

Instructional Program Review Template

Program Name:

Indicate if AA; AS; AA-T; AS-T; Certificate

Program Name: History ADT

Submitter: Vasconcellos, Ramon

I. Program Description

Mission/Vision	<p>The History Department seeks to create opportunities for students to acquire knowledge in history and Interdisciplinary areas essential to career success and personal fulfillment.</p> <p>Attainment of such goals require that faculty instruct, guide, and apply critical thinking/objectivity to a learning environment that encompasses academic rigor in conjunction with social awareness and equity.</p>
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Description – short description only	<p>The Department offers a wide range of courses covering the American experience, Global/World history, and Western Civilization. Furthermore, classes on the History of Mexico, Women’s History, The Vietnam War, and Twentieth Century United States supplement the undergraduate transfer curriculum. In accordance with the states’ requirement for K-12 credentialing, a California history course is offered.</p>
Alignment to/ support of BCC Strategic Goal	<p><u>#1:Equitable Student Success</u> The program seeks to promote clear and definable pathways to academic and career success essential to student matriculation. In conjunction with counseling staff, faculty strive to provide career path guidance by defining “what” types of employment are available in History and “how” those career paths may be attained</p> <p><u>#2:Ignite Culture of Learning/Innovation</u> Through instruction which defines learning by the modes of lecture, primary and secondary analysis, oral and group presentations, the Department seeks an educational environment that allows for personal growth and the development of interpersonal skills necessary for employment and career enhancement</p> <p><u>#3:Build Community</u> Encouragement and participation in honor societies both on and off campus (Phi Theta Kappa, Alpha Gamma Sigma, Phi Alpha Theta) as means of enhancing lifelong commitment to the historical discipline aid in the betterment of our community. As does affiliation and participation in local historical and literary events (Desert Heritage Museum Board, Heritage Writing Contest) foster commitment to strengthening campus ties with region</p>

II. Program Effectiveness

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Course Data	Analysis
<p>Course Success Rate by</p> <ul style="list-style-type: none"> • Mode of instruction • Scheduling • Faculty Status (PT vs FT) <p><u>Mode of Instruction</u></p> <ul style="list-style-type: none"> • 78.00%Hybrid/ITV 150 • 65.77%/Online; 2,080 • 67.50%/Traditional;843 <p><u>Scheduling</u></p> <ul style="list-style-type: none"> • 73.53%, Afternoon;340 • 66.08%, Day; 2,636 • 63.27%, Evening; 98 <p><u>Faculty Status (PT vs FT)</u></p> <ul style="list-style-type: none"> • 74.05% Part-Time; 871 • 63.96% Full-Time; 2,203 	<p>Almost 4/5ths of instruction is vis-à-vis hybrid reflecting continued growth in enrollment at Ft. Irwin campus and impact of COVID instruction pattern. Traditional instruction makes up nearly two-thirds of history instruction evidenced by choice of enrollment (online v live) of student body.</p> <p>Schedule patterns reflect demographic of working adults – those 21 years of age and older having enrolled in evening courses, with afternoon enrollment surpassing evening.</p> <p>Institution deems it more economically advantageous to use part-time faculty as a means of attaining student success measures. Part-times have proven indispensable.</p>
<p>Retention Rate by</p> <p><u>Mode of instruction</u></p> <ul style="list-style-type: none"> • Hybrid/ITV 92.67%;150 • Online/ 85.80%; 2080 • Traditional/83.63%; 843 <p><u>Scheduling</u></p> <ul style="list-style-type: none"> • 85.59%; Afternoon; 340 • 85.58%; Day; 2,636 • 83.67%; Evening; 98 	<p>Enrollment in all modes reflects student dedication to subject in conjunction with effective measures/modes of instruction adopted by faculty in program. Scheduling evidences a slight preference for day and afternoon instruction. Differential could be attributable to current employment status of student body.</p>

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<p><u>Faculty Status (FT vs PT)</u></p> <ul style="list-style-type: none"> • 87.26%; Full-time; 871 • 84.84%; Part-time; 2,203 	<p>Retention rates within the acceptable range significantly aided by presence of adjunct faculty</p>
<p>Section Count by <u>Mode of instruction</u></p> <ul style="list-style-type: none"> • 1; All Others • 7; Hybrid/ITV • 60; Online • 31; Traditional <p><u>Schedule</u></p> <ul style="list-style-type: none"> • Null: N/A • Afternoon:13 • Day:79 • Evening:7 <p><u>Faculty Status (FT vs PT)</u></p> <ul style="list-style-type: none"> • Full-time: 28 • Part-time: 71 	<p>Impact of COVID subsequent to growing trend toward Online enrollment probable factors here.</p>
<p>Enrollment Count by <u>Mode of instruction</u></p> <ul style="list-style-type: none"> • All Others: 1 • Online: 150 • Hybrid: 2,099 • Traditional: 843 <p><u>Schedule</u></p> <ul style="list-style-type: none"> • Null; N/A • Afternoon:339 • Day:2,657 • Evening:97 <p><u>Faculty Status (FT vs PT)</u></p> <ul style="list-style-type: none"> • Full-time: 878 • Part-time: 2,215 	<p>Please see explanation immediately preceding this section.</p>

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<p>Class Size Average by Mode of instruction</p> <ul style="list-style-type: none"> •All Others: 1 •Online: 21.43 •Hybrid: 34.98 •Traditional: 27.19 <p>Schedule</p> <ul style="list-style-type: none"> • Null: N/A • Afternoon: 26.08 • Day: 33.63 • Evening: 13.86 <p>Faculty Status (FT vs PT)</p> <ul style="list-style-type: none"> • Full-time: 31.35 • Part-time: 31.19 	<p>Please see above</p> <p>“ “</p> <p>“ “</p>									
<p>Student Equity Data</p> <p>Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?</p> <p>.</p>	<p>Student equity gaps could be narrowed through substantial improvement in academic preparation at K-12 level, improved parental monitoring of student performance, and continued student outreach and preparatory services at the collegiate level</p>									
<p>Efficiency: WSCH, FTES</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th><u>WSCH/FTES</u></th> <th><u>FTEF/FTES</u></th> </tr> </thead> <tbody> <tr> <td>Full Time</td> <td style="text-align: center;">471</td> <td style="text-align: center;">15.7</td> </tr> <tr> <td>Part Time</td> <td style="text-align: center;">473</td> <td style="text-align: center;">15.8</td> </tr> </tbody> </table>		<u>WSCH/FTES</u>	<u>FTEF/FTES</u>	Full Time	471	15.7	Part Time	473	15.8	<p>Efficiency of regular and part-time staff regarding course retention. Student enrollment for purposes of transfer to UC and CSU may contribute to higher retention.</p>
	<u>WSCH/FTES</u>	<u>FTEF/FTES</u>								
Full Time	471	15.7								
Part Time	473	15.8								
<p>Curriculum – Course Outline of Record</p>	<p>COR's attached for transferrable courses in ADT. Recent updates to course outlines occurred in 2020 with History 8B having been revised in spring of '21.</p>									

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<p>Overall Observation of Data on Courses</p> <p>This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture”.</p>	<p>Data reflect an overall above satisfactory retention and effectiveness in course delivery by both full timer and adjunct faculty. As mentioned, retention levels might reflect necessity for transfer to four-year college/university.</p> <p>Nonetheless, inequalities in program and degree completion do exist among our Pacific Islander and African American students when both are compared to Whites and Hispanics. Socio-economic factors plague the community (high unemployment, drug usage) encompassing all ethnicities. Though the lack of adequate preparation by local high schools and parental non-involvement in educational achievement of students during K-12 years may contribute to such disparities.</p> <p>BCC should continue its remedial programs in writing, grammar and ESL. Such areas could mitigate these inequities.</p>
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Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1. Evidence an ability to write critical thought essays, book reviews, research papers	Data currently unavailable	
2. Exhibit proficiency in oral reporting of research	Data currently unavailable	
3. Data analysis and interpretation	Data currently unavailable	
4. Recognize the association of History with the Social Sciences and Humanities	Data currently unavailable	
5. Differentiate primary from secondary sources	Data currently unavailable	

Program Data	Analysis
Demographics	Hispanic, White, Black; no statistical reference provided
Award Count	2
Student Equity Data Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?	<p>Inequalities in program and degree completion do exist among our Pacific Islander and African American students when both are compared to Whites and Hispanics. Socio-economic factors plague the community (high unemployment, drug usage) encompassing all ethnicities. Though the lack of adequate preparation by local high schools and parental non-involvement in educational achievement of students during K-12 years may contribute to such disparities.</p> <p>BCC should continue its remedial programs in writing, grammar and ESL. Such areas could mitigate these inequities.</p>
Student or Program Satisfaction Survey Results	N/A

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<p>CTE-specific data</p> <ul style="list-style-type: none"> • CTE Advisory Boards • Labor Market data • Program Viability 	<p>N/A</p>
<p>Comparative data (compared to BCC and/or compared to other programs)</p>	<p>N/A</p>
<p>Overall Observation of Data on Program</p> <p>This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture”.</p>	<p>“Employment of historians is projected to grow 3 percent from 2019 to 2029, about as fast as the average for all occupations. Competition for jobs may be very strong because there are few positions available relative to the number of people seeking jobs in the field” from www.bls.gov/ooh/life-physical-and-social-science/historians.htm</p>

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Guided Pathways	Response
<p>List the other programs that are part of your Guided Pathway</p>	<p>Barstow College and Arizona State University launched “MyPath2ASU” program as a means of establishing a “Universal Articulation agreement between Arizona State University and Barstow Community College” which “reaffirms the combined commitment to support academic preparedness and continue to grow an ecosystem of transfer student success.”</p> <p>Barstow Community College and Arizona State University launch MyPath2ASU™ guided pathway partnership Office of the University Provost</p>
<p>Provide a summary of the collaboration with other programs in the pathway.</p> <p>Examples: meetings, projects, etc.</p>	<p>Ongoing meetings with disciplines under Social Science Dept. continue to monitor and improve success pathways.</p>

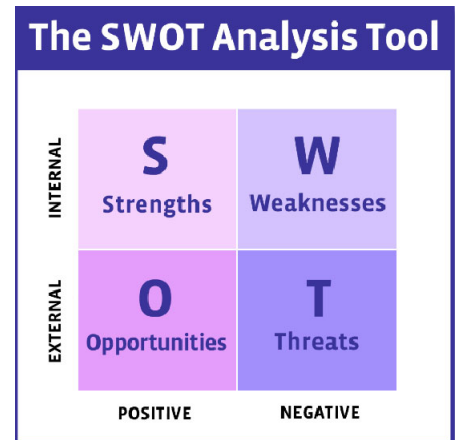
Faculty/ Program Staff Data	Analysis
Faculty Load (FTEF)	5.6
FT/PT Faculty Ratio	5.6:14.35
Faculty Professional Development	Faculty have continued outside research and publishing activities, attend seminars, and improve instructional delivery methods for online classes.
Program Staffing and Support	Administration and Dean accessible for support and assistance

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<p>Overall Observation of Data on Faculty</p> <p>This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture”.</p>	<p>Faculty are disproportionately adjunct given recent hiring by previous Dean during 2016-19 period. Most are satisfactorily competent though in the future, concerted efforts should be made in identifying effective instructional delivery and critical assessment skills prior to hire.</p>
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SWOT Analysis



	Positive/ Helpful	Negative/ Harmful
Internal	<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> • Transfer program in place • Guided Pathways Efforts in force • Adequate staff levels to meet student demand • Course offerings consistent with student transfer requirements 	<p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none"> • Current staff levels may not correlate with long-term enrollment trend • Ideological balance regarding instructional delivery and critical assessment skills are disproportionately jaded

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External	<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none">• May need additional full-time faculty• Employment growth in discipline at undergraduate level forecasted to show steady increase until 2029 (see BLS data referenced above)• Podcasts featuring BCC faculty on programs such as <i>CSPAN History Notes</i> would both spotlight our instruction along with potentially increasing enrollment	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none">• Job placement at graduate level highly competitive. Students pursuing advanced degrees in field may need to explore various career pathways.• Lack of adequate preparation by secondary institutions in the areas of grammar and writing skills, and the general inability of students to objectively assess data may delay degree completion at undergraduate level. BCC can alleviate these challenges through remedial course offerings.• Emphasis on degree completion promulgated at state level while noteworthy has, and may continue to do so, limited the amount of remedial courses necessary for degree attainment
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Instructional Program Review Template

III. Program Goals

Copy and paste the table below for each goal.

GOAL	
Objective 1	<u>Organize chapter of national historical fraternity, Phi Alpha Theta</u>
Actions, Tasks	Establish local chapter in accordance with standards and bylaws of national organization.
Outcomes, Measures, Assessment	Campus organization may serve to increase enrollment in history degree program leading to greater level of transfer.
Objective 2	<u>Hire faculty who have both teaching and research skills</u>
Actions, Tasks	Seek candidates to supplement additional needs of current staff.
Outcomes, Measures, Assessment	The ability to both instruct and exhibit currency in the field would further enhance the learning experience of our student body.
Objective 3	<u>Increase transfer rates of white and minority students as means of bridging equity and racial disparities in higher education</u>
Actions, Tasks	Outreach programs to local and regional high schools.
Outcomes, Measures, Assessment	Provide the academic rigor necessary for job placement and career success essential to societal equity.
Alignment to BCC Strategic Priority (Select all that apply – click Choose an item for the drop-down list to appear)	Objective 1 meets the goals of Strategic Priority II: “Ignite a Culture of Learning and Innovation” and Priority III for [building] Community
	Objective 2 is in accordance with Priority II
	Objective 3 is in accordance with Priorities I-III

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