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: Associate of Arts in Elementary Teacher Education

Academic Year: 2023-2024

Name of Faculty Submitter(s): Heather Bradford

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 mission of the Associate in Arts in Elementary Teacher Education for Transfer Degree is to inspire and prepare students, future educators, to teach in urban classrooms, to learn essential professional knowledge including professional teaching standards and ethics, to conduct fieldwork in order to learn how to meet the diverse needs of students and roles of the teacher, and to gain a broad foundation of knowledge across the disciplines that will be necessary to teach elementary students. This program helps the students progress forward in their goal of becoming a teacher.

B.   What is the program vision and how does it support the institutional vision?
The vision is to effect positive change in the High Desert school districts by utilizing the Elementary Education ADT Degree Program to introduce future teachers to fieldwork and help them develop mentor relationships early in their educational journey. By developing mentor relationships and school site knowledge earlier on, students will be better prepared for their future teaching positions and understand the teaching profession more fully which will lead to personal and professional success in the field. This program supports the college's vision of empowering students to achieve their personal best by offering students more opportunities to enter classrooms and gain hands on experience as well as, meeting mentors earlier in their education journey.

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C. Please provide a short program description:
The Associate in Arts in Elementary Teacher Education for Transfer Degree offers students a breadth of study across disciplines. The courses are designed to inspire and prepare students, future educators, to teach in urban classrooms, to learn essential professional knowledge including professional teaching standards and ethics, to conduct fieldwork in order to learn how to meet the diverse needs of students and roles of the teacher, and to gain a broad foundation of knowledge across the disciplines that will be necessary to teach elementary students

D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?
This program aligns with igniting a culture of learning and innovation and building community as we partner with multiple school districts to help students complete their fieldwork. It also aligns as we partner with specific districts to develop a pathway for their noncredentialled employees to start the journey of obtaining their teaching credential.

- 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 success rates show GEOG3 and ENGL1A struggling. GEOG3 has a 43.6% success rate while ENGL1A has a 55.6% success rate. GEOG3 may be due to only being scheduled in a 9-week format. There are no 18-week options for students to take. It may benefit students to have an 18-week option. ENGL1A is contending with AB705 which has been a struggle. Online success was greater during the Covid time period. 21/22 and 22/23 online success rates have remained steady while traditional success rates have gone up a bit. Full-time faculty have a higher success rate than the part-time faculty.

Instructional Program Review Template

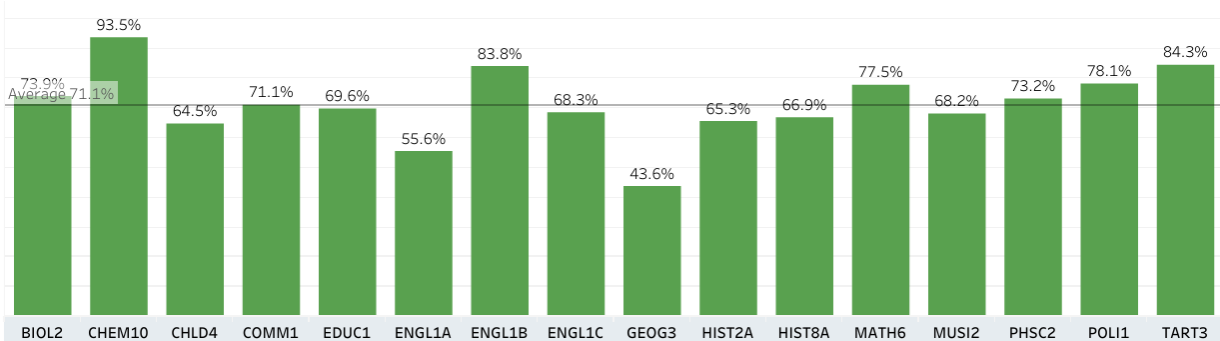Program   Associate of Arts Degree for Transfer, Elementary Teacher Education
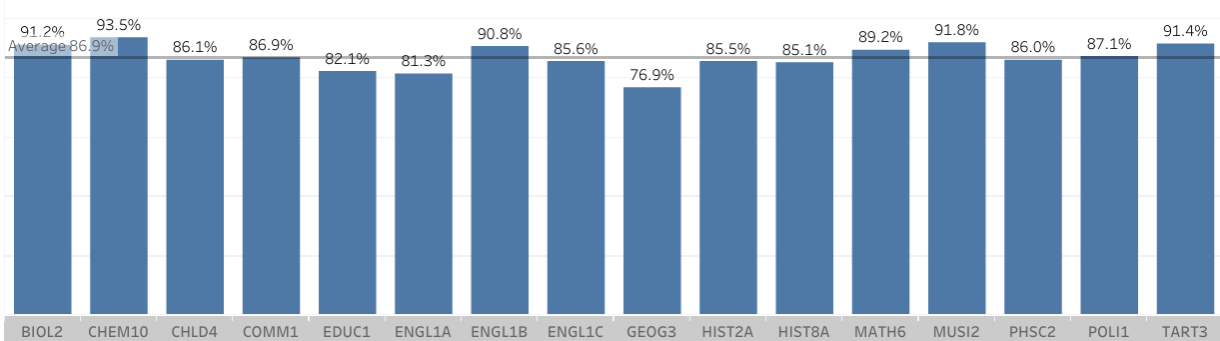
Course   All

Age at Term Group	Gender	Ethnicity
All	All	All

Course Success Rates

Course	Rate
BIOL2	73.9%
CHEM10	93.5%
CHLD4	64.5%
COMM1	71.1%
EDUC1	69.6%
ENGL1A	55.6%
ENGL1B	83.8%
ENGL1C	68.3%
GEOG3	43.6%
HIST2A	65.3%
HIST8A	66.9%
MATH6	77.5%
MUSI2	68.2%
PHSC2	73.2%
POLI1	78.1%
TART3	84.3%

Average 71.1%

Course Retention Rates

Course	Rate
BIOL2	91.2%
CHEM10	93.5%
CHLD4	86.1%
COMM1	86.9%
EDUC1	82.1%
ENGL1A	81.3%
ENGL1B	90.8%
ENGL1C	85.6%
GEOG3	76.9%
HIST2A	85.5%
HIST8A	85.1%
MATH6	89.2%
MUSI2	91.8%
PHSC2	86.0%
POLI1	87.1%
TART3	91.4%

Average 86.9%

Instructional Program Review Template

Course Success Rates by:

Program	Course	Gender	Ethnicity	Age at Term	Faculty
Associate of Arts Degree for Transfer, E..	All	All	All	All	All

Method of Instruction

81.0%
70.8%
65.2%
66.4%
62.0%

AY 2020-2021   AY 2021-2022   AY 2022-2023

Mode of Instruction
■ Hybrid/ITV/Web Conference   ■ Online   ■ Traditional

Time of Day

81.0%
70.8%
76.3%
67.5%
65.2%
63.5%
62.3%
51.5%

AY 2020-2021   AY 2021-2022   AY 2022-2023

Time of Day   ■ Afternoon   ■ Day   ■ Evening   ■ Online

Faculty Status

75.7%
67.7%
68.3%
67.8%
63.5%
62.3%

AY 2020-2021   AY 2021-2022   AY 2022-2023

Faculty Sta..   ■ Full-Time   ■ Part-Time
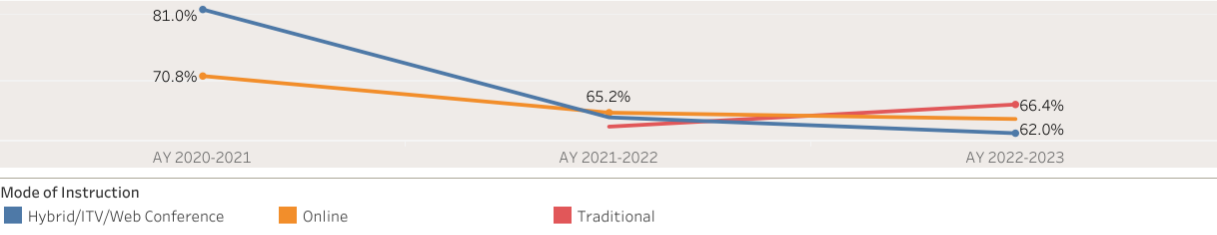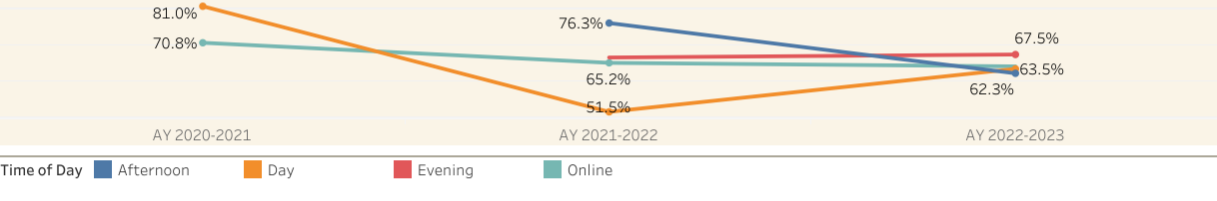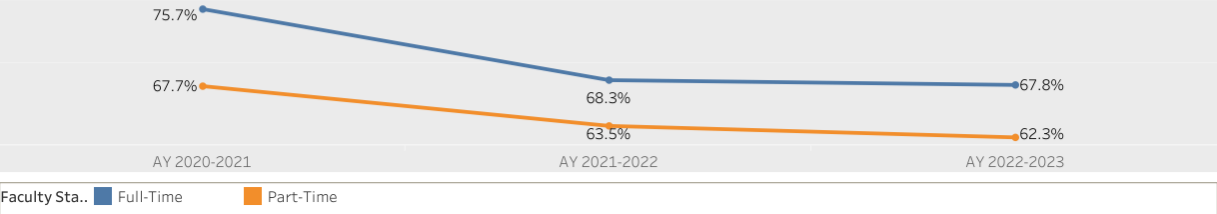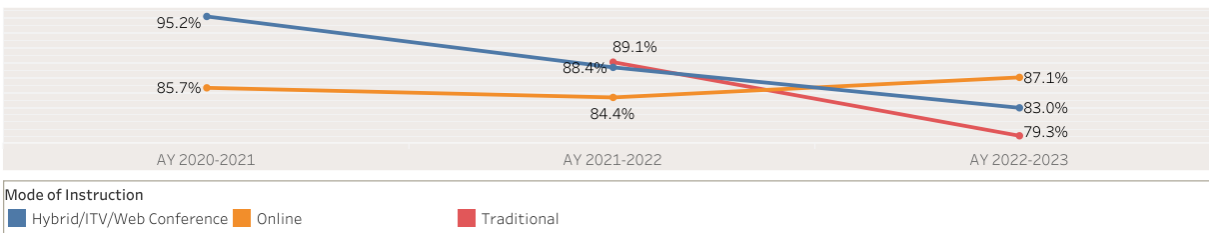
Instructional Program Review Template

B. Retention Rate by
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Course Retention Rates by:
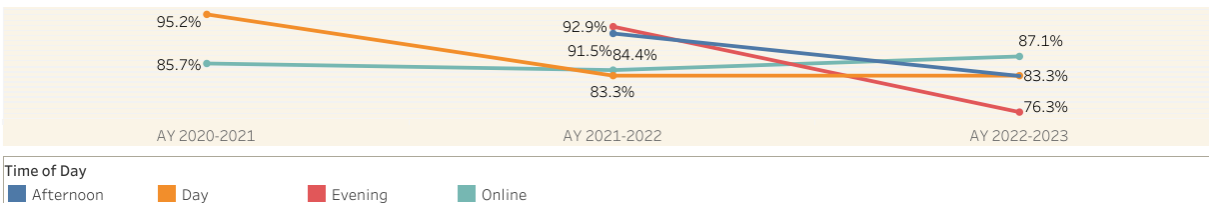
Program	Course	Gender	Ethnicity	Age at Term	Faculty
Associate of Arts Degree for Tran..	All	All	All	All	All

Method of Instruction

Mode of Instruction
- Hybrid/ITV/Web Conference
- Online
- Traditional

Time of Day

Time of Day
- Afternoon
- Day
- Evening
- Online

Faculty Status

Faculty Status
- Full-Time
- Part-Time
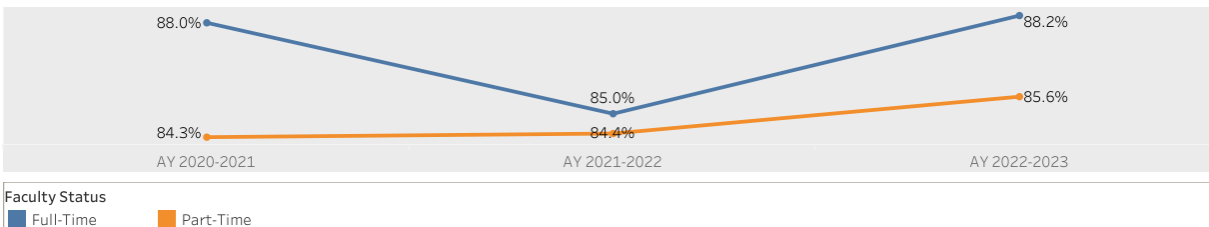
GEOG3 has the lowest retention rate with a 76.9% while all the other courses have an over 80% retention rate. The retention rate dropped from 92% for evening classes down to 76%. Afternoon classes also dropped from 91% down to 83%. Part-time and full-time are doing well in retention rates.

Instructional Program Review Template

C. **Section Count by**

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

The section

Program
Associate of Arts Degree for Transfer, Elementary Teacher Education

Course
All

Section Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing	1	12	27	40
Online	173	130	138	441
Traditional		4	12	16
Grand Total	174	146	177	497

Section Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon		7	20	27
Day	1	5	12	18
Evening		4	7	11
Online	173	130	138	441
Grand Total	174	146	177	497

Section Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	68	49	61	178
Part-Time	106	97	116	319
Grand Total	174	146	177	497

The section counts show a majority of online students. While the students say they want live classes, the data is not corroborating that desire. Approximately 65% of the classes are being taught by part-time faculty.

Instructional Program Review Template

D. **Enrollment Count by**
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Program
Associate of Arts Degree for Transfer, Elementary Teacher Education

Course
All

Enrollment Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing	21	123	326	470
Online	4,258	3,336	3,395	10,989
Traditional		47	139	186
Grand Total	4,279	3,506	3,860	11,645

Enrollment Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon		61	259	320
Day	21	67	125	213
Evening		42	80	122
Online	4,258	3,336	3,396	10,990
Grand Total	4,279	3,506	3,860	11,645

Enrollment Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	1,670	1,178	1,272	4,120
Part-Time	2,609	2,328	2,588	7,525
Grand Total	4,279	3,506	3,860	11,645

The enrollment count shows a large majority of online students. However, the enrollment in traditional classes did almost triple from 21/22 to 22/23. Traditional could continue to increase as students become more aware of available live classes. Part-time faculty has 65% of the enrollment which aligns with the section counts.

E. **Class Size Average by**
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The class size average is considerable larger in the online classes. However, the students per section for faculty are very similar at 23.15(FT) and 23.59(PT). As students grow more

comfortable with returning to campus and more people become aware of live classes, the student counts will go up.

Program
Associate of Arts Degree for Transfer, Elementary Teacher Education

Course
All

Students per Section by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferen..	21.00	10.25	12.07	11.75
Online	24.61	25.66	24.60	24.92
Traditional		11.75	11.58	11.63
Grand Total	24.59	24.01	21.81	23.43

Students per Section by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon		8.71	12.95	11.85
Day	21.00	13.40	10.42	11.83
Evening		10.50	11.43	11.09
Online	24.61	25.66	24.61	24.92
Grand Total	24.59	24.01	21.81	23.43

Students per Section by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	24.56	24.04	20.85	23.15
Part-Time	24.61	24.00	22.31	23.59
Grand Total	24.59	24.01	21.81	23.43

F. **Efficiency: WSCH, FTES, FTEF**
The efficiency rates are not hitting the targets. It is still a new program with limited data. We did start working directly with the Oro Grande School District to start a pipeline for noncredentialled employees to start working toward their Bachelor's Degree and credential. There are possibilities of working with other districts to help them begin a pipeline for future teachers. This could increase enrollment which would lead to larger classes for the more EDUC ADT

specific classes like GEOG 3 and EDUC 1 which have had low numbers.

Program
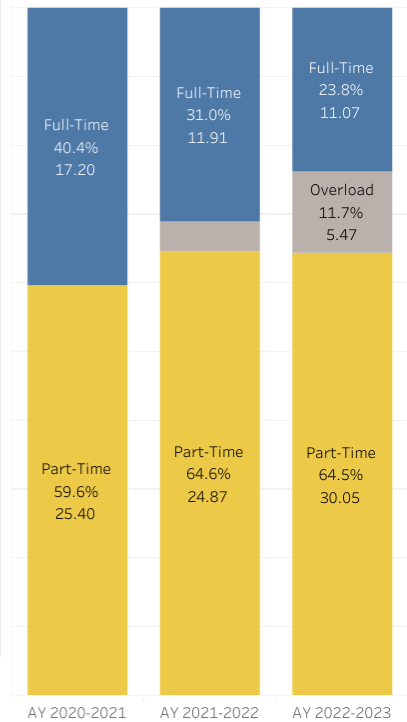Associate of Arts Degree for Transfer, Elementary Teacher Education

Course
All

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2020-2021	Full-Time	6,734	224.47	17.20	392	13
	Part-Time	9,107	303.56	25.40	359	12
	Total	15,841	528.03	42.60	372	12
AY 2021-2022	Full-Time	4,476	149.19	13.61	329	11
	Part-Time	8,643	288.12	24.87	348	12
	Total	13,119	437.30	38.48	341	11
AY 2022-2023	Full-Time	4,168	138.94	16.53	252	8
	Part-Time	9,108	303.58	30.05	303	10
	Total	13,276	442.53	46.58	285	10

Efficiency Targets: WSCH/FTEF = 525 OR FTES/FTEF = 17.5

FT/PT/OL Faculty Load Ratio (FTEF)

AY 2020-2021: Full-Time 40.4% 17.20; Part-Time 59.6% 25.40
AY 2021-2022: Full-Time 31.0% 11.91; Part-Time 64.6% 24.87
AY 2022-2023: Full-Time 23.8% 11.07; Overload 11.7% 5.47; Part-Time 64.5% 30.05

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

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☐ 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.

B. Specifically discuss any equity gaps that have surfaced in the data.
Black African Americans are less successful in the program as well as students over the age of 50.

C. What innovative plans or projects will help to close these gaps?
To close the gap, I suggest referring students who are not scoring 80% or better on assignments be referred to the TLSC instead of waiting until they are in danger of failing. The guided pathway lead needs to put forth the request for early referral to the faculty. Starting an Umoja group and/or having a Black Student Union may help African American students get more support. Direct communication with the TLSC director requesting support for GEOG 3 students is essential. Faculty have access to the Culturally Responsive Teaching canvas course created by the Instructional design team. If faculty can be encouraged or paid to do the course, it may make a positive impact on addressing equity gaps.

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?
No changes at this point.

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

Instructional Program Review Template

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 introductory subject matter, competency and knowledge of integrated studies found in liberal studies.	An average of 78.9% Meets or exceeds this PSLO from Fall 2020 to Spring 2023	Focus more on the development of their philosophy of education paper in multiple modules
B. Summarize practical knowledge of the teaching profession after completing 45 hours of fieldwork in a public elementary classroom.	An average of 83.3% Meets or exceeds this PSLO from Fall 2020 to Spring 2023	Continue to monitor and discuss fieldwork experiences and require multiple checkins to ensure students are on track to complete their fieldwork hours.
C. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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?

There are more checkins to see how students are progressing on their fieldwork hours. The TLSC embedded tutors in some math and English courses.

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

PSLO#	PSLO description	Demographic Group	Fall 2020	Fall 2021	Spring 2022	Fall 2022	Spring 2023
PSLO 1	Demonstrate introductory subject matter, competency and knowledge of integrated studies found in liberal studies.	All Students	82.6%	78.2%	64.5%	82.4%	86.9%
PSLO 2	Summarize practical knowledge of the teaching profession after completing 45 hours of fieldwork in a public elementary classroom.	All Students	100.0%	71.1%	69.3%	98.2%	77.8%

64.0% ▭▭▭▭▭ 100.0%

The percentage for the PSLO's is meets or exceeds for both. Spring 2022 had an odd drop, but the Fall 2022 number rebounded greatly.

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?

Improve the GEOG 3 and ENGL1A success rates.

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

Adding more embedded tutors in the English 1A course might help if students utilize them. Also, referring students to the TLSC and to the net tutor writing center may help with the quality of papers being turned in.

For GEOG3, the instructor is adding more pages to the canvas shell and working on improving student participation. Direct communication with the TLSC requesting support for GEOG 3 is also an oppprtunity to improve success.

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

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

African American outcomes are lower. The instructors can monitor those students' weekly success to help enact early alert if needed and offer help to the students during office hours.

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Instructors can also show the students how to access Net Tutor on the canvas shell and explain the features available on it.

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

The over 50 age group has a very low success rate as well as the Black African American students.
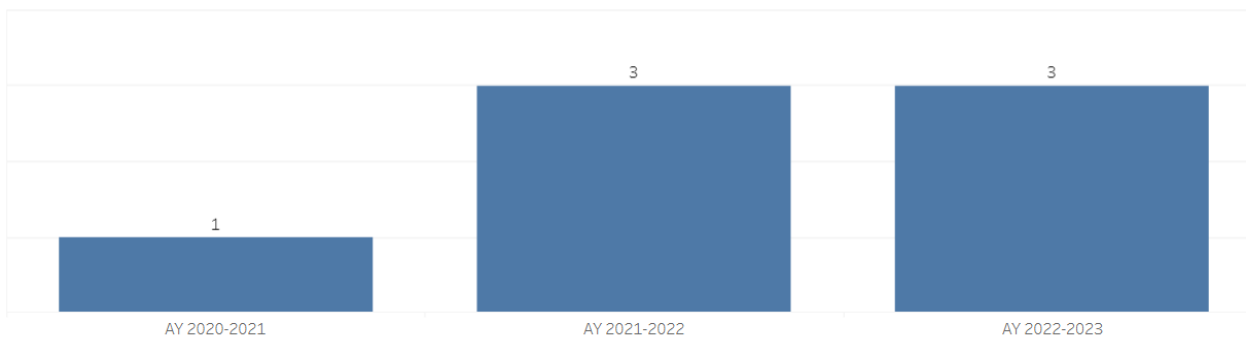
Program Data and Analysis

A. Demographics
6 of 7 completers were Hispanic. 6 out of 7 were female.

B. Award Count

Program Awards by Year - Associate of Arts Degree for Transfer, Elementary Teacher Education

AY 2020-2021	1
AY 2021-2022	3
AY 2022-2023	3

C. Student Equity Program Data

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

Black African Americans are less successful in the program as well as students over the age of 50.

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

To close the gap, I suggest referring students who are not scoring 80% or better on assignments be referred to the TLSC instead of waiting until they are in danger of failing. Starting an Umoja group and/or having a Black Student Union may help African American students get more support.

D. Student or Program Satisfaction Survey Results
Working on collecting data for the next draft.

E. CTE-specific data
- CTE Advisory Boards
- Labor Market data
- Program Viability

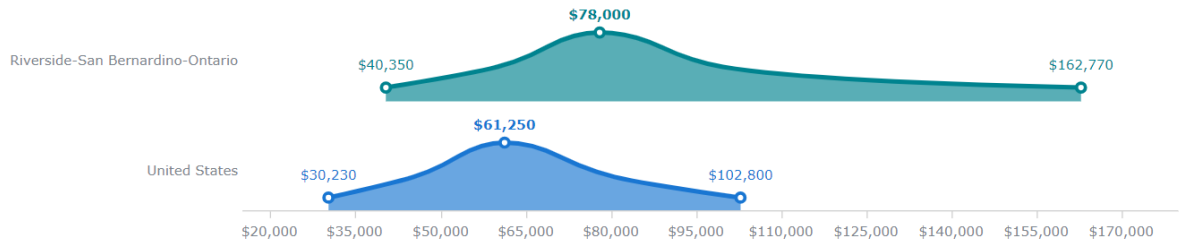| Occupational Projections of Employment (also called "Outlook" or "Demand")						[Top]
Area	Estimated Year-Projected Year	Employment Estimated	Projected	Employment Change Number	Percent	Total Job Openings
California	2018 - 2028	187,300	196,500	9,200	4.9	150,740

Instructional Program Review Template

Local Wages
25-3099.00 - Teachers and Instructors, All Other ☀ Bright Outlook

| Wages for state: | California | ▾ | Go |
| Wages near ZIP Code: | 92311 | | Go |

Riverside-San Bernardino-Ontario
$40,350 — $78,000 — $162,770

United States
$30,230 — $61,250 — $102,800

$20,000 $35,000 $50,000 $65,000 $80,000 $95,000 $110,000 $125,000 $140,000 $155,000 $170,000

In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$78,000**.
- 10% of workers earn **$40,350 or less**.
- 10% of workers earn **$162,770 or more**.

California Employment Trends
25-3099.00 - Teachers and Instructors, All Other ☀ Bright Outlook

| View trends for state: | California | ▾ | Go |

In California:
Employment data for **Tutors and Teachers and Instructors, All Other**.

Employment (2020)	86,300 employees
Projected employment (2030)	100,400 employees
Projected growth (2020-2030)	16%
Projected annual job openings (2020-2030)	11,980

In the United States:
Employment data for **Teachers and Instructors, All Other**.

Employment (2021)	211,600 employees
Projected employment (2031)	227,800 employees
Projected growth (2021-2031)	■■■□ 8% Faster than average
Projected annual job openings (2021-2031)	26,600

California source: Projections Central 2020-2030 long-term projections ⧉. United States source: Bureau of Labor Statistics 2021-2031 employment projections ⧉. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

The advisory meetings were child development based. There were no elementary education meetings. There is a great need for teachers in the Barstow area. Barstow Unified is still trying to hire teachers and school has been in session for over a month. This program is new, but definitely needed to help increase the number of teachers in California.

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F. Comparative data (compared to BCC and/or compared to other programs)
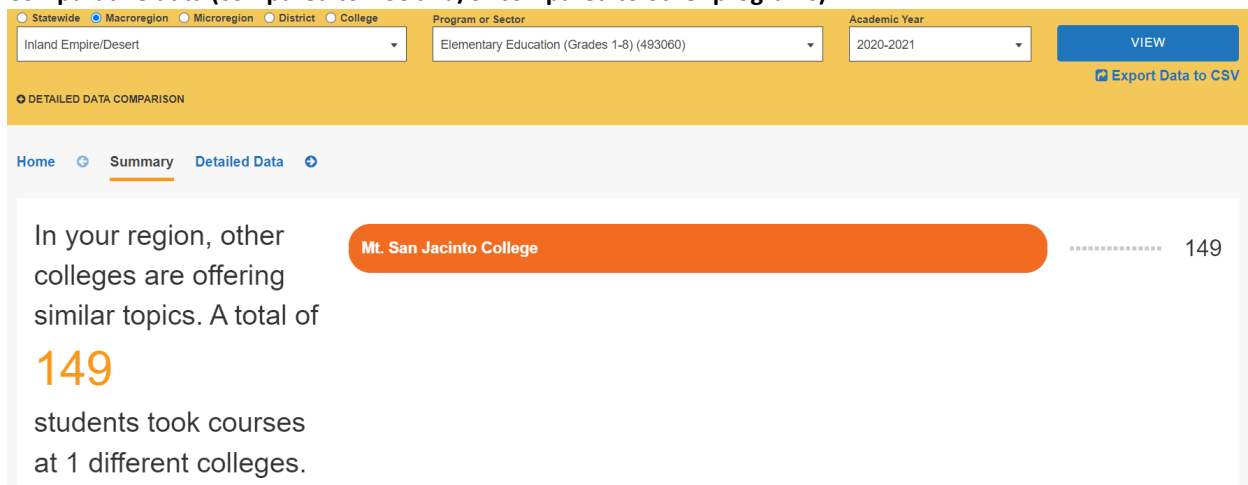
There were not a lot of community colleges focused on elemenatry education and the data is 2020-2021. There were no more recent numbers.

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, the program is small, but gaining momentum. The success rates need improvement and there are two equity gaps that are very noticeable, black/African Americans and students over the age of 50.

2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the <u>Institution-set Standards</u> below.

   There were 3 degrees awarded in 22/23. The course completion rates average at 71% which is just below the institution set. There are no certificate, licensures, or employment rates for

	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%	

   this program.

   *Applicable to CTE

Instructional Program Review Template

Guided Pathways and Response

    A.   Name of the Guided Pathway that your program is a part of
        Public Service and Education

    B.   List the other programs (clusters) that are part of your Guided Pathway
        Administration of Justice,Corrections, Liberal Studies, Early Childhood, Child Development, Emergency Medical Tech, Pre-Allied Health

    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 Education Program and Early Childhood/Child Development both participate in ACCCTEP and CCTE meetings and some conferences.

Instructional Program Review Template

Faculty/ Program Staff Data and Analysis
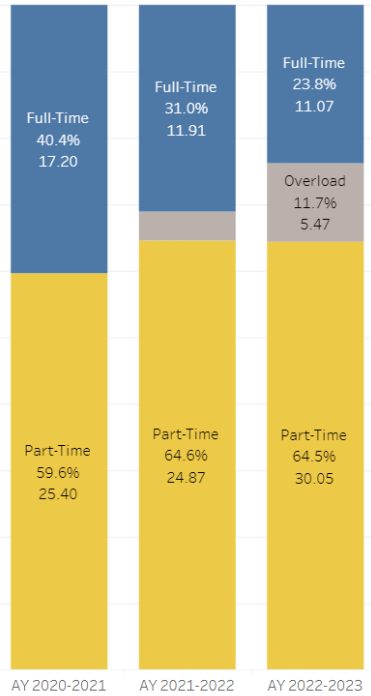
    A.   **Faculty Load (FTEF)**

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2020-2021	Full-Time	6,734	224.47	17.20	392	13
	Part-Time	9,107	303.56	25.40	359	12
	Total	15,841	528.03	42.60	372	12
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	Part-Time	9,108	303.58	30.05	303	10
	Total	13,276	442.53	46.58	285	10

Instructional Program Review Template

B. FT/PT/OL Faculty Ratio

FT/PT/OL Faculty Load Ratio (FTEF)

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2020-2021	Full-Time	6,734	224.47	17.20	392	13
	Part-Time	9,107	303.56	25.40	359	12
	Total	15,841	528.03	42.60	372	12
AY 2021-2022	Full-Time	4,476	149.19	13.61	329	11
	Part-Time	8,643	288.12	24.87	348	12
	Total	13,119	437.30	38.48	341	11
AY 2022-2023	Full-Time	4,168	138.94	16.53	252	8
	Part-Time	9,108	303.58	30.05	303	10
	Total	13,276	442.53	46.58	285	10

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
   ACCCTEP conference. SPAN Conference

2. Please list any professional development that faculty members would benefit from (Standard 3.2)
   Training on meeting the community college student where they are at and helping them grow into a university level student.

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
   There is a need for staff to help develop OER materials as this is one area Senate would like to be ZTC.

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."
The part-time faculty teach a large portion of the courses in this program. One of the lower performing classes is taught by a newer part-time faculty member. AB705 has had an impact on the ENGL1A course which is part of this program and others.

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.
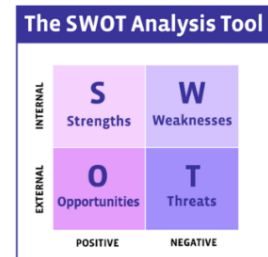
	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS The faculty cares deeply about the success of students and the students are doing well in most of the courses. !5 total courses are in the program.	WEAKNESSES Geog Class has limited offerings. Only 2 courses are seen as a barrier.
External	OPPORTUNITIES The job market is strong and looking for teachers. Working with districts to help grow their own teachers	THREATS Low interest in the teaching profession/negativity regarding the teaching profession

Instructional Program Review Template

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.*
- *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

Create and implement OER for EDUC 1, Intro to Teaching and Learning in K-12 Education course.

A. This Goal is

☐ New

☒ Continued

☐ Modified

If modified please list how and why.

There is a need to develop OER materials as this is one area Senate would like to be ZTC.

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 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

Choose an item.

C. Relationship to Guided Pathways

☐ Clarify the Path

Instructional Program Review Template

☐   Entering the Path

☐   Staying on the Path

☒   Support Learning

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

   Reduce student cost and make the EDUC 1 course more equitable.

E.   Please list outcome statements for each objective.

   The outcome is that the cost of the program to the students will go down.

F.   Briefly explain how you will measure the outcome.

   Evaluate available OER options to determine if it meets the needs of the course then adjust the COR to show the change.

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

   Time either as load or special compensation to be able to do the legwork of building the OER or searching out already developed OER that meets the needs of the students and instructor..

....

GOAL #2

Continue updating the Elementary Teaching AAT information available on the BCC website and in the guided pathway.

B.   This Goal is

☐   New

☒   Continued

☒   Modified

If modified please list how and why.

   Guided pathway tab has been added and will need updated.

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 3: Build Community

Instructional Program Review Template

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

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.

Provide current students and prospective students more information on the program to assist them.

I. Please list outcome statements for each objective.

Students have the ability to see the program and the requirements before they enroll and while they are in school.

J. Briefly explain how you will measure the outcome.

Utilize information from PIO that shows how many people clicked on the pathway and how long they satyed on the pages. Also, utilize a survey to see if current students visited the website in regard to the program.

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

Web designers

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GOAL #3

Create a new education course focused on health and wellness.

C. This Goal is

☐　　　New

☒　　　Continued

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☐   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)*
Strategic Priority 3: Build Community

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

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*.*

Develop and offer a course designed to teach teachers and future teachers how to incorporate physical education, health and wellness into their classrooms.

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

Students obtain the skills necessary to incorporate physical education, health, and wellness into their classrooms.

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

Check for the completed COR, and then look for success rates of the class once it is offered.

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

Stipend for someone in KINE to create the course.

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Instructional Program Review Template

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.

Goals from before are being continued and or modified.

Instructional Program Review Template

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
1	Create and implement OER for EDUC 1, Intro to Teaching and Learning in K-12 Education course.	Time either as load or special compensation to be able to do the legwork of finding the OER.	$1200	No	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.
3	Students obtain the skills necessary to incorporate physical education, health, and	Stipend for someone in KINE to create the course.	$1200	No	Click or tap here to enter text.

Instructional Program Review Template

	wellness into their classrooms.				
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