

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: Customer Service Certificate of Completion

Academic Year: 2023-24

Name of Faculty Submitter(s): Sonia Compton

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?
This program is designed to help individuals develop the necessary skills to establish positive customer relationships and effectively interact with internal and external clients. Additionally, it introduces students to new technologies and fosters creativity, critical thinking, productivity, and collaboration in the workplace and daily life. By completing this program, students are prepared for entry-level positions in essential skills, customer service, and computer digital literacy.
- B. What is the program vision and how does it support the institutional vision?
This certificate supports the program and pathways designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.
- C. Please provide a short program description:
The Certificate of Completion in Customer Service & Digital Literacy is specifically designed to equip students with the necessary skills for entry-level positions in Essential Skills, Customer Service & Computer Digital Literacy across a wide range of organizations. The program focuses on developing vital workplace skills, acquiring knowledge required for customer-centric roles, and learning basic computer digital concepts. Graduates will have the expertise to pursue a career in customer service as a representative, personal assistant, associate, bank teller, or cashier, with proficiency in technology and standard office tools such as Microsoft Office, email applications, search engines, social media, and team communications platforms. Upon

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completion of the mandatory courses, students will receive the Certificate of Completion in Customer Service & Digital Literacy..

- 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)

They are offered in three modalities: online, hybrid, and traditional. Success rates include: online: 46.2%, hybrid: 65.9%, and traditional: 65.2%. Currently instructed by part-time faculty for the past two years.

B. Retention Rate by

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

Start of the program in 21-22 to current data of 22-23, online retention is at 97.9% and hybrid was at 100%; no fully traditional courses are scheduled. Scheduling with online retention was at 97.9%, with hybrid at 100%.

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C. Section Count by

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

2021-22 online had 35 sections, hybrid was at 2 with a total of 37; 22-23 had 4 hybrid sections, 18 online, and 5 traditional for a total of 27 sections.

D. Enrollment Count by

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

2021-22 online had 723 enrolled students, hybrid had 17 and no traditions; 22-23 had online 606 enrolled students, hybrid 40, and traditional 63.

E. Class Size Average by

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

2021-22: online is 20.66, hybrid is 8.5, and no traditional; 2022-23: online is 33.67, hybrid is 10, and traditional is 12.6. Schedule information mainly online, day time course(s) offered. Primarily taught by part-time faculty with 20.61 in 21-22 and 26.26 in 22-23.

F. Efficiency: WSCH, FTES, FTEF

2021-22: WSCH 162, FTES is 5.4, FTEF is 2.47, Efficiency of WSCH/FTEF is 65.6, Efficiency FTES/FTEF is 2.2.

2022-23: WSCH is 210, FTES is 7, FTEF is 2.04, Efficiency WSCH/FTEF is 102.8, Efficiency FTES/FTEF is 3.4.

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

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- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Seeks multiple perspectives | <input checked="" type="checkbox"/> Creates space for students to ask for help | <input checked="" type="checkbox"/> Provide reminders to students throughout course about resources available |
| <input checked="" type="checkbox"/> Correlates learning with real-life experience | <input type="checkbox"/> Utilizes learning pact | <input checked="" type="checkbox"/> Collaborative note-taking |
| <input type="checkbox"/> Probing and clarifying techniques | <input checked="" type="checkbox"/> Includes resources in syllabus | <input type="checkbox"/> Other:
Click or tap here to enter text. |

B. Specifically discuss any equity gaps that have surfaced in the data. 21-22 is first-year data is available, course success rates were low in year one with a total success rate of 29.1%, with a breakdown showing Asian/Filipino at 12.5% as the lowest and Black/African American at 37.3% as the highest. 2022-23 course success rate total was at 49%, with a breakdown showing the lowest at 47.1% combined as the following ethnicities: Black/African American, Hispanic, and Two or more ethnicities; the highest was at 75% for Asian/Filipino. With every student given the same textbook opportunity/free textbook and the same opportunity for course completion, I wonder why the gaps are present. Year one was the first year ever taught, so it is anticipated for all percentage rates to be low, and year two had more students and a more experienced faculty member as it was not their first year teaching. Equity gaps by ethnicity could include various things and are worth looking into for future program reviews.

C. What innovative plans or projects will help to close these gaps? Throughout the first two years, I noticed high school students were not as engaged, no longer offering sections specific to high school students. However, all of our courses are open enrollment should a high school student choose to register. Currently looking at transitioning all CORs to include OER and potentially become a ZTC Pathway, which includes zero-cost textbook and instructional materials, and with the course being a non-credit course it will be free for any student who wants to enroll.

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.

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

No current changes in the past two years of instructing the course. This year we will be looking at OER options and put that through the curriculum process to go to ZTC.

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

N/A

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. Assess workplace scenarios that build essential skills, communication, critical thinking, problem solving, ethics, and teamwork.	No data given, but from Instructor perspective, students who successfully complete the course meet this PLO as assessed by their assignments.	Hopefully as SLOs and PLOs are assessed, we can get more data to show an accurate count of students meeting this PLO.
B. Demonstrate an understanding of trends in customer service for the 21 st century.	No data given, but from Instructor perspective, students who successfully complete the course meet this PLO as assessed by their assignments.	Hopefully as SLOs and PLOs are assessed, we can get more data to show an accurate count of students meeting this PLO.
C. Apply skills in the use of digital technology to assess learning and career opportunities.	No data given, but from Instructor perspective, students who successfully complete the course meet this PLO as assessed by their assignments.	Hopefully as SLOs and PLOs are assessed, we can get more data to show an accurate count of students meeting this PLO.
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 first program review, no reference to include, can be updated on the next program review.

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

No data is given, but we have reflected on our scheduling of courses and students who are not successfully completing the coursework (which in turn means they are not meeting the SLOs or

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PLOs) and have since stopped offering high school-specific sections. We will be able to see if this change impacts our next round of data which will be included in our program review update.

- 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?

Current program includes three courses: CUST 100, CUST 110, and CBIS 101 for a certificate of completion in customer service. From the faculty perspective teaching the course, notice a component of entrepreneurship should be included to help build the skills of our students who may not be eligible to entry-level employment based on life barriers and could also help customer service students transition into the ENTR pathway currently offered as either a CERT or degree.

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

Reviewing the current curriculum to see if any introductory components of ENTR can be included. Advertise ENTR courses throughout the certificate program to encourage students to explore their options educationally for ENTR.

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

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

None given; will review at next program review.

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

None given through data, some shifts that have already occurred include online courses for any/all students, no longer specific to high school students who were not engaged in the coursework, have continued partnership with SB County probation office and seeing success there; interested in partnering with WDD/EDD, Tanger Outlets, local business, as this is a non-credit/zero cost program and once fully transitioned to OER will be considered a ZTC pathway which means all costs of both the course and any instructional materials will be free of charge for the entirety of the program.

Program Data and Analysis

A. Demographics

Demographics by gender include unreported, female, male, and unknown. Ethnicity in the data includes Asian/Filipino, Black/African American, Hispanic, Native American/Alaskan Native, Pacific Islander/Hawaiian, Two or More, and White. Age at term includes all ages from under 19 years old to 50+; as you can see, our demographics span with no emphasis on any one category.

B. Award Count

When reviewing program success rates, 2021-22 shows a success rate of 29.1%, with 2022-23 showing a success rate of 49% for the program.

C. Student Equity Program Data

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

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- 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?

Appears to be increasing each academic year with year one at almost 30% and year two at almost 50%; will review next set of data and see if it is continuing to increase.

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

When looking at the Institution-Set Standards, currently the Customer Service certificate of completion is not meeting these standards, and is significantly lower based on percentages.

	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%	

Tried to find accurate count of certificates awarded, only given a percentage on data, it appears it might be low. Interested in seeing the certificates awarded.

**Applicable to CTE*

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Guided Pathways and Response

- A. Name of the Guided Pathway that your program is a part of
Part of the Business & Entrepreneurship pathway
- B. List the other programs (clusters) that are part of your Guided Pathway
For non-credit, there are three programs: customer service, forklift, and trade technician. Under the pathway, we fall with programs such as BADM, ENTR, ACCT, CBIS, COSM, MGMT, WARE
- 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.

The program prepares students for the workforce in any pathway, the program also will investigate if we can include ENTR components, which hopefully will help students transition to ENTR pathway if that is their educational/career goal.

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

Part-Time: 2.2, Full-Time: 2.04

B. FT/PT/OL Faculty Ratio

Part-Time: 89.2%, Full-Time: 100%

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
None known.
2. Please list any professional development that faculty members would benefit from (Standard 3.2)
Non-credit student engagement professional development or non-credit focused professional development to help improve the program(s).
3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
Currently, two part-time faculty divide the courses through modality, instructing in other disciplines. We could benefit from having a focused faculty member, but at this time understand the numbers won't support that, but could be helpful if we want growth.

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 program could potentially support all students in all pathways looking for a certificate to list on their resume for any entry-level and/or customer service positions. It could be

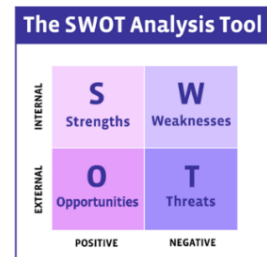
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advertised/marketed in that manner also to emphasize it's three courses, which could potentially all three courses could be completed in the same term with a certificate at the end of 18 weeks.

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	<p>STRENGTHS Students can develop important skills like active listening, problem-solving, and empathy through a structured curriculum. Successfully completing the course can earn students a recognized certificate, which can boost their chances of getting hired in customer service roles. You can learn at your own pace and schedule, as many courses are offered online or through a blended learning approach. Interactive elements like case studies, role-playing, and simulations can be included in the course to make the learning experience more engaging and effective.</p>	<p>WEAKNESSES Practical experience is crucial for learning customer service skills, but some courses may not offer enough opportunities for hands-on learning. As the customer service industry is rapidly changing, courses may struggle to stay updated with the latest trends and technologies.</p>
External	<p>OPPORTUNITIES As customer service increasingly involves digital channels, there</p>	<p>THREATS It is expected that the number of customer service certificate</p>

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	<p>is an opportunity to enhance courses by integrating modules on online communication, chatbots, and AI-powered support.</p> <p>Collaboration with companies and organizations needing customer service talent can provide internships, job placements, or guest lecture opportunities.</p> <p>Offer ongoing education and certification renewal opportunities to keep graduates up-to-date with the latest industry practices.</p> <p>Including an introductory component on ENTR can be helpful for individuals on probation who are facing challenges in finding employment opportunities. This component can also act as a stepping stone for students who are keen on pursuing entrepreneurship and obtaining business certification and degrees. This is particularly useful in keeping up with the changing industry trends and meeting the evolving needs of students.</p>	<p>courses will increase, leading to more competition among course providers. This may prompt these providers to find ways to distinguish themselves from others.</p> <p>Advancements in automation and artificial intelligence may reduce the need for human customer service representatives, which could impact the relevance of such courses.</p> <p>During economic recessions, individuals may have reduced spending power, making it more challenging for them to afford training and education courses. Changes in regulations concerning customer data privacy or consumer protection may require updates to course content.</p> <p>Negative reviews or experiences from past participants can harm the reputation of the course, potentially discouraging new enrollments.</p>
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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.)

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- Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).
- 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

Increased partnerships with either local businesses and /or County departments.

A. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

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*)

Strategic Priority 3: Build Community

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

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.

Work with area Dean(s) to collaborate with SB County WDD/EDD to see if our courses can be advertised for their programs such as WIOA, CalWORKs, and other funded programs that require job readiness training.

Collaborate with area deans and local businesses, including Tanger Outlets, Home Depot, and other customer service-oriented employers who are the first point of contact for customers. The objective is to advertise our free program, develop collaborative efforts, and enhance the

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success of both the company and our program completion rates..

- E. Please list outcome statements for each objective.

Build partnerships at the local and county level to offer customer service certificates to those who would benefit.

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

Outcome can be measured by enrollment, could include student surveys of how they heard about the course, and could also be measured by any contracts that could become part of the partnerships.

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

Dean(s), list of local businesses, contact with County.

GOAL #2

Transition all courses to OER to be listed at the Chancellor's Office as a ZTC Pathway.

- B. This Goal is

- New
 Continued
 Modified

If modified please list how and why.

Click or tap here to enter text.

- 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*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

- D. Relationship to Guided Pathways

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

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

Work with Academic Senate and/or OER Liason to find OER options for all courses. Vetting of all course materials in Fall 2023 with hopes to transition to OER before completion of Spring 2024. Once OER is approved petition with Academic Senate to be listed as a ZTC Pathway.

I. Please list outcome statements for each objective.

Outcome: Become an OER/ZTC Pathway

J. Briefly explain how you will measure the outcome.

The CORs and list of ZTC Pathways approved by CCCC

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

Academic Senate, OER, Curriculum Chair and Specialist, OER Liason

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.

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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

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.

N/A this is the first program review.

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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
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