



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:

**By:**

Faculty Lead:

Members:

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2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
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7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
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[Annual Update #1](#)

[Annual Update #2](#)

## 1. Program Mission and Vision

### A. Program Mission

The Ethnic Studies Department is committed to promoting multicultural and ethnic knowledge and values both within and outside the United States and to prepare students to function effectively across the culturally diverse and global community.

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

The Ethnic Studies Department envisions a growing program that embraces diversity and provides challenging, personally enriching, and professionally relevant general education

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

In a globally focused society with more integration with ethnicity and diversity, the ethnic studies offerings improve perspective and ability to interact with others.

Ethnic Studies Mission aligned with the BCC mission by providing studies with “multicultural and ethnic knowledge and values both within and outside the United States.” This is important in our “changing global society” and especially for our “military population.” (BCC Mission)

Also the Ethnic Studies Vision that “hat embraces diversity and provides challenging, personally enriching, and professionally relevant general education” aligns with BCC mission to “enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.”

#### **BCC Mission:**

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.

## 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

The Ethnic Studies Discipline has 1 adjunct instructor. The adjunct faculty are under the supervision of the Dean of Instruction.

There are three ETHN studies courses. Only ETHN 1 is currently updated and approved at chancellor's office.

At this time ETHN 1 is being taught once a year.

### B. Who do you service (including demographics)?

This discipline serves OL students.

Also though not taught in a while, ETHN 2 Intro Mexican American/Chicano Studies and ETHN 4 Latino Studies both focus on Hispanic heritage which align with the demographics of California and BCC

2010 Census	BCC 2012-2013 (Equity Plan)	BCC 2014-2014 Fact Book 5 year avg.
Latino = 42.8% White = 34.2% Afr. Am. = 13.8% Multi-Eth=3.8% All others = below 2%	Latino = 35.91% White = 35.75% Afr. Am. = 15.41% Multi-Eth = 4% All others = below 3%	Latino = 30.2% White = 35.5% Afr. Am. = 13.3% Multi-Eth = 3.2% All others = below 2.5%
Age group attending BCC 19 and under = 33% 40-49 =12% 50+ = 27% Other ages = between 7-5%	19 and under = 22.7 % 20-24 = 26.7% 25-29 =16.2% 30-34 = 11.6% 35-39 = 7.8% 40-49 = 9.8% 50+ = 5.2%	Under 18 = 9.4% 18-21 = 29.8% 22-25 = 16.4% 26-30 = 14.3% 31-39 = 14.9% 40-49 = 9.4% 50-69 = 5.4%

ETHN 1 is taught ONLY online at this time:  
 This fits with over 47% of students who do not live in Barstow Service Area

**Students by Residency - BCC 2014-2014 Fact Book**

Barstow / Non-Barstow Areas	By CA Areas
Barstow Area Residents = 54.6% Greater SB = 26.1% Other Areas = 19.3%	Barstow Service Area: 52% Victor Valley = 19% SB/Mountains = 6% So. Calif. = 15%

**C. What kind of services does your unit provide?**

The Ethnic Studies Discipline is part of the Social Science AA degree and the GE requirements for CSU, UC, IGETC, and BCC degrees.

**D. How do you provide them?**

Only ETHN 1 is taught regularly at least once a year. ETHN 1 is ONLY offered Online at this time

**E. Does the program have a degree or certificate?**

NO. Though it is part of the Social Sciences AA Degree

### 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 adjunct faculty No FT faculty.

	TRADITIONAL	ONLINE
2) Course Completion Rate	NA	OL RET = 60%
3) Course Success/Retention Rate	NA	OL SUCC = 36% RET = 60% TTL = .60/.36 = 60%
4) WSCH/FTEF Ratio		
Full-time:	NA	NA
Part-time:	NA	OL?/0.2 OL Efficiency = NA TTL WSCH = NA
5) Fill Rate		OL Fill at census = 101% Cap/Census #

Reflect on the data above:

Additional Summary ETHN Discipline enrollment (2014-2015)

- Students in all ETHN classes at census = 56 CAP 50 census = 55
- Students in all ETHN classes at EOT = 33 (33/55 = 60% Retention rate)
- Students in all ETHN classes who Passed (C or higher) = 20 (20/55 = 36% Success rate)
- FTEF OL = 0.2 --- TOTAL FTEF = 0.2
- WSCH = NA
- Efficiency = NA

Clearly students choose to take the class as it has high fill rates  
BUT reflection on Data lower retention and success than overall online classes.  
This may be the limited exposure to BCC policies and demographic needs of the instructor who infrequently teaches for BCC. These numbers may reflect that a live offering is needed.

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

1) List your Program Level Outcomes (PLOs).

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

No program Outcomes existed before so progress is creating ETHN PLOs

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

SLOs for courses have been submitted as required.

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

No change in discipline based on SLOs.  
In the courses changes have included:.....

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

**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.).

No other data at this time.  
ETHN 1 is one course in the Social Sciences AA degree and too small a piece to present data on regarding declared majors.

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.)

NA - Not CTE

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

NA

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.)

NA

**D. TWO YEAR SCHEDULING PLAN**

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

Current offerings over two years – ALL three active courses are offered every semester:

	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
ETHN 1	NA	OL	OL	OL
ETHN 2	NA	NA	NA	NA
ETHN 4	NA	NA	NA	NA

Two year plan to implement ONCE ETHN 2 & 4 are updated and ready

	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
ETHN 1	OL	Not Offered	OL	Not Offered
ETHN 2	Not Offered	OL	Not Offered	OL
ETHN 4	NA	NA	OL	NA

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

ETHN 1 was offered in Fall 2014 and the normal spring semesters to try and build up interest in ETHN 2

**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?**

Not clear as 2 & 4 have not been offered in a long time.  
Need more data on students using ETHN 1, 2, 4 to graduate or transfer

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

To offer ETHN 2 and 4 and get data on students who took the classes.

## 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.

None

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.*)

ETHN 1 was updated in Fall 2017  
ETHN 2 was submitted and locally approved in 2014  
ETHN 4 has not been updated and needs to be before it can be offered.

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

According to ASSIST in Fall 2015  
CSU Transferable Courses = ETHN 1, 2, and 4  
CSU GE-Breadth Certification Courses = ETHN 1, 2  
IGETC for UC and CSU = ETHN 1, 2  
UC Transferable Courses = ETHN 1, 2 and 4  
UC Transfer Admission Eligibility Courses = ETHN 1, 2

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.)

Unknown  
  
CHECK with BOOKSTORE and CURRICULUM CJHAIR  
Textbooks must be updated in BOTH places

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.)

ASSIST: As of Fall 2015, ETHN 1 & 2 are approved for transfer in all areas, and ETHN 4 for CSU and UC transferable courses, not for GE or IGETC. Need to speak with Articulation officer about status and if there are any problems with course not being offered regularly.  
  
BCC Requirements: ETHN 4 – needs to be updated to include SLOs, Objectives, etc.  
  
C-ID - No Ethnic Studies Discipline/Courses are listed in C-ID yet  
  
Prerequisites - No ETHN courses have prerequisites  
  
\*\*State Inventory: ETHN 2 – is not on the active list at the chancellor's office, though it is pending in BCC curriculum list for updates

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

Only current plan is to wait for ETHN 2 then update ETHN 4  
Both will be submitted for Distance Learning

## 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.

- Online courses include multi-media content
- Students learn a lot about themselves and others via discussion and lecture. That is the large positive not seen as much as the other online classes
- Adjunct has long history with ethnicity, diversity and at risk students

**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.

- Only one adjunct
- Only one course offered a year – with only one section, it is easy to be rusty and disconnected to BCC policies that impacts classroom management.
- No chance to build discipline more without more offerings.
- A very small part of a large local degree. Needs to be in more pathways
- Weakness is the text book. For the \$120+ price of the book there should be more online resources such as videos and documentaries attached to the content.

## 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.

- College focus on diversity and ETHN 2 and 4 fit the college's demographic well as well as expanding diversity
- More offering could be a good opportunity for students and increase the quality of the classroom experience.

**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.

- College focus on transfer and transfer degrees could be a threat if ETHN not tied to more pathways
- BCC not embracing changes - ignoring differences or even potential problems creates socially undesirable social norms. At times, when the adjunct has reached out to support the campus he has been told "it's not a problem at BCC."



## 7. Continuing Education/Professional Development

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

- Since 1996 Adjunct has been a K-12 instructor working with at-risk students.
- **Diverse Experience** - 90%+ of his students in K-12 are Latino. Adjunct receive over 20 hours per year (at K-12) in working with diverse populations. This includes, but not limited to, Transgender, African American, and Latino.
- **ELL Focused** - The emphasis in K-12 is working with English Language Learners.
- Work with Diverse Populations –

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

Improves instructor student relations in class environment and add layers to Ethnic Studies content

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

None at this time. Adjunct is seldom assigned classes.

## 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.

No Goals or Objectives as this discipline has not done a Program Review in over 5 years.

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

- GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.
- OBJECTIVES:** Define Objectives for reaching each Goal.
- ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- 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	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Revitalize the discipline with more offerings.	<i>List all that apply:</i> #1- Foster an innovative learning environment that respects diversity. #2- Provide students a successful college learning experience. #3- Promote and support student engagement.	#1	Update ETHN 4	Put through Curriculum – get on a two year cycle	If successful, courses will be on the schedule by the next Full program review in 2018
			#2	Offer ETHN 2 when approved	Get on a two year cycle and promote to students	If successful, courses will be on the schedule by the next Full program review in 2018
			#3	Offer ETHN courses on campus if feasible	Have an adjunct who can teach on site	If successful, courses will be on the schedule by the next Full program review in 2018
	<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
1	123	PT ETHN faculty	3-6,000	No	

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

<b>Annual Update #2</b>	Academic Year: <input style="width: 90%;" type="text"/>
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**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
<b>#1</b>		#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		<input type="checkbox"/>
		#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