## **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: Click or tap here to enter text.

Academic Year: Click or tap here to enter text.

Name of Faculty Submitter(s): Click or tap here to enter text.

## **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 and how does it support the institutional mission?

Click or tap here to enter text.

### What is the program vision and how does it support the institutional vision?

Click or tap here to enter text.

### Please provide a short program description:

Click or tap here to enter text.

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

Click or tap here to enter text.

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

## **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)

Click or tap here to enter text.

#### **Retention Rate by**

##### Mode of instruction

##### Scheduling

##### Faculty Status (PT vs FT)

Click or tap here to enter text.

#### **Section Count by**

##### Mode of instruction

##### Schedule

##### Faculty Status (PT vs FT)

Click or tap here to enter text.

#### **Enrollment Count by**

##### Mode of instruction

##### Schedule

##### Faculty Status (PT vs FT)

Click or tap here to enter text.

#### **Class Size Average by**

##### Mode of instruction

##### Schedule

##### Faculty Status (PT vs FT)

Click or tap here to enter text.

#### **Efficiency: WSCH, FTES, FTEF**

Click or tap here to enter text.

#### **Student Equity Course Data**

##### What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

Multiple options for knowledge acquisition

OER materials

Use of Early Alert

Audio files as video alternatives

Provides students an opportunity for feedback on instruction

Ensures all student races and backgrounds are represented in the classroom and the curriculum

Presentation of resources from campus departments

ADA compliant materials

Use of graphic organizers

Promotes peer community building and support

Seeks multiple perspectives

Correlates learning with real-life experience

Probing and clarifying techniques

Creates space for students to ask for help

Utilizes learning pact

Includes resources in syllabus

Provide reminders to students throughout course about resources available

Collaborative note-taking

Other:  
Click or tap here to enter text.

##### Specifically discuss any equity gaps that have surfaced in the data. Click or tap here to enter text.

##### What innovative plans or projects will help to close these gaps? Click or tap here to enter text.

#### **Curriculum**

#### Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)? If no, please name the course and when it is scheduled for peer review.

Yes  No

1. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

Yes  No  
Click or tap here to enter text.

1. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?

Click or tap here to enter text.

1. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).

Click or tap here to enter text.

**Program Learning Outcome Assessment Data (Standard 2.9, 4.3)**

*Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.*

|  |  |  |
| --- | --- | --- |
| Program Learning Outcomes | Assessment Results – Summary of Data | Please list any future plans based on results |
| 1. Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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#### Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?

Click or tap here to enter text.

#### Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.

Click or tap here to enter text.

#### Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

#### Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

Click or tap here to enter text.

#### What actions can help grow or improve these areas moving forward?

Click or tap here to enter text.

#### Please reflect on assessment data trends based on ethnicity, race, and gender.

#### What actions can the program take to support equitable outcomes?

Click or tap here to enter text.

#### Are there specific student groups the program would like to focus their efforts on?

Click or tap here to enter text.

### **Program Data and Analysis**

#### **Demographics**

Click or tap here to enter text.

#### **Award Count**

Click or tap here to enter text.

#### **Student Equity Program Data**

##### Specifically discuss any equity gaps that have surfaced in the data.

Click or tap here to enter text.

##### What innovative plans or projects will help to close these gaps?

Click or tap here to enter text.

#### **Student or Program Satisfaction Survey Results**

Click or tap here to enter text.

#### **CTE-specific data**

##### CTE Advisory Boards

##### Labor Market data

##### Program Viability

Click or tap here to enter text.

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

Click or tap here to enter text.

#### **Institution-Set Standards and the Big Picture**

#### This section provides an opportunity to tie in all the data about the program to 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.

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

Click or tap here to enter text.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Institution Set (Floor) | Stretch Goal (Aspirational) | Program Data |
| Course Completion Rates | **74%** | **76%** |  |
| Certificates | **81** | **97** |  |
| Degrees | **437** | **524** |  |
| Transfers | **213** | **287** |  |
| \*Licensure Exam Pass Rates | **70%** | **79%** |  |
| \*Employment Rates | **60%** | **73%** |  |

1. Provide an analysis of the “big picture” by reflecting on how your program data compares to the [Institution-set Standards](https://www.barstow.edu/about-bcc/institutional-effectiveness) below.  
   Click or tap here to enter text.

\**Applicable to CTE*

### **Guided Pathways and Response**

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

#### Click or tap here to enter text.

#### List the other programs (clusters) that are part of your Guided Pathway

#### Click or tap here to enter text.

#### Provide a summary of how your program collaborates with other programs (clusters) in your Pathway.

##### *Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.*

Click or tap here to enter text.

### **Faculty/ Program Staff Data and Analysis**

#### **Faculty Load (FTEF)**

Click or tap here to enter text.

#### **FT/PT/OL Faculty Ratio**

Click or tap here to enter text.

#### **Faculty Professional Development**

#### Please list any professional development that faculty members have participated in (Standard 3.2)

Click or tap here to enter text.

#### Please list any professional development that faculty members would benefit from (Standard 3.2)

Click or tap here to enter text.

#### Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)

Click or tap here to enter text.

#### **Overall Observation of Data on Faculty**

##### *This section provides an opportunity to tie in all the data about faculty to 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.”

Click or tap here to enter text.

### **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  Click or tap here to enter text. | WEAKNESSES  Click or tap here to enter text. |
| **External** | OPPORTUNITIES  Click or tap here to enter text. | THREATS  Click or tap here to enter text. |

## **Program Goals, Objectives, and Outcomes**

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* ***two to three Program Goals*** *to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).*
* *indicate the* ***status*** *of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)*
* *Indicate how each Goal is* ***aligned*** *with the College’s* [*Strategic Priorities.*](https://www.barstow.edu/about-bcc/institutional-effectiveness/strategic-plan)
* *Indicate how each goal is* ***aligned*** *with the Pillars of Guided Pathways.*
* *List at least one* ***objective*** *for reaching each goal.*
* *Develop an* ***outcome*** *statement for each objective.*
* *Explain how you will* ***measure*** *the outcome.*
* *List any* ***resources*** *that will be needed to achieve the goal.*

### **GOAL #1**

Click or tap here to enter text.

1. This Goal is

New

Continued

Modified

*If modified please list how and why.*

Click or tap here to enter text.

#### 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.

1. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

1. Please list objective(s) for achieving this goal*.*

Click or tap here to enter text.

1. Please list outcome statements for each objective*.*

Click or tap here to enter text.

1. Briefly explain how you will measure the outcome*.*

Click or tap here to enter text.

1. Please list resources (if any) that will be needed to achieve the goal*.*

Click or tap here to enter text.

#### 

### **GOAL #2**

Click or tap here to enter text.

1. This Goal is

New

Continued

Modified

*If modified please list how and why.*

Click or tap here to enter text.

#### 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.

1. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

1. Please list objective(s) for achieving this goal*.*

Click or tap here to enter text.

1. Please list outcome statements for each objective*.*

Click or tap here to enter text.

1. Briefly explain how you will measure the outcome*.*

Click or tap here to enter text.

1. Please list resources (if any) that will be needed to achieve the goal*.*

Click or tap here to enter text.

#### 

### **GOAL #3**

Click or tap here to enter text.

1. This Goal is

New

Continued

Modified

*If modified please list how and why.*

Click or tap here to enter text.

#### 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.

1. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

1. Please list objective(s) for achieving this goal*.*

Click or tap here to enter text.

1. Please list outcome statements for each objective*.*

Click or tap here to enter text.

1. Briefly explain how you will measure the outcome*.*

Click or tap here to enter text.

1. Please list resources (if any) that will be needed to achieve the goal*.*

Click or tap here to enter text.

#### 

## **Previous Goals/Outcomes** Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Click or tap here to enter text.

## **Resource Requests:**

*What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.*

*Resources may be requested from the following categories:*

* *Personnel/Staffing*
* *Technology Resource*
* *Facilities Resource*
* *Professional Development*
* *Other*

*For all resource requests programs should utilize the* [*Budget Allocation Proposal form*](https://www.barstow.edu/sites/default/files/media/document/2021/BAP%20Form%20REV%209-27-2021.docx) *and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal #** | **Objective #** | **Resource Required** | **Estimated Cost** | **BAP Required?**  **Yes or No** | **In No, indicate funding source** |
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