

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: Certificate of Achievement, Emergency Medical Technician.

Academic Year: 2023

Name of Faculty Submitter(s): Art Rodriguez

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 this program is to provide students the education required to pursue career goals in jobs that are related to public safety. This supports the institutional mission of providing all students with the educational tools to achieve personal goals and professional growth.
- B. What is the program vision and how does it support the institutional vision?
The program seeks to provide the high quality education that is required by the public safety sector to obtain meaningful employment or career advancement.
- C. Please provide a short program description:
This program of study will provide the education necessary for students to qualify for the National Registry of EMT's testing/certification as required by the state of California and the Inland Counties Emergency Medical Agency (ICEMA).
- D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?
This program Ignites a Culture of Learning and Innovation through its partnership with local business and other entities that require individuals with Emergency Medical Technician certification to fill positions within their workforce. It also encourages students to continue their education to continue in career advancement providing additional opportunities in the Public Safety field.
 - Innovate to Achievable Equitable Student Success

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- Ignite a Culture of Learning and Innovation
 - Build Community
 - Achieve Sustainable Excellence in all Operations
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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)

Course success rate analysis reveals that AHLT 55A rates have improved from a low of 50% in 2021-2022 to a current rate of 80%. Additionally, the success rates for each of the other 2 Core courses sits currently at 100%. Overall, the success rate for the Certificate of Achievement, Emergency Medical Technician have steadily fallen to a current low of 68.6%. The success rate of the additional courses required to attain this certificate has consistently fallen as a primary cause.

B. Retention Rate by

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

AHLT55A is currently conducted via Hybrid Method with 1 “live’ class day and an asynchronous online component. The live class meets on Monday evenings with the balance of the class presented online. Faculty status is PT and current retention stands at 97.1%. The retention rate has steadily improved as a result of the addition of the online component as students can access the coursework around their personal schedules.

C. Section Count by

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

Online instruction dominates the section count which generally is not affected by the the time that the courses are offered, student are able to access the content according to their time

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frames. The numbers of faculty, PT vs. FT is fairly even with PT providing a slight edge in numbers.

D. Enrollment Count by

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

Enrollment counts are higher for PT faculty vs. FT. Online instruction counts have risen over the last year as have the number of students who are attending traditional methods of instruction.

E. Class Size Average by

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

Class size is higher for online methods of instruction vs. Traditional methods of instruction. The class average, per section, is distributed fairly evenly between FT and PT.

F. Efficiency: WSCH, FTES, FTEF

The data in this area appears consistent in regards to FT vs. PT FTEF. There is also an indication that overload has nearly doubled from 2021-2022 to 2022-2023.

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.

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Multiple options for knowledge acquisition | <input type="checkbox"/> Presentation of resources from campus departments | <input checked="" type="checkbox"/> Creates space for students to ask for help |
| <input type="checkbox"/> OER materials | <input checked="" type="checkbox"/> ADA compliant materials | <input type="checkbox"/> Utilizes learning pact |
| <input type="checkbox"/> Use of Early Alert | <input type="checkbox"/> Use of graphic organizers | <input checked="" type="checkbox"/> Includes resources in syllabus |
| <input type="checkbox"/> Audio files as video alternatives | <input type="checkbox"/> Promotes peer community building and support | <input type="checkbox"/> Provide reminders to students throughout course about resources available |
| <input type="checkbox"/> Provides students an opportunity for feedback on instruction | <input checked="" type="checkbox"/> Seeks multiple perspectives | <input type="checkbox"/> Collaborative note-taking |
| <input checked="" type="checkbox"/> Ensures all student races and backgrounds are represented in the classroom and the curriculum | <input checked="" type="checkbox"/> Correlates learning with real-life experience | <input checked="" type="checkbox"/> Other:
Partnership with local EMS agency to provide for clinical instruction and experience. |
| | <input type="checkbox"/> Probing and clarifying techniques | |

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- B. Specifically discuss any equity gaps that have surfaced in the data.
It appears that minority students, particularly African American students, are represented by low numbers of enrollment and consequently low numbers for successful completion.
- C. What innovative plans or projects will help to close these gaps?
We will focus on outreach through attendance in job and career fairs to ensure that all ethnic and gender groups are encouraged to enter fields with traditionally low numbers of these constituencies in actual employment figures.

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
COMM3, SOCI1 and SOCI2 have only been taught in the 2022-2023 term. I am not aware of the reason for this.
- C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?
There are no changes that I am aware of.
- D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).
No, there are no curriculum details that have not been covered

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. Utilize assessment findings to identify/treat illness/injury	There is no data available yet for this SLO.	Data from the current class will be available at the end of the term and will be analyzed.
B. Successfully perform the skills necessary for EMT certification.	There is no data available yet for this SLO.	Data from the current class will be available at the end of the term and will be analyzed.

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C. Display behavior consistent with the ethical standards of EMS.	There is no data available yet for this SLO.	Data from the current class will be available at the end of the term and will be analyzed.
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 initial program review.
- B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
Students benefit from the live class meetings and smaller class sizes as compared to other educational institutions with larger class sizes. There is the ability to provide more focused attention to each student.
- 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?
AHLT55A will focus on the SLO regarding ethical standards through the utilization of a self examination survey completed by each student to address ethical situations.
 - What actions can help grow or improve these areas moving forward?
Students will complete the survey.
- D. Please reflect on assessment data trends based on ethnicity, race, and gender.
- What actions can the program take to support equitable outcomes?
All actions are consistent in their approach to all ethnicities, races and genders. This affords each student an equitable opportunity for successful completion of their chosen course direction.
 - Are there specific student groups the program would like to focus their efforts on?
Not at this time.

Program Data and Analysis

A. Demographics

Awards were earned by 1 female student and 1 male student in the 2021-2022 term. For the 2022-2023 term awards were earned by 3 females and 2 males. Age does not appear to be a factor in award completion.

B. Award Count

2 Certificates of Achievement were awarded in the 2021-2022 term and 5 were awarded in the 2022-2023 term.

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C. Student Equity Program Data

- Specifically discuss any equity gaps that have surfaced in the data.
There are no equity gaps noted.
- What innovative plans or projects will help to close these gaps?
There are no equity gaps noted, no plans or projects are planned.

D. Student or Program Satisfaction Survey Results

There are no satisfaction surveys to review.

E. CTE-specific data

- CTE Advisory Boards
- Labor Market data
- Program Viability

Labor market data is attached to this report. No CTE Advisory Board data exists for AHLT55A exists that I am aware of. The EMS industry as a whole is suffering from a shortage of certified personnel and demand for Emergency Medical Technicians is expected to remain high.

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

I am not aware of any data from other programs that can serve as a comparison.

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?

The program success rates are not what they should be. Core classes are performing well, additional classes required to obtain the Certificate of Achievement remain on the decline in terms of successful completion.

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

Course Completion Rates 71.2%. Certificates 7. Licensure Exam Pass Rates are low. And employment Rates are difficult to obtain.

	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
Public Service and Education
- B. List the other programs (clusters) that are part of your Guided Pathway
AHLT55A, AHLT51, AHLT63, COMM1, COMM3, ADJU1, ADJU5, ADJU8, PSYC1, PSYC14, SOCI1 and SOCI2.
- 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.

Collaboration has been deficient and will need to be improved as we work forward to increase student success rate in this area. Collaborative meetings need to be planned and executed to remedy this problem.

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

I am not educated on how to interpret this data.

B. FT/PT/OL Faculty Ratio

I am not educated on how to interpret this data.

C. Faculty Professional Development

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

I am not aware of any that have occurred.

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

This is an area unknown to me.

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

Yes, I believe the staffing is adequate across all courses. For AHLT 55A in particular staffing is appropriate.

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."

Faculty overall appears to be adequate for this program. Speaking specifically to ALHT 55A the current faculty model works well. Student feedback has indicated that the smaller class sizes result in a much more focused experience where student/instructor ratio is concerned.

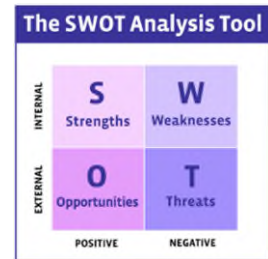
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Additionally, having a single instructor provides consistency in the delivery and integrity of the education as there aren't competing views on educational content among instructors.

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 Efficient class sizes. Adequate faculty and class offerings.	WEAKNESSES Better collaboration between the individual courses in this program to increase student success, boost awareness of this program.
External	OPPORTUNITIES Continued demand for certified, licensed personnel to fill employment needs in the community and the opportunity to meet with agencies to understand their staffing requirements.	THREATS Current State legislation may have major impact on Emergency Medical Services in California. San Bernarando County, in particular, is considering a change in the current model of EMS delivery for the county that may have far reaching, unknown implications.

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

Increase the number of students who are successfully awarded the Certificate of Achievement – Emergency Medical Technician.

A. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Not modified.

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.

Strategic Priority 2: Ignite a Culture of Learning and Innovation

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.

Raise each students awareness of the COA program and encourage entry into the program.

E. Please list outcome statements for each objective.

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Student contact maintained to encourage progress in completing the program.

F. Briefly explain how you will measure the outcome.

We will compare the number of certificates that are awarded each term with the awards earned in the previous terms.

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

No additional resources are anticipated.

GOAL #2

Improve NREMT certification success rates.

B. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Not modified.

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

Choose an item.

Choose an item.

D. Relationship to Guided Pathways

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

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

Provide more opportunities for students to prepare for successful NREMT testing/certification.

I. Please list outcome statements for each objective.

Student confidence will increase leading to higher success rates.

J. Briefly explain how you will measure the outcome.

Review and analyze certification results provided by the NREMT to gauge effectiveness.

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

Need to provide up to date and appropriate traing materials, mannequins, simulations, etc to enhance student experience.

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.

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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.

This the initial review for this particular program.

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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
Improve NREMT certification success rates.	2	Mannequins, simulations.	Click or tap here to enter text.	Yes	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.	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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