Barstow Community College

INSTRUCTIONAL

PROGRAM REVIEW

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

PROGRAM:	History

Academic Year:		FULL PROGRAM REVIEW	Date Submitted:	
Academic Year:	2022-23	ANNUAL UPDATE #1	Date Submitted:	11/23/2022
Academic Year:		ANNUAL UPDATE #2	Date Submitted:	

By:

Faculty Lead:	Ramon Vasconcellos

Members:	Michael Hill, Jacob Lennerville, Joseph Radzikowski, Tomasz Stanek, Paul Rittman, Clifford Walker

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Annual Update #1
Annual Update #2

1.   Program Mission and Vision

A. Program Mission

> To instill critical thinking skills essential in analyzing socio-economic challenges in both domestic and international arenas

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

> Enhancement of our transfer program to incorporate course offerings in much broader areas of history

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

> The college seeks to broaden student perspective and critical examination skills through the exposure to broad content areas. The mission and vision of our department coincides with BCC's in that regard.

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

> One full-time faculty, nine adjunct.

B. Who do you service (including demographics)?

> Inland Empire, High Desert and through our online course delivery system, students out of state and/or in the military.

C. What kind of services does your unit provide?

> Educational through research, writing instruction, public speaking, debating skills

D. How do you provide them?

> Through course delivery utilizing assignments/tests, promotion of on-campus clubs and activities

E. Does the program have a degree or certificate?

> The program has a transferable degree and is part of the Social Science curriculum.

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

1:9

	TRADITIONAL	ONLINE
2) Course Completion Rate	72.7%	76.6%
3) Course Success/Retention Rate	76.9%	81.9%
4) WSCH/FTEF Ratio		
Full-time:	N/A	N/A
Part-time:	N/A	N/A
5) Fill Rate	N/A	N/A

Reflect on the data above:

N/A

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

1) List your Program Level Outcomes (PLOs).

Cross-disciplinary instruction encompassing Social Sciences and Anthropology with historical studies

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

Students have demonstrated broad knowledge of various disciplines in their relationship to history through examinations, term projects, etc.

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

Course outcomes measure research and objective assessment skills. Learning outcomes have reflected progress in these areas.

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

Faculty have incorporated additional supplemental materials as part of learning plan/course delivery.

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

Continued use of supplements encompassing journal and peer reviewed articles as part of course content.

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.).*

> Transfer degree, course surveys; student interest in forming "History Club" on campus

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.)*

>

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

> Qualitative results reflect an overall interest in subject matter beyond survey course commitment.

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.)*

> Faculty plan to attain terminal degrees in areas related to history.

D. TWO YEAR SCHEDULING PLAN

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

> History 2A and Hist. 2B offered both fall and spring semesters; Hist. 8A and Hist. 8B scheduled for similar time slot. Elective courses offered during summer.

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

> Faculty member engaged in writing history of Barstow College in addition to continued teaching.

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?**

> The nascent existence of the transfer degree has not provided much in the area of "pathway" analysis, however, student enrollment has grown given state requirement for graduation

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

> Inclusion of elective classes during regular semester as means of broadening student course selection.

4. Curriculum

A. List any <u>new</u> 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.*)

> None

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

> All transfer courses are aligned for UC and CSU equivalency given data attained through counseling center and ASSIST program.

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.*)

> Textbook offering are currently updated reflecting latest editions. Texts' adopted generally have been published within the last three years.

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.*)

> None

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

> Continued Online delivery and live instruction in conjunction with adoption of Hybrid/Online are objectives for maintaining currency and importance of curriculum.

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.*

> Faculty have diverse research interests which are incorporated into their instruction. Departmental members currently writing both articles and book in their field of research

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.*

> Adoption of textbook selection in accordance with teaching philosophy and student requirements best suits the needs of faculty and student body. Although cognizance of textbook costs is important, faculty authority over text selection should be left to members of the History Department and not bookstore.

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.*

> One member of the faculty is planning enrollment in master's program devoted to the study of military history; others provide grant writing services to non-profit organization and publish books/articles.

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.*

> Written, and, sometimes, comprehension, skills absent in many of the student body present difficulties in attaining course objective.

7. Continuing Education/Professional Development

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

> Faculty contracted to write history of college, several are enrolled in post-graduate social science programs

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

> Enhances class delivery system while maintaining currency in field. Learning community enriched given faculty exposure to most current methods of instruction and research

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

> Faculty continue to teach, write, and present papers on historical subject.

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.

> Program has made substantial progress in obtaining goals set aside for strategic learning purposes.

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**:

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Utilitarian Aim	*List all that apply:* Critical thinking Global enrichment Career learner	#1	Analysis of contemporary domestic and global challenges	Readings, research	Useful information necessary for understanding the current problems
			#2	Cross disciplinary research	Seminars, concurrent enrollment	Examination of historical figures, characters, events and facts which are found necessary for solving the present problems effectively
			#3	Public speaking	Seminars, concurrent enrollment	Same as above
	Additional Information:					
#2	Intellectual Aim	*List all that apply:* Critical thinking Global enrichment Career learner	#1	Strategic analysis	Readings, research	Trains memory, reasoning, presentation of facts systematically and successfully.
			#2	Debate	Research	Analysis and evidence weighting
			#3	Cognitive Exercise	Extensive reading/research	Intellectual development
	Additional Information:					
#3	Cultural Aim	*List all that apply:* Global enrichment Career Learner	#1	Cross disciplinary research	Readings, research	Broadens student awareness
			#2	Public speaking	Research, presentations	Cultural inclusiveness
			#3	Language skills	Comprehensive reading	Incorporation of language studies into curriculum
	Additional Information:	N/A				

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
N/A	N/A	N/A			

Annual Update #1   Academic Year: 2021-22

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

A)   List your Program Level Outcomes:

- Critical Thinking for socioeconomic awareness
- Cross disciplinary analysis and application
- Research Skill Sets

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

Faculty have incorporated studies to encompass book reviews, thesis and minor dissertation projects in addition to the perfunctory term project assessments. Foreign language acquisition encouraged as are projects necessitating advanced research and presentation skills.

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

Department has synthesized the way in which student outcomes of success are attained utilizing rubric which has been agreed upon by faculty.

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

Instructional reforms have embraced team teaching, off-site reviews, and research committees designed for student success and retention.

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

> Continued improvement upon these models for transfer purposes.

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	Career Preparation	#1	Attainment of MA, Ph.D	Writing, research	Publication
		#2	Attainment of BA	Writing, research	Declared major
		#3	Attainment of AA	Same as above	Transfer

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

Nascent in implication

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Archivist	#1	Attainment of MA, Ph.D	Writing, research	Publication
		#2	Attainment of BA	Writing, research	Declared major
		#3	Attainment of AA	Same as above	Transfer

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

Nascent in implication

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Private/Public employment	#1	Attainment of MA, Ph.D	Writing, research	Publication
		#2	Attainment of BA	Writing, research	Declared major
		#3	Attainment of AA	Same as above	Transfer

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

Nascent in implication

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
N/A	N/A				
N/A	N/A				