



Barstow Community College

Program Review

Instructional

PROGRAM:	Social Science		
ACADEMIC YEAR:	2012	Date Submitted:	11/2/2012
	Bye		
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	Members	Dawn Howey & Ramon Vasconcellos	

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1. Program Mission and Vision

A.	<p>Program Mission</p> <p>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.</p> <p>In addition, the department contributes to the General Education Program of Barstow Community College and thrives to develop and produce graduates who:</p> <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. VIII. Are committed to open-minded inquiry and lifelong learning.
B.	<p>Program Vision</p> <p>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.</p>
C.	<p>Describe how your mission and vision align with and contribute to the College's <u>Mission</u> and <u>Vision</u>.</p> <p>The Social Sciences align with and contribute to Barstow Community College's Mission and Vision in the following ways:</p> <ol style="list-style-type: none"> A. Offering comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities. <p>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.</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>B. Create an effective work environment</p> <p>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.</p> <p>C. Improve college programs through systematic evaluation.</p> <p>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.</p>
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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:

<ul style="list-style-type: none"> • Organization, including staffing and structure • Group(s) served (including demographics and other data) • The kinds of services your program provide • How you provide them (<i>Including alternative modes and schedules of delivery; for example, online, hybrid, early morning, evening classes.</i>)
<p>The Social Sciences at Barstow College comprises courses in the following disciplines:</p> <ul style="list-style-type: none"> • 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% was 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).

3. External Factors

What external factors have a significant impact on the program? Include the following, as applicable:

- Budgetary constraints or opportunities
- Competition from other institutions
- Requirements of four-year institutions
- Requirements imposed by regulations, policies, standards, and other mandates
- Job Market
- Requirements of prospective employers
- Developments in the field (both current and future)

We feel that our **External Environment/Factors** can be broken up into two categories:

Opportunities— The external opportunities are trends and events occurring outside the organization that, if taken advantage of, are likely to have a positive effect on our long-term success. Although opportunities may be gifts from the external environment, the organization must be assertive or even aggressive in pursuing and taking advantage of them.

Threats— events occurring outside the organization that could jeopardize our success representing potential threats. The organization that identifies emerging issues that might have a negative effect may be able to mitigate those negative influences—or perhaps even convert the threat into an opportunity.

In a recent SWOT analysis conducted by three out of four members of the full-time faculty of the Social Sciences, the following was identified as being the major external threats and opportunities facing the Social Sciences of Barstow College:

Opportunities	Threats
<ol style="list-style-type: none"> 1. Offering More Online & Hybrid Classes 2. Better communication and partnership with four-year institutions. 	<ol style="list-style-type: none"> 1. Outdated technology for offering online course delivery 2. California budget uncertainty

4. Curriculum

A.	Total number of courses in program <i>(break down by discipline if appropriate and helpful)</i>
	<ul style="list-style-type: none"> • 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)

	<ul style="list-style-type: none"> • Social Science Total (101)
B.	<p>Percentage or number of courses with Course Outline of Record in full compliance with curriculum standards (see Curriculum Manual for additional information, if necessary).</p>
	<p>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.</p>
	<p>If not in compliance, what is the plan for moving them into compliance?</p> <p>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.</p> <p>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.</p>
C.	<p>Plan for developing any new or additional courses and the rationale for them.</p> <p>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 :</p> <p><u>Courses to Develop</u></p> <ul style="list-style-type: none"> - 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
D.	<p>Plan for archiving or deleting any existing courses and the rationale for it.</p> <p>At this time there are currently no plans to archive or delete any existing course offerings within the Social Sciences, but there will now be an annual review of course offerings within the unit to see if there is a need to delete or archive any existing courses due to a lack of offering the course or low enrollment when course is offered.</p>

E.	<p>Plan for additional courses for online delivery and the rationale for them.</p> <p>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.</p>
F.	<p>Percentage of the number of courses that have:</p> <p>FORM – need a total number for the degree/program and number with requisites – including percentages</p> <p>FORM Question – should we ask for number? i.e. 4/14</p> <p>We plan to use these numbers for state required reports, so unfortunately a random sampling will not work here</p>
	<p>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.</p> <p>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.</p> <p>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.</p>

5. Program Status

A.	<p>What is going well and why?</p>
	<p>A SWOT analysis conducted by three of the four full-time faculty members revealed the following strengths of our unit:</p> <p>Delivery:</p> <ul style="list-style-type: none"> A. Course are offered both online and through traditional methods of instruction B. Convenient scheduling – mixture of morning, afternoon, evening and online course offerings <p>Instructional Design:</p> <ul style="list-style-type: none"> A. Blended learning B. Understanding of Learning Theories C. Assessments D. Innovative methods of instruction <p>Human Capital:</p> <ul style="list-style-type: none"> A. Diversified Staff B. Credentialed Instructors C. Skilled Instructor pool

B.	What is not going well and why?
	<p>Equipment:</p> <ul style="list-style-type: none"> A. Facilities/labs/equipment need upgrades and improvement B. Access to advance tools and information not easily approved <p>Inability for long range planning:</p> <ul style="list-style-type: none"> A. Lack of an ability to plan due to funding and budgeting uncertainty B. Communication between full-time and adjunct faculty nonexistent <p>College Internal Processes</p> <ul style="list-style-type: none"> A. Time to get spending approved B. Bureaucracy C. Board approvals

6. Program Data

A. Performance Data

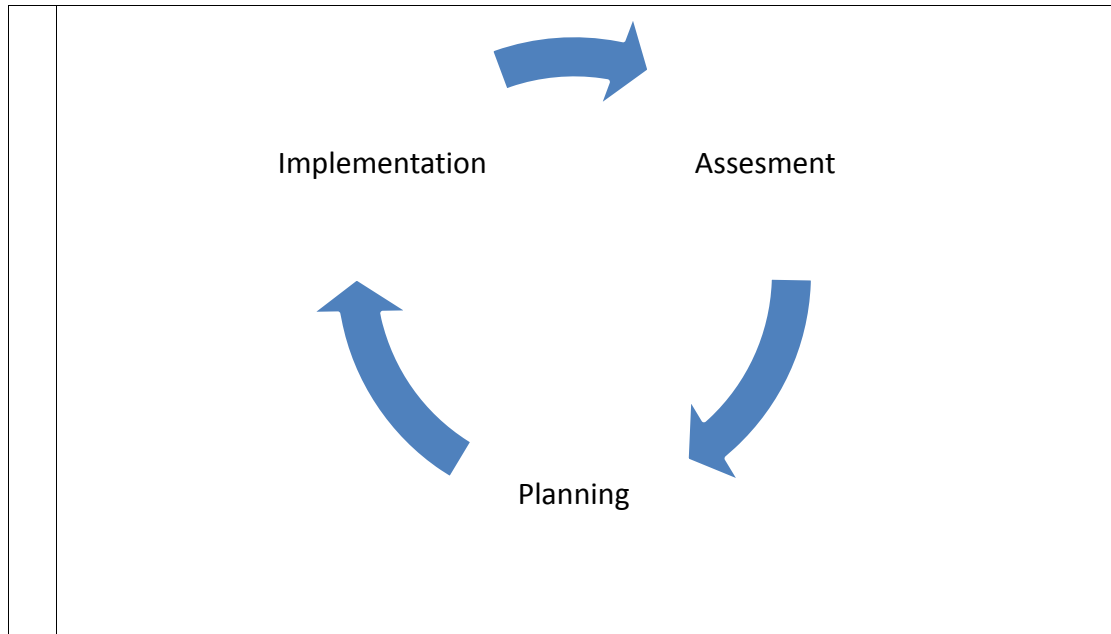
Discuss the program's performance on the specific data items listed below. *(If you have already discussed your program's performance on one or more of these components, then refer to that response here, rather than repeating it.)*

1.	Course Completion Rate
	An accurate report with this information was not received.
2.	Course Success and Retention
	An accurate report with this information was not received.
3.	Full-Time/Part-Time Faculty Ratio
	4/14
4.	WSCH/FTEF ratio
	An accurate report with this information was not received.
5.	Fill Rate
	A accurate report with this information was not received.

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

1.	Summarize the progress your program has made on program and/or course level SLO measures you have applied since your last program review.
	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

	<p>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.</p> <p>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. ?</p> <p>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.</p>
2.	Describe any program/course and/or instructional improvements made by your program as a result of the outcomes assessment process.
	<p>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.</p>
3.	What is your plan for completing and then continuing the assessment cycle?
	<p>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:</p>



C. Supporting Assessment Data

1.	Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program’s effectiveness (<i>e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin’s data, etc.</i>)																									
	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																									
	<p>Students were asked a variety of questions concerning the course and instructor. In response to the question, “On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?” The table below shows the percentages obtained:</p> <p style="text-align: center;">Hours Spent on Course</p> <table border="1" data-bbox="399 1625 1425 1852"> <thead> <tr> <th></th> <th>Frequency</th> <th>Percent</th> <th>Valid Percent</th> <th>Cumulative Percent</th> </tr> </thead> <tbody> <tr> <td>Under 5</td> <td>36</td> <td>19.1</td> <td>19.4</td> <td>19.4</td> </tr> <tr> <td>6-10</td> <td>88</td> <td>46.8</td> <td>47.3</td> <td>66.7</td> </tr> <tr> <td>11-15</td> <td>25</td> <td>13.3</td> <td>13.4</td> <td>80.1</td> </tr> <tr> <td>16-20</td> <td>15</td> <td>8.0</td> <td>8.1</td> <td>88.2</td> </tr> </tbody> </table>		Frequency	Percent	Valid Percent	Cumulative Percent	Under 5	36	19.1	19.4	19.4	6-10	88	46.8	47.3	66.7	11-15	25	13.3	13.4	80.1	16-20	15	8.0	8.1	88.2
	Frequency	Percent	Valid Percent	Cumulative Percent																						
Under 5	36	19.1	19.4	19.4																						
6-10	88	46.8	47.3	66.7																						
11-15	25	13.3	13.4	80.1																						
16-20	15	8.0	8.1	88.2																						

	21-25	3	1.6	1.6	89.8
	26-30	4	2.1	2.2	91.9
	31+	15	8.0	8.1	100.0
	Total	186	98.9	100.0	
Missing	System	2	1.1		
Total		188	100.0		

In the Social Sciences data obtained from students indicate that the majority of students spend between six and 10 hours per week, per course on attending classes, doing readings, reviewing notes, writing papers and other course related coursework.

Relative to other college courses students have taken, in response to the statement, "The amount of effort needed to succeed in this course." The table below shows the percentages obtained:

Amount of Effort Needed to Succeed in Course

	Frequency	Percent	Valid Percent	Cumulative Percent
Much Lower	1	.5	.5	.5
Much Lower Plus 2	5	2.7	2.7	3.3
Average	38	20.2	20.8	24.0
Valid Average Plus 1	17	9.0	9.3	33.3
Average Plus 2	49	26.1	26.8	60.1
Much Higher	73	38.8	39.9	100.0
Total	183	97.3	100.0	
Missing	System	5	2.7	
Total	188	100.0		

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	
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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
Valid 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 #9: Resources.)*

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.

D. Two-Year Scheduling Plan

1.	What is the Two-Year Plan? If no Two-Year Plan, why not?
	<p>The following are the goals the Social Sciences would like to have completed within the next two years:</p> <p><u>2012-2013</u></p> <ul style="list-style-type: none"> • 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. <p><u>2013-2014</u></p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Two Year Psychology Teaching Schedule:</p> <p>FALL 2013 PSYC 1 PSYC 2 PSYC 11/ BIOL 11</p>

PSYC 11/BIOL 11
PSYC 3 OR PSYC 5
SPRING 2014
PSYC 11/ BIOL 11
PSYC 11/ BIOL 11
PSYC 1
PSYC 2
PSYC 13
FALL 2014
PSYC 12/ SOC 12
PSYC 4
PSYC 1
PSYC 2
PSYC 11 / BIOL 11
SPRING 2014
PSYC 11 / BIOL 11
PSYC 11/ BIOL 11
PSYC 13
PSYC 1
PSYC 3 OR 5

7. Prior Goals/Objectives

Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review.

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 quantify. 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.

8. Goals/Objectives/Actions

Reflect on the responses to all the previous questions.

- Formulate Program **Goals** to maintain or enhance program strengths, or to address identified weaknesses.
- Indicate how each Goal is **Aligned** with the College's [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.

- Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.
- Develop **Outcome** statements and appropriate measures for each objective.
- The **Comments** 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, BAM, 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.**

As you create your Program **Goals, Objectives, Outcomes** and **Action Plan**, it might be helpful to think about some of the following questions:

- Imagine your Program three years from now in an ideal future. You and your colleagues have done everything you possibly can to make the Program excellent. Look around: What do you see?
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
- What long-term impact would you like your Program to have on the College and the community?
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?