

Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: AA; AS; AA-T; AS-T; Certificate

Program Name: Entrepreneurship and Innovation

Academic Year: 2022-2023

Name of Faculty Submitter(s): Denise Pasley

I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

What is the program mission?

The mission of the Certificate of Achievement, Entrepreneurship and Innovation (EI) program is to provide 21st century graduates with the tools and experiences that will make them innovative and entrepreneurial thinkers. With the skills presented in this certificate, student will be able enhance their career of choice and positively impact the economic development of the community and society at large.

What is the program vision?

The vision for the Certificate of Achievement, Entrepreneurship and Innovation (EI) program is to continue to provide contemporary curriculum that supports a rigorous cross-disciplinary study of innovation and entrepreneurship that will be complementary to any major. This future for the program includes, but is not limited to, providing mindful focus and periodic review that ensures graduates are receiving relevant program content.

Please provide a short program description:

The Certificate of Achievement, Entrepreneurship and Innovation explores the processes and skills students need to recognize enterprising opportunities in the 21st Century environment and understand how to benefit from them in their chosen career. Also presented in this program are opportunities to learn from entrepreneurs in action who share their challenges and decision making strategies. Special emphasis is placed on three key aspects of entrepreneurship: (1) the individual, their attitudes,

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behaviors, and skills that make entrepreneurs successful; (2) the generation, validation, and execution of business opportunities; (3) the strategy and plans for the business.

How does your program align to and/or support one or more of the following BCC Strategic Priorities?

The Certificate of Achievement, Entrepreneurship and Innovation (EI) addresses 3 of the BCC Strategic Priorities. Students will develop skills and participate in experiences that further innovative and creative thinking through activities that support equity and diverse cultures. These activities will also help students to positively impact the community.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis

Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

MODE OF INSTRUCTION:

Hybrid/ITV = 87.8% (2019-2020); no data (2020- 2021); 33.3% (2021-2022)

Online = 74.5% (2019-2020); 77.2% (2020- 2021); 76.6% (2021-2022)

Traditional = no data (2019-2020); no data (2020- 2021); no data (2021-2022)

SCHEDULING:

Afternoon = 91.3% (2019-2020); no data (2020- 2021); no data (2021-2022)

Evening = 83.3% (2019-2020); no data (2020- 2021); 76.6% (2021-2022)

Online = 74.5% (2019-2020); 77.2% (2020- 2021); 73.9% (2021-2022)

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FACULTY STATUS:

Full-time = 73.6% (2019-2020); 77.2% (2020- 2021); 73.9% (2021-2022)

Part-time = 73.6% (2019-2020); 77.2% (2020- 2021); 73.9% (2021-2022)

Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

MODE OF INSTRUCTION:

Hybrid/ITV = 95.1% (2019-2020); no data (2020- 2021); 41.7% (2021-2022)

Online = 89.9% (2019-2020); 87.6% (2020- 2021); 85.4% (2021-2022)

Traditional = no data (2019-2020); no data (2020- 2021); no data (2021-2022)

SCHEDULING:

Afternoon 95.7= ??% (2019-2020); ??% (2020- 2021); ??% (2021-2022)

Evening = 94.4% (2019-2020); no data (2020- 2021); 41.7% (2021-2022)

Online = 89.9% (2019-2020); 87.6% (2020- 2021); 85.4% (2021-2022)

FACULTY STATUS:

Full-time = 89.6% (2019-2020); 87.6% (2020- 2021); 83.3% (2021-2022)

Part-time = 93.8% (2019-2020); no data (2020- 2021); 100.0% (2021-2022)

Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

MODE OF INSTRUCTION:

Hybrid/ITV = 2 (2019-2020); 0 (2020- 2021); 1 (2021-2022)

Online = 13 (2019-2020); 14 (2020- 2021); 13 (2021-2022)

Traditional = no data (2019-2020); no data (2020- 2021); no data (2021-2022)

SCHEDULING:

Afternoon = 1 (2019-2020); no data (2020- 2021); 1 (2021-2022)

Evening = 1 (2019-2020); no data (2020- 2021); 1 (2021-2022)

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Online = 13 (2019-2020); 14 (2020- 2021); 13 (2021-2022)

FACULTY STATUS:

Full-time = 13 (2019-2020); 14 (2020- 2021); 13 (2021-2022)

Part-time = 2 (2019-2020); no data (2020- 2021); 1 (2021-2022)

Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

MODE OF INSTRUCTION:

Hybrid/ITV = 41 (2019-2020); 0 (2020- 2021); 11 (2021-2022)

Online = 404 (2019-2020); 399 (2020- 2021); 438 (2021-2022)

Traditional = no data (2019-2020); no data (2020- 2021); no data (2021-2022)

SCHEDULING:

Afternoon = 23 (2019-2020); no data (2020- 2021); no data (2021-2022)

Evening = 18 (2019-2020); 0 (2020- 2021); 11 (2021-2022)

Online = 404 (2019-2020); 399 (2020- 2021); 438 (2021-2022)

FACULTY STATUS:

Full-time = 364 (2019-2020); 399 (2020- 2021); 422 (2021-2022)

Part-time = 81 (2019-2020); 0 (2020- 2021); 27 (2021-2022)

Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

MODE OF INSTRUCTION:

Hybrid/ITV = 20.50 (2019-2020); no data (2020- 2021); 11.00 (2021-2022)

Online = 31.08 (2019-2020); 28.50 (2020- 2021); 33.69 (2021-2022)

Traditional = no data (2019-2020); no data (2020- 2021); no data (2021-2022)

SCHEDULING:

Afternoon = 23.00 (2019-2020); no data (2020- 2021); no data (2021-2022)

Evening = 18.00 (2019-2020); no data (2020- 2021); no data (2021-2022)

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Online = 31.08 (2019-2020); 28.50 (2020- 2021); 33.69 (2021-2022)

FACULTY STATUS:

Full-time = 28.00 (2019-2020); 28.5 (2020- 2021); 32.46 (2021-2022)

Part-time = 40.50 (2019-2020); no daata (2020- 2021); 27.00 (2021-2022)

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

Based on the data, the success of the Certificate of Achievement, Entrepreneurship and Innovation (EI) should focus on addressing equity gaps with Two or More, Native American/Alaskan, and Black/African student groups. Success rates for these groups has increased over the 3-year period. Based on the data, courses that are supplemental to the ENTR COA (BADM 5) appear to be successful in an online environment for all equity groups. However, the data shows that the core ENTR courses are not doing as well. This may be that the several of the equity groups are not successful learning in an online environment. It is the intention of the ENTR faculty to request face-to-face or hyflex technology as an option for students who may be struggling to understand the concepts.

Efficiency: WSCH, FTES

Efficiency for this program was very low in 2018-2019, but improved significantly in the subsequent years.

Curriculum – Course Outline of Record

Link to ENTR COA: <https://barstow.elumenapp.com/public/program/187/317c2212-f449-11ea-b7da-738174e1af4c/317c2212-f449-11ea-b7da-738174e1af4c>

Overall Observation of Data on Courses

This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Reflect on how your program data compares to the [Institution-set Standards](#). 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.”

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For Program Learning Outcomes Assessment data, summarize findings in the PLO section below.

Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1. Implement design thinking and problem solving techniques to evaluate customer needs, manage projects, improve communications, and	2020-2021 Exceeds Expectations increased by 1.01%; Meets Expectations increased 18.18%; Does Not Meet Expectations decreased by 19.19%	The results will be used to take a deeper dive into the specific SLOs for each course to see which ones may be updated to meet the needs of the students in the Does Not Meet Expectations category.

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apply supply chain execution and control.		
2. Conceptualize, research, develop and present a Business Plan or other business model strategy such as Business Model Canvas for small business.	2021-2022 Exceeds Expectations increased by 1.01%; Meets Expectations increased 18.18%; Does Not Meet Expectations decreased by 19.19%	The results will also be used to take a deeper dive into the specific SLOs for each course to see which ones may be updated to meet the needs of the students in the Does Not Meet Expectations category.
3. Design a social media marketing plan for a small business.	2021-2022 Exceeds Expectations increased by 7.73%; Meets Expectations increased 20.29%; Does Not Meet Expectations decreased by 28.02%	The results will also be used to take a deeper dive into the specific SLOs for each course to see which ones may be updated to meet the needs of the students in the Does Not Meet Expectations category.
4. Develop a strategy for determining the amount of funds needed for a small business and justify the source of capital obtained.	2021-2021 Exceeds Expectations increased by 1.01%; Meets Expectations increased 18.18%; Does Not Meet Expectations decreased by 19.19%	The results will also be used to take a deeper dive into the specific SLOs for each course to see which ones may be updated to meet the needs of the students in the Does Not Meet Expectations category.
5. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Program Data and Analysis

Demographics

SUCCESS CHANGE FROM 2020 – 2021 TO 2021 – 2022

Female (All) (-4.1%)

Male (All) (-6.5%)

Unknown (-50.0%)

Asian/Filipino (All) (0.0%)

BLK/AA (All) (-0.6%)

Hispanic (All) (-0.6%)

NA/AN (All) (-75%)

PI/HA (All) (-4.8%)

White (All) (-4.8%)

Asian/Filipino (Female) (0.0%)

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Asian/Filipino (Male)	(+15.0%)
BLK/AA (Female)	(-4.0%)
BLK/AA (Male)	(+2.4%)
Hispanic (Female)	(+4.1%)
Hispanic (Male)	(+4.9%)
NA/AN (Female)	(-100%)
NA/AN (Male)	50% IN 2020-2021 No data for 2021-2022
PI/HA (Female)	(+66.7%)
PI/HA (Male)	100% IN 2020-2021 No data for 2021-2022
Two or More (Female)	(3.6%)
Two or More (Male)	(-22.1%)
White (Female)	(-7.7%)
White (Male)	(+2.9%)

Award Count

There was one award given to a Two or More Female

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

The most significant gaps that have surfaced from this data is a major drop in with Black/African American females. The greatest decrease was with Native American/Alaskan and Pacific Islander/Hawaiian overall. Although the Pacific Islander Hawaiian females increased and there is no date for males in this group for the 2021-2022 year. The numbers were very small in these groups and it appears that people in these groups have left the program since there is no data for them for 2021-2022. Two or More males dropped significantly, but grew for females. White females decreased, but the male success rate increased. The plan is to review the individual success rates for each course to determine how to provide more relevant content to meet the needs of these groups. These revisions may include new tools such as gaming, Hyflex presentation of the courses, and or the Hypothesis software.

Student or Program Satisfaction Survey Results

Click or tap here to enter text.

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CTE-specific data

- CTE Advisory Boards
- Labor Market data
- Program Viability

You can find current labor market data for the Inland Empire at this website:

<https://startempirewire.com/inland-empire-state-of-entrepreneurship-report-2021/> On page 4 of this report, you will see that this program is relevant to the needs of the area because the category Management of Companies and Enterprises has increased 3/6%. Additionally, this report shows a five-year trend in new entrepreneurs in the Inland Empire than the national trend. Further labor market data has been requested from the Inland Empire Center for Excellence and can be added to this review once it has been received. Also, you can see the most recent CTE Advisory Board notes that support this program for our area by clicking the following link: [BADM Advisory Meeting Minutes \(3.3.20\).docx \(1\).pdf](#). An additional resource to support this program can be found at the following link: [SOEReport 2021 V10.pdf](#).

Comparative data (compared to BCC and/or compared to other programs)

BCC is the only community college in the area that is currently running a complete certificate program. The closest community college with certificates or degrees and in Riverside County. Palo Verde, Mt. San Jacinto, and Victor Valley colleges have just begun their entrepreneurship programs and therefore, there is no comparative data to share..

How is your program doing overall based on observation of program data?

This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Reflect on how your program data compares to the [Institution-set Standards](#). 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.”

This program is doing very well considering it began with stand alone course titled BADM 3 in the school year 2019-2020. The course was later reassigned to ENTR1 during the school year 2020-2021 and three additional courses were developed: ENTR 2, ENTR 3, and ENTR 4. With the exclusion of required courses to earn the Entrepreneurship and Innovation certificate, the aforementioned courses have exceeded the Institution-set Standards. The course completion rates for ENTR 1, ENTR2, and ENTR 4 were above the standard. ENTR 3 was below the institution success rate; however, this was because the course was canceled due to low enrollment during the pandemic. Overall, the graduation year 2022-2023 will show a significant increase in awards. Because it the certificate was promoted through CTE as an additional certificate that enhances other disciplines such as Cosmetology and Automotive, there has been a lull in the amount of graduates. However, the shining light in this picture is that students are enrolling in this courses in this program

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Guided Pathways and Response

Name of the Guided Pathway that your program is a part of

Business and Entrepreneurship

List the other programs that are part of your Guided Pathway

Welding, Automotive, Cosmetology, Business, Management, Accounting, Computer Business Information Systems, Photography, Diesel Technology, Warehouse and Logistics

Provide a summary of how your program collaborates with other programs in your Guided Pathway

Examples of collaboration: meetings, projects, etc.

This program collaborates with all of the pathways listed above to support the students' understanding of how entrepreneurial activities can be implemented to inspire creativity and innovation. The Entrepreneurship and Innovation Certificate has been promoted by CTE to supplement programs in all CTE programs. The faculty of this program are also working with BCC Administration and staff to create a student-run coffee shop which will train and employ student workers. During the past 3 years, this program has also been an intricate part of the Big Idea Pitch Competition for the last 3 years. This competition helped students develop business pitch skills and earn prizes. Further, the faculty are collaborating with BCC Adult Education to create non-credit courses in entrepreneurship. These courses would be condensed versions of the full courses that would encourage people who are new or have little school experience to learn what entrepreneurship is and how they could use it.

Faculty/ Program Staff Data and Analysis

Faculty Load (FTEF)

The average efficiency for full-time faculty has increased and stayed relatively the same for part-time faculty.

FT/PT/OL Faculty Ratio

The faculty ratio is 1:1 with both instructors teaching online.

Faculty Professional Development

Both faculty members have attended the National Association of Community College Entrepreneurship conference in Fall of 2022. They have also both received Ice House Training for entrepreneurship. The part-time instructor is a current business owner who is currently working toward her masters degree.

Program Staffing and Support

This program has one full-time faculty member that teach 75% of the courses and one part-time faculty member that teaches the other 25%.

Overall Observation of Data on Faculty

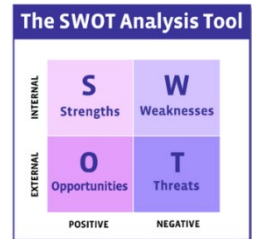
This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

The Entrepreneurship and Innovation program requires instructors who have real world experience running a business. Both of the current faculty members have done a great job presenting concepts in this program. However, as it grows, it will be necessary to bring on more instructors who have

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SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Courses are relevant to needs of community. ENTR faculty are capable and professional. Program has grown since its inception in 2019. CTE Department is very supportive of the program. Regional Director for Entrepreneurship funds training for faculty. TLSC is supportive of student needs regarding technology.	WEAKNESSES Courses are not offered as face-to-face, hybrid, or hyflex for students who struggle to understand the courses. Too few faculty to meet the growing needs of the program. Students often take courses before they understand how to use basic technology tools.
External	OPPORTUNITIES To get hyflex technology to address students who need instructor/student interaction. New faculty do not have to have masters degrees to teach courses.	THREATS Nearby colleges are offering courses face-to-face or hybrid, or hyflex technology. New programs have started in nearby colleges that can serve more students.

III. Program Goals

The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Program Goals** to maintain or enhance program strengths, or to address identified weaknesses.
 - Some programs may only have three program goals while others may have four or five—that is okay.
 - Cite evidence from assessment data and/or other student achievement data, course, faculty, etc.

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- Indicate how each Goal is **Aligned** with the College's [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.
- Identify specific **Actions, Tasks** to meet the objectives.
- Develop **Outcome** statements and appropriate measures for each objective.
- Identify specific **Resources** needed to meet goals and objectives.

GOAL #1

Create short noncredit courses from Entrepreneurship and Innovation certificate for community.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Objective 1

Determine which ENTR course(s) should be submitted to the Curriculum Committee as noncredit.

Actions, Tasks

Elicit help from CTE Dean for choosing ENTR course(s) that should be submitted to the Curriculum Committee as noncredit.

Gather LMI regarding need for noncredit courses in ENTR.

Review response from CTE Dean with ENTR faculty.

Outcomes, Measures, Assessment

Meet with the CTE Dean and Adult Education Director for suggestions on which ENTR courses should be submitted for noncredit to Curriculum Committee.

LMI for ENTR will be gathered from the Center of Excellence for Labor Market Research.

Review input from the CTE Dean and LMI to determine which course(s) should be developed with ENTR faculty.

ENTR faculty will collaborate decide which courses will be developed and who will submit Curriculum paperwork for noncredit courses.

Objective 2

Develop ENTR noncredit course(s).

Actions, Tasks

Collaborate with stakeholders to decide which courses will be developed.

ENTR faculty will decide who will complete the Curriculum Committee paperwork for noncredit courses.

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Completed ENTR noncredit paperwork for courses will be sent to the CTE Dean for review prior to Curriculum Committee submission.

Outcomes, Measures, Assessment

Noncredit ENTR courses will be approved by the CTE Dean for submission to Curriculum Committee.

Objective 3

Submit Curriculum paperwork for ENTR noncredit course to the Curriculum Committee.

Actions, Tasks

Attend Curriculum Committee Tech Review and Approval meetings to get ENTR noncredit courses approved.

ENTR faculty assigned to a course(s) will make corrections to Curriculum paperwork necessary.

If necessary, revised noncredit ENTR course(s) paperwork will be resubmitted for approval by the Curriculum Committee.

Outcomes, Measures, Assessment

ENTR noncredit course(s) will be approved by the Curriculum Committee.

Resources Needed

Click or tap here to enter text.

GOAL #2

Open BCC Coffee shop to provide opportunities for students to apply Program Learning Outcomes.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Objective 1

Meet with BCC Administrators to collaborate on BCC Coffee Shop details.

Actions, Tasks

Attend meetings with BCC Administrators.

Outcomes, Measures, Assessment

Details regarding coffee shop status and the guidelines for developing a process for student participation will be discussed for the BCC Coffee Shop.

Objective 2

Develop promotional material for the BCC Coffee Shop to the BCC student population that will identify program related opportunities.

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Actions, Tasks

Reach out to the CTE Dean for assistance with promoting BCC Coffee shop.

Set appointment to discuss development of promotional material for naming and working in the BCC Coffee Shop.

Outcomes, Measures, Assessment

BCC Coffee Shop promotional materials will be developed.

BCC Coffee Shop promotional material will to be distributed to the BCC campus.

Objective 3

Have a soft opening of the BCC Coffee Shop.

Actions, Tasks

Work with BCC Administration to develop plans for soft opening.

Create list of requirements for student workers.

Recruit students to be student workers.

Outcomes, Measures, Assessment

List of student workers for soft opening.

Supplies purchased for soft opening.

Resources Needed

Money for purchasing coffee shop supplies.

Money for 3rd party to train coffee shop employees.

Money for employing student workers for coffee shop.

GOAL #3

Work with TLSC to create workshop or video for ENTR classes to teach how to use MS Excel and PowerPoint.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Objective 1

Plan a meeting with the Director of the TLSC to discuss workshop or video options.

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Actions, Tasks

Send email to the Director of TLSC to explain the needs for using Excel and PowerPoint into ENTR courses.

Request meeting with TLSC Director to discuss options.

Outcomes, Measures, Assessment

Student success will improve in the ENTR 4 course creating documents using MS Excel.

Objective 2

Meet with the TLSC Director.

Actions, Tasks

Attend meeting with Director of TLSC.

Develop outline of specific skills students need to use in Excel.

Outcomes, Measures, Assessment

A workshop or video for Excel and PowerPoint will be developed.

Objective 3

Infuse Excel workshops into ENTR courses.

Actions, Tasks

Workshop or video will be included in all ENTR courses that require the use of Excel and/or PowerPoint.

Workshop or video will be included as a graded assignment in course that requires the use Excel and/or PowerPoint.

Outcomes, Measures, Assessment

Workshop or video will be included in the class as a graded assignment.

Students will pass workshop assessment with a 70% or higher.

Resources Needed

No resources are needed other than those provided by the TLSC to create workshop or video.

GOAL #4

Develop a plan for staffing BCC Coffee Shop managers from CEO Club and baristas from student population at large.

Objective 1

Increase CEO Club membership by participating in campus and community events.

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Actions, Tasks

Promote CEO Club by participating in campus and community events.

Improve promotion of CEO Club via social media.

Outcomes, Measures, Assessment

CEO Club membership will grow by at least 100%.

Objective 2

Train CEO club members to manage BCC Coffee Shop.

Actions, Tasks

Collaborate with 3rd party that will help get BCC Coffee Shop developed to create training materials.

Develop training materials.

Set date(s) for training coffee shop management employees.

Create a tentative work schedule for managers of BCC Coffee Shop for soft opening based on hours of operation.

Outcomes, Measures, Assessment

There will be a tentative work schedule for managers for the soft opening of the BCC Coffee Shop.

Objective 3

Create a work schedule for baristas of the BCC Coffee Shop from the BCC campus at large.

Actions, Tasks

Promote BCC Coffee Shop through a "Name the Coffee Shop Contest".

Use contest to gather information from students who may want to work in the BCC Coffee Shop.

Meet with Dr. Bagg regarding student worker opportunities in the BCC Coffee Shop.

Meet with 3rd party to develop training for baristas.

Train baristas for BCC Coffee Shop.

Create a tentative work schedule for baristas of the BCC Coffee Shop for soft opening based on hours of operation.

Outcomes, Measures, Assessment

There will be a tentative work schedule for baristas for the soft opening of the BCC Coffee Shop.

Resources Needed

Training materials for student workers.

Promotional materials.

Funds for student workers in the BCC Coffee Shop.

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GOAL #5

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Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

IV. Resource Requests:

What does the program need to meet its goals and objectives? Requests should be evidence-based and tied to goals and objectives stated above.

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Resources may be requested from the following categories:

- Personnel/Staffing
- Technology Resource
- Facilities Resource
- Other

For all resources listed below that require a Budget Allocation Proposal (BAP), programs should submit their requests utilizing the [Budget Allocation Proposal form](#) and submit with their program review. The BAP form may also be updated and submitted in Years Two and Three if needed.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
4	2	Training and staffing of BCC Coffee Shop managers.	Unknown – depends on the college’s needs for the coffee shop.	No	Depends on the college’s budget for the coffee shop.
4	3	Training and staffing of BCC Coffee Shop baristas.	Unknown – depends on the college’s needs for the coffee shop.	No	Depends on the college’s budget for the coffee shop.
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