ft. Irwin, CA., with quality instruction in three particular areas, Arithmetic Reasoning, Word Knowledge and Paragraph Comprehension. This course's ultimate goal is to raise a service member's General Technical (GT) Score to 110 or at a minimum of a 10 point increase when taking the Armed Forces Classification Test (AFCT). This is so the soldier can prepare for opportunities available to them with a GT Test score of 110 or greater.

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

The COMM160 Course at the Ft. Irwin Campus teach the three identified subject matter to make the soldier successful. We are committed to teaching the soldiers the skills and test taking tips necessary to make them successful in their endeavors in the U. S. Army changing their Military Occupational Skills (MOS) in the competitive workplace of the U. S. Army. Above all we strive to make each soldier successful and find personal enrichment in not only their personal lives but their military careers as well.

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

BCC Mission Statement Alignment

The COMM160 classes help soldiers of various skill levels in one or more skill areas used in the administering of the AFCT test by the U.S. Army. The COMM160 class is a pathway to prepare the soldiers to reach the important life skills to attain a score of 110 or better on the AFCT Test. Because of the makeup of this class, soldiers of various skill levels, backgrounds, and language diversity, the class is assisting BCC in "Fostering an innovative learning environment that respects **the diversity of individual backgrounds, abilities and cultures.**" This program is based upon the needs and evolvement of the U. S. Army.

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

Organization:

Discipline:

COMM160 is exclusively a one class program.

B. Who do you service (including demographics)?

COMM160 Class serves soldiers located at the Ft. Irwin Campus and other military installations, who based on their ASVAB Score to enter the military did not score a GT Score of 110 or better.

C. What kind of services does your unit provide?

Either building new skills or refreshing old skills in the three test areas of the GT Test The three areas are: Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension.

--

D. How do you provide them?

Delivery Method: Live: The class is taught completely live. Online: N/A Hybrid: N/A Location: Ft. Irwin Campus

E. Does the program have a degree or certificate?

N/A

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

One Full-time Instructor/No Part-Time Faculty

	TRADITIONAL	ONLINE
2) Course Completion Rate	100%	N/A
3) Course Success/Retention Rate	100%	N/A
4) WSCH/FTEF Ratio	Full-time: 2.95	N/A
	Part-time: N/A	N/A
5) Fill Rate	.76	

Reflect on the data above:

The data is not in line with other educational disciplines of BCC. Based upon the needs of the U. S. Army Fort Irwin Education Center is the testing authority and fills the classes with soldiers who need to get their 110 GT Score.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs) or (SLOs).

In 2014-2015
SLOs were completed for each semester in all three areas of testing.

1. Arithmetic Problem Solving using the Four (4) Step Arithmetic Problem Solving System, including ID of the problem, set-up of the problem, solving the problem and checking the answer to the question asked.
2. Word Knowledge proficiency using context, narrowing of choices, root words or synonyms to select choices.
3. Paragraph Comprehension with proficiency in demonstrating an understanding of what a paragraph is saying.

2) Summarize the progress you have made on Program Level Outcomes.

From September 2013 to June 2015 306 soldiers tested/ 192 raised GT by 10 points or better/ 125 raised GT score to 110 or better/ January 2015-June 2015 62 soldiers have tested 77.4% of soldiers raised GT by 10 points or better

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

From September 2013 to June 2015 306 soldiers tested/ 192 raised GT by 10 points or better/ 125 raised GT score to 110 or better/ January 2015-June 2015 62 soldiers have tested 77.4% of soldiers raised GT by 10 points or better

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

- 1. The TABE Testing in the final week of class has been changed from the Thursday before the AFCT Test on Friday to the Monday of that week. This allows more study time, instruction time and one on one time the day before taking the AFCT Test.
- 2. The emphasis of each class has been aligned to the grade equivalent status of the students based from their initial TABE Testing on the first day of class.
- 3. There is more one on one instruction on the weekends as the student requests.

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

N/A

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.).

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

N/A

2) Summarize the results of the measures listed in #1 above:

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

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

Same as current plan.

2) What changes, if any, have been made since the last Program Review?

N/A

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

N/A

4) Reflecting on the responses above, what are the goals for the next program review cycle?

4. Curriculum

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

N/A

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

N/A

1) **CURRICULUM CURRENCY:** Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

N/A

2) **CURRICULUM DEVELOPMENT:** Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

N/A

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

N/A

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

N/A

5. Internal Factors (*see Handbook for additional information*)

A. **Strengths:** Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.

The COMM160 Class is a strong factor in soldiers achieving the desired goal of 110 on the GT Score of the AFCT Test. The Sergeant Major of the U. S. Army declared on his visit in the Summer of 2015, that the

COMM160 (BSEP/FAST Class) is the best in the Army. Much of the success comes from the instructor spending time outside of the class with the soldiers to find out how to make each successful in achieving their desired goal. The instructor received the Medal of Public Service from the U. S. Army for the achievements made by the soldiers at Ft. Irwin. The acknowledgement of the high degree of achievement through this course was cited by Col. Braga during the presentation

B. Weaknesses: *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

N/A

6. External Factors *(see Handbook for additional information)*

A. Opportunities: *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

N/A

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

N/A

7. Continuing Education/Professional Development

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

Professional development has been ongoing as the instructor has daily meetings with the ESO of Ft. Irwin regarding the class progress and the anticipated goals/scores the class might achieve. After every class there is an evaluation of the class with the ESO regarding the overall performance of the class as well as areas to improve for future classes. Quarterly meetings are held with ESO for discussion an evaluation of the performance level of the classes for that quarter. At this time, strategies for continued improvement are also discussed.

B. How did this benefit your department and the College?

The interaction with the ESO of Ft. Irwin and DoD has helped identify areas which still need to be addressed. An example of these areas would be the TICO (Translators) and how to successfully incorporate these soldiers into the program of classes and make them successful as well.

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

N/A

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.)*
- If the program does not have prior goals and objectives, please explain.

N/A

9. Goals/Objectives/Actions (ACTION PLAN)

A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
The goals of COMM160 remain the same.

B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s Strategic Priorities.

N/A

C. **OBJECTIVES:** Define Objectives for reaching each Goal.

N/A

D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

N/A

E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

N/A

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.)*

N/A

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	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				
#2		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				
#3		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				

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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

Annual Update #1	Academic Year: <input style="width: 90%;" type="text"/>
-------------------------	---

**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
-------------------------	---

**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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