

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: Associates of Arts Degree for Transfer, Communication Studies

Academic Year: 2022-2023

Name of Faculty Submitter(s): Jennafer Worland

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:

- A. What is the program mission and how does it support the institutional mission?
The Associates in Arts in Communication Studies for Transfer Degree focuses on concepts such as public communication, argument, rhetoric, and theories of human communication. The core courses are designed to provide students with a background and foundation to explore any of the various fields in communication in depth. The curriculum will provide students with knowledge and understanding of how to apply effective communication in their daily lives. The program is designed for students who intend on transferring to a four-year institution to pursue a bachelor's degree in preparation for a career in government, social service, industry, and/or further education in areas such as teaching, announcing, public relations, and law. Students must complete the following Associate Degree for Transfer requirements:
- B. What is the program vision and how does it support the institutional vision?
The program is designed to support students in goals of becoming better communicators and beyond that it is an ADT so it is designed for transfer. A degree in communication studies can lead to a wide range of career options including...
- C. Please provide a short program description:
The program consists of a wide range of communication courses that focus on Communication Theory, Oral communication, interpersonal communication and reotoric

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- D. 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

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

A. Course Success Rate by

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

The course has one full time faculty and six part time faculty members. The success rate seems to be fairly consistent across the board. Students seem to prefer online courses. Every class is scheduled appropriately within the two year cycle.

B. Retention Rate by

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

We seem to have pretty good retention.

C. Section Count by

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

There appears to be more students taking online courses

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D. Enrollment Count by

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

Click or tap here to enter text.

E. Class Size Average by

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

15.13 Hybrid

30.32 Online

13.43 Traditional

F. Efficiency: WSCH, FTES, FTEF

31.7 Full time

57.3 part time

Student Equity Course Data

- A. 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

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- Provide reminders to students throughout course about resources available
- Collaborative note-taking text.
- Other:
Click or tap here to enter

- B. Specifically discuss any equity gaps that have surfaced in the data.
There appears to be a decrees in succuss rates among...
- C. What innovative plans or projects will help to close these gaps?
Focusing on IDEAA and ...

Curriculum

- A. 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

- B. 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.

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

The program is relativially new so this is the first full program review. However since the creation of the program I has undergone a change with C-ID to become COMM 2.0

- D. 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
A. Demonstrate an ability to communicate ethically and responsibly on local, national and global levels	Students seem to be meeting or exceeding this expectation	Keep doing what we are doing to meet student needs

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B. Identify and analyze the foundational theories, principles and forms of communication in various contexts	Students seem to be meeting or exceeding this expectation	Keep doing what we are doing to meet student needs
C. Demonstrate effective research and critical thinking skills as they apply to the study of communication	Students seem to be meeting or exceeding this expectation	Keep doing what we are doing to meet student needs
D. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
E. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?

This is the program's first program review, it is a new program and it did not have data previously to review.

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

The program appears to be doing well on the PLO data

C. 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?

While all the data shows high success rate, there are still some students who do not meet expectations and there may be ways to improve those numbers

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

I think that looking at improving rubrics in the courses to better capture the data might be helpful

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

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

Though no group has low success rates, there is room for improvement in some of the demographic trends. We may be able to help these trends by focusing on an inclusive and equitable curriculum.

- 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

A. Demographics

Click or tap here to enter text.

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B. Award Count

Click or tap here to enter text.

C. 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.

D. Student or Program Satisfaction Survey Results

Click or tap here to enter text.

E. CTE-specific data

- CTE Advisory Boards
- Labor Market data
- Program Viability

Click or tap here to enter text.

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

Click or tap here to enter text.

G. 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.

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

Overall by looking at the data it looks like there has been a dip in success rates. I am wondering if that has something to do with instructors not dropping students at census or something. I am not sure why that is. There also seems to be a dip in people taking the majore which could just be a reflection of our numbers dropping on campus as a whole.

2. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.

72.4 average course completion

	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%	

**Applicable to CTE*

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Guided Pathways and Response

- A. Name of the Guided Pathway that your program is a part of
Arts Communication and Humanities
- B. List the other programs (clusters) that are part of your Guided Pathway
Art History, Humanities, English, Philosophy, Photography, Studio Arts, Theatre Arts
- C. 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.

We do meet with our pathway lead. Also there are communication instructors who are becoming involved with Barstow Reads, which is being facilitated by English faculty.

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

Full time instruction 24.3

B. FT/PT/OL Faculty Ratio

26.17

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
The full time instructor has attended Curriculum Institute which helped give a better picture of the bigger picture of things
2. Please list any professional development that faculty members would benefit from (Standard 3.2)
More training on how to understand data.
3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
I think that currently we do. Though I believe that if we want to start offering more Hyflex courses for public speaking then it would benefit us to have something work the technology while the instructor focuses on student presentations.

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D. 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.

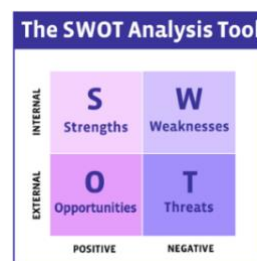
Provide an analysis of the “big picture.”

This is a very new program. And it is a program that began during the lockdown and pandemic. I believe that the program is still finding its legs. It is a good program that can provide lots of opportunities for students. But it is still a young program and I would like to see how it grows.

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 Growing the program	WEAKNESSES It is new
External	OPPORTUNITIES Advertisement	THREATS Not having the word out about communication

III. 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](#).
- Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).

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- 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.

A. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

I would like to continue to try to grow the communication program. We saw a dip in Course rates and I think that is reflection of our enrollment as a whole. I think that Communications is a great majore and would like to encourage growth, perhaps via advertisement.

B. 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.

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list objective(s) for achieving this goal.

Building community for by bringing more students in and by helpin them grow as communications

E. Please list outcome statements for each objective.

Students will join the communication program

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F. Briefly explain how you will measure the outcome.

Growth in students achieving the major

G. 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.

B. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Work on was to make curriculum more IDEAA focused. Look at equity

C. 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.

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

D. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

H. Please list objective(s) for achieving this goal.

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Making sure that we are continuing to use OER in our courses and making sure that everything continues to be ADA compliant as we continue to do more hybrid and hybrid options

- I. Please list outcome statements for each objective.

We will work towards Equity and building the program

- J. Briefly explain how you will measure the outcome.

By seeing our number of majors rise.

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

Any resources that would help with advertising. And added someone to run the technology in the high flex class.

GOAL #3

Click or tap here to enter text.

- C. This Goal is

- New
 Continued
 Modified

If modified please list how and why.

Click or tap here to enter text.

- D. 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.

- E. Relationship to Guided Pathways

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- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

L. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

O. 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.

This is a new program and this is the first full program review for it.

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IV. 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 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
I would like to continue to try to grow the communication program. We saw a dip in Course rates and I think that is reflection of our enrollment as a whole. I think that Communications is a great majore and would like to encourage growth, perhaps via advertisement.	Building community for by bringing more students in and by helpin them grow as communications	More advertisement	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Work on was to make curriculum more IDEAA	We will work twords Equity	Someone to run technology in the flex class for	Click or tap here to enter text.	Click or tap here	Click or tap here

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focused. Look at equity	and building the program	the public speaking courses		to enter text.	to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	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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