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: Environmental Science AS-T

Academic Year: 2023-24

Name of Faculty Submitter(s): Dr. Beverly Ranney

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 Associate of Science in Environmental Science for Transfer prepares students to think like scientists, using concept-based knowledge in a range of environmental science fields. The professors of BCC are dedicated to teaching the interdisciplinary nature of the core courses found in the Environmental Science AS-T degree and preparing future scientists to contribute to environmental science fields and pressing environmental concerns. As a discipline, environmental science integrates fundamental ideas in the physical sciences, life sciences, social sciences, and humanities to expand our understanding of the natural world and humans role within it. We endeavor to provide an academic program that supports student preparation and integration of ideas. Our program alignment with the College mission is evident through our interdisciplinary approach, critical thinking and scientific inquiry, integration of scientific ideas, and support for students.

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

The program vision is, "Equipping students with the knowledge, skills, and passion to become environmental leaders and advocates." By offering a comprehensive program, emphasizing critical thinking and sustainability, and promoting problem-solving, we aim to prepare our

students to make a meaningful impact on the environment and society. Together, we inspire the next generation of environmental scientists and stewards who will address California's most pressing environmental challenges. The program, "The Associate of Science in Environmental Science for Transfer," aligns with the institutional vision of empowering students to achieve their personal best through excellence in education.

C. Please provide a short program description:
    The Environmental Science AS-T program is dedicated to fostering environmental stewardship, scientific inquiry, and practical problem-solving skills. This program seeks to provide students with a strong foundation in environmental science, preparing them for meaningful careers in the field and empowering them to address pressing environmental challenges in their communities and beyond.

D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?
    Our program supports BCC Strategic Priority 1 by adopting OER materials and will work towards ZTC certification. We support BCC Strategic Priority 2 by developing OER materials to better support our students. Dr. Ranney is planning on writing an OER Introduction to Environmental Science textbook within the next program review cycle and incorporating scientific data from California state agencies as case studies within the text. This project will also support efforts to build community as students see their communities reflected in the 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.

Instructional Program Review Template

Course Data and Analysis

A. Course Success Rate by

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

All courses were offered online, except for MATH 2. MATH 2 hybrid success rates were below the institutional benchmark of 74% (69.5% in AY 2022-23, the highest year under review). Overall, the course success rate for the program was 74.3% in AY 2022-23, which was up from 67.6% in AY 2021-22 and 72.0% in AY 2020-21. Pacific Islander and African American students need extra support to see why their success rates are in the 53-55% range. Hispanic students have a success rate of 72.3% last year, which indicates some additional supports may be necessary. Part-time faculty success rates were slightly higher last year than full-time faculty success rates but full-time faculty had more than twice as many students as part-time faculty. Is there not a way to feed the Tableau tables into a Word (or similar) document? I feel this would be more powerful if the tables/charts were included but the instructions say to give a short analysis of each item but don't instruct me to include the data. Embedding the data gives faculty and the reader the ability to be on the same page. Now that I've included a screenshot, I can speak sensibly about course success rates: The success rate for BIOL 1 is below the average of 79.6% (and why is that a different number than the program course retention rates given on the first tab of Tableau?). This may be because BIOL 1 is often taken by students as a general education requirement and not only by STEM majors. I suspect that this class was part of the fraudulent applications and enrollments the College has been battling in the post-Covid landscape, and looking at the numbers of suspected fraudulent admission applications and enrollments identified elsewhere in the Tableau tables, this may contribute. There may also be other contributing factors, such as not culturally-relevant curriculum or textbooks. The BIOL 20A has fewer students but a much higher retention rate and is only taken by STEM majors, so motivation matters. CHEM 2A is typically the first STEM majors class students take and it has a very good success rate at 79.4% and this is likely due to having a dedicated full-time faculty member committed to student success. CHEM 2B requires the successful completion of CHEM 2A so we expect to see solid success rates there and since it is taught by the same faculty member who teaches 2A, students benefit from continuity in instruction. ECON 2 has very solid success rates, as does MATH 4A. PHYS 2A has acceptable success rates and given the nature of introductory physics and the co-requisite of MATH 4A, this appears to be solid work. The GEOL 1L class has suffered from a lack of dedicated faculty teaching it but now that there is a full-time faculty member who is teaching it, we expect the success rate will increase substantially.
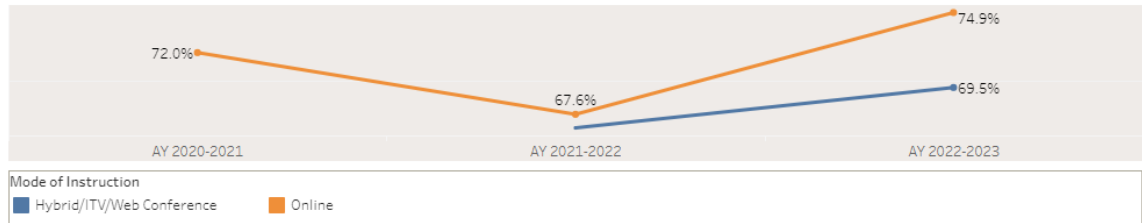
Instructional Program Review Template
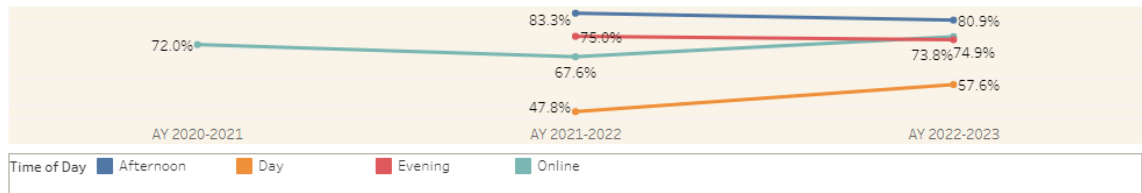
Course Success Rates
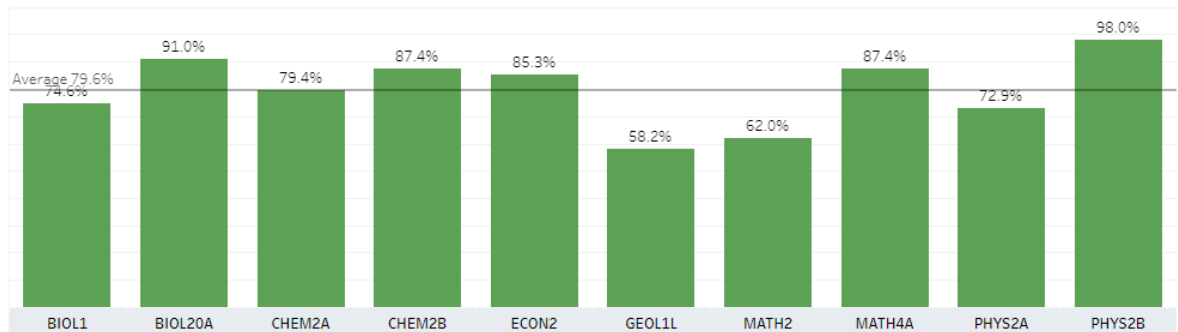
I feel the information above is useful for reflecting on what is going well from a faculty viewpoint. However, it may be that for this question I am supposed to look at this data:
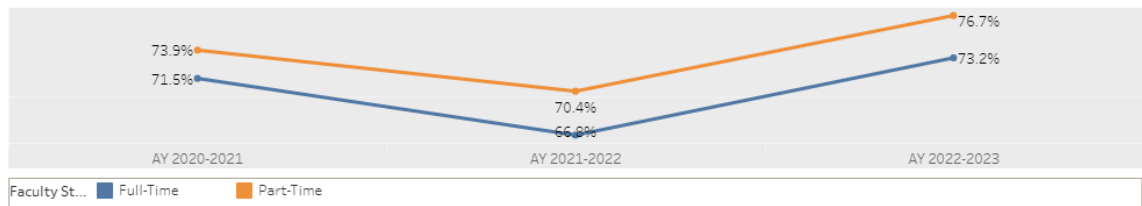

This only tells me in the broadest brush strokes that 74.9% of our students were successful in online sections while slightly fewer were successful in a hybrid, face-to-face section. The Time of Day data, when hovering over it, gives enrollment counts but at a glance gives the impression that all the options were chosen equally (can the lines be made thicker for more enrollment?). For instance, the afternoon time of day had a success rate of 80.9% but an enrollment count of 47. The evening section had an enrollment count of 67 but a success rate of 73.8%. Meanwhile, the online enrollment had 1,393 students and a success rate of 74.9%. The part-time faculty had 76.7% success rates with 477 students while the full-time faculty had success rates of 73.2% success rate with 1,090 students. What this is not telling us is if there are significant differences
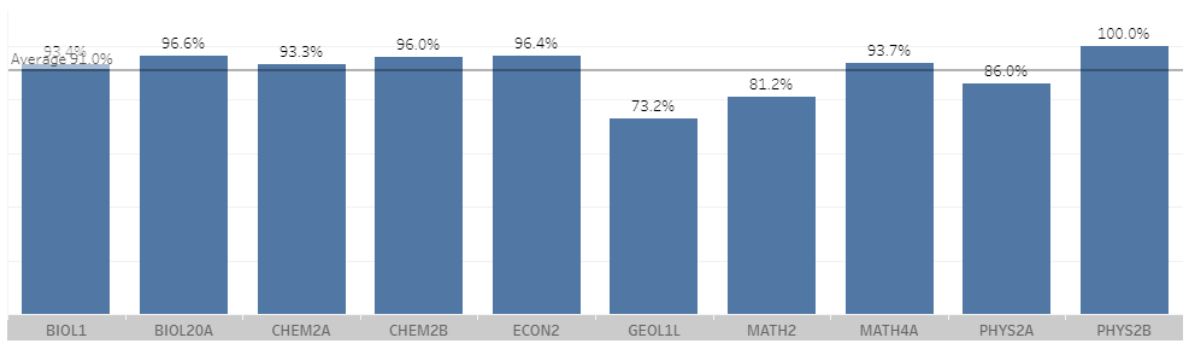
between the groups, the number of part-time faculty, or the number of full-time faculty. What I am seeing is that both "groups" of faculty have done an outstanding job in working to support student success and meet students where they are.

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

The retention rate for online classes has steadily increased over the last three years, rising from 84% to 90.5% (second tab in Tableau Program Review Data). This is remarkable given the pandemic and speaks to students adapting to online learning and faculty's increasing skill at teaching online. Again, MATH 2 was the only course offered in a hybrid format in this pandemic era and had outstanding retention in AY 2022-23 of 88.5%. Given part-time had slightly higher retention rates than full-time faculty and fewer students compared to full-time faculty.

Course Retention Rates

Course	Retention Rate
BIOL1	93.4% (Average 91.0%)
BIOL20A	96.6%
CHEM2A	93.3%
CHEM2B	96.0%
ECON2	96.4%
GEOL1L	73.2%
MATH2	81.2%
MATH4A	93.7%
PHYS2A	86.0%
PHYS2B	100.0%

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

Section Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing		5	10	15
Online	41	38	51	130
Grand Total	41	43	61	145

Section Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon		1	3	4
Day		2	3	5
Evening		2	4	6
Online	41	38	51	130
Grand Total	41	43	61	145

Section Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	33	34	44	111
Part-Time	8	9	17	34
Grand Total	41	43	61	145

The demand by students is for online sections of classes. The number of sections taught by full-time faculty and part-time faculy have increased over the program review period.

Instructional Program Review Template

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

Enrollment Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing		62	173	235
Online	985	1,011	1,376	3,372
Grand Total	985	1,073	1,549	3,607

Enrollment Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon		12	47	59
Day		23	65	88
Evening		27	61	88
Online	985	1,011	1,376	3,372
Grand Total	985	1,073	1,549	3,607

Enrollment Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	767	844	1,073	2,684
Part-Time	218	229	476	923
Grand Total	985	1,073	1,549	3,607

Students want online classes. If higher education is going to continue to be an economic driver for the California economy, and if we are truly committed to a diverse student body and a diverse workforce, an educated population, and opening doors through access to higher education, we must continue to offer and expand innovative online programs, especially in STEM fields so that we can reach historically underserved populations. For too long it has been acceptable in academia to exclude those students who may have a passion for a subject or field but cannot attend a traditional, in-person program. Online options in programs such as our Environmental Science AS-T, Biology AS-T, and Chemistry AS-T are foundational to our college fulfilling the promise of open education access to our community. The data shows that students want online programs and are successful in such programs. It is our duty to ensure that access and transferability of such programs to four-year institutions is possible. Where we meet roadblocks, we must stand up on behalf of our students, as they are the future scientists, stewards, and leaders who will shoulder responsibility for solving some of the greatest problems humanity has faced.

E. **Class Size Average by**

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

Students per Section by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferen..		12.40	17.30	15.67
Online	24.02	26.61	26.98	25.94
Grand Total	24.02	24.95	25.39	24.88

Students per Section by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon		12.00	15.67	14.75
Day		11.50	21.67	17.60
Evening		13.50	15.25	14.67
Online	24.02	26.61	26.98	25.94
Grand Total	24.02	24.95	25.39	24.88

Students per Section by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	23.24	24.82	24.39	24.18
Part-Time	27.25	25.44	28.00	27.15
Grand Total	24.02	24.95	25.39	24.88

Smaller class sizes support success. In-person sections may not be economically feasible or fiscally responsible when online sections average 10 students more per section.

F. **Efficiency: WSCH, FTES, FTEF**

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Our efficiency is below the targets but our student success is outstanding.

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2020-2021	Full-Time	4,449	148.32	12.93	344	11
	Part-Time	1,206	40.21	2.80	431	14
	Total	5,656	188.53	15.73	359	12
AY 2021-2022	Full-Time	5,322	177.42	14.73	361	12
	Part-Time	1,167	38.90	3.33	350	12
	Total	6,490	216.32	18.07	359	12
AY 2022-2023	Full-Time	6,433	214.44	19.96	322	11
	Part-Time	2,544	84.80	6.20	410	14
	Total	8,977	299.24	26.16	343	11

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

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.
Students of color, specifically African-American, Hispanic, and Pacific Islanders appear to need some extra supports to close equity gaps.

C. What innovative plans or projects will help to close these gaps?
Focus groups to understand why the equity gaps exist might be a good first start. If we, as a college, have that data already, a wider discussion of it and how it can be leveraged by specific programs would be useful.

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?
Only those changes suggested by routine peer review.

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.

Instructional Program Review Template

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. See below	Click or tap here to enter text.	Click or tap here to enter text.
B. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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?

> Based on the data, it is clear that culturally-relevant curriculum may need to be developed to better support African-American students and to support Hispanic student too. The faculty need professional development in how to develop culturally-relevant

pedagogy and supports.

Meets or Exceeds Expectations Percent

PLO#	PLO description	Demographic Group	Fall 2022	Spring 2023
1	Describe Earth's environmental systems including conditions, processes and functions of the atmosphere, hydrosphere, lithosphere, and biosphere.	African-American	38.9%	33.3%
		Hispanic	87.9%	72.7%
		White	94.9%	80.0%
2	Compare perspectives of the social sciences and humanities to critically understand human perceptions of the environment.	African-American	38.9%	66.7%
		Hispanic	87.9%	79.8%
		White	94.9%	87.1%
3	Integrate scientific and humanistic approaches to address complex environmental issues.	African-American	60.6%	33.3%
		Asian	80.0%	
		Hispanic	93.3%	72.7%
		White	97.7%	80.0%
4	Apply diverse methods to collect, analyze, and communicate information about the environment.	African-American	60.6%	33.3%
		Asian	80.0%	
		Hispanic	93.3%	72.7%
		White	97.7%	80.0%

33.3% ▬▬▬▬▬ 106.7%

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
The strengths are the majority of students are successful. It is problematic that not all are.

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?
BIOL 1 is the most logical starting place for the program because it is the gateway course for the program.

Instructional Program Review Template

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

Click or tap here to enter text.

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

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

The program faculty can seek out professional development opportunities that focus on how to build better connections with students of color.

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

No. The program faculty would like to design curriculum that supports all students.

Program Data and Analysis

A. **Demographics**

There are a very small number of declared majors.

B. **Award Count**

We awarded one degree in AY 2022-23. We are a new program but we would like to increase that number to 25 in the next three years.

C. **Student Equity Program Data**

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

Since the data is holistic, it is difficult to identify equity gaps in the program data.

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

Without disaggregated data, it is difficult to design innovative plans or projects to help close any existing gaps.

D. **Student or Program Satisfaction Survey Results**

NA

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?

   The program is growing and doing well.

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

Our program is hitting the institution set percentages. We are contributing to the number of degrees awarded.

	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

Guided Pathways and Response

A. Name of the Guided Pathway that your program is a part of

STEM

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

Life Sciences, Physical Sciences, Math & Computer Science

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 ENVS program regularly meets with Pre-Allied Health, BIOL, and CHEM faculty.

Instructional Program Review Template

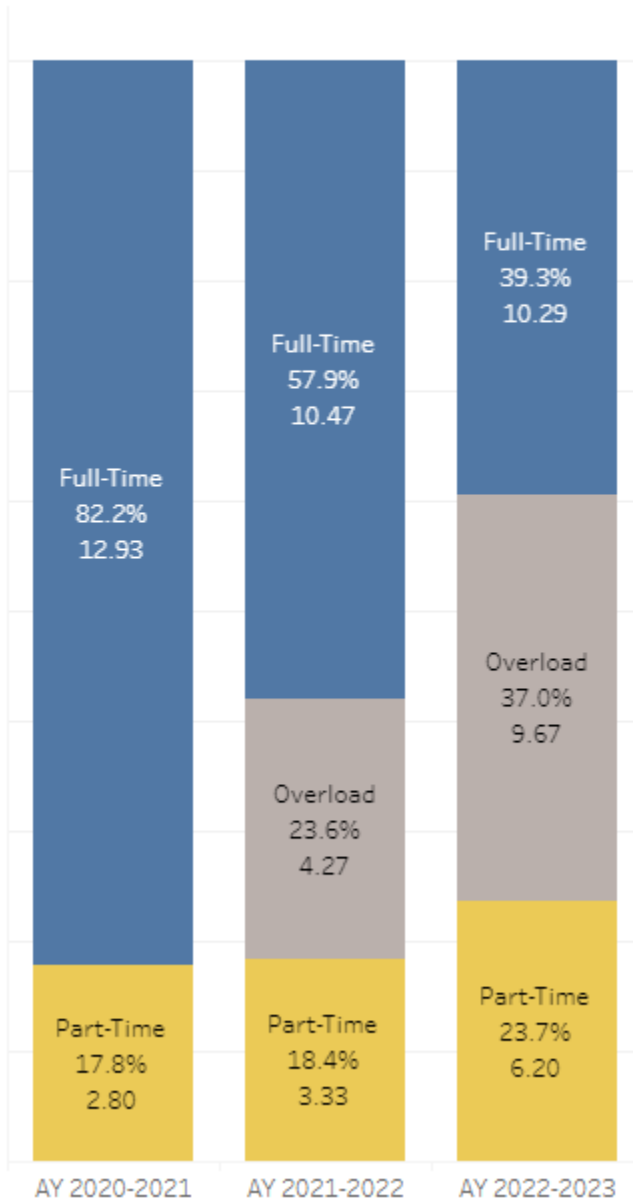**Faculty/ Program Staff Data and Analysis**

    A.   Faculty Load (FTEF)

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2020-2021	Full-Time	4,449	148.32	12.93	344	11
	Part-Time	1,206	40.21	2.80	431	14
	Total	5,656	188.53	15.73	359	12
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	Part-Time	2,544	84.80	6.20	410	14
	Total	8,977	299.24	26.16	343	11

Instructional Program Review Template

B. FT/PT/OL Faculty Ratio

FT/PT/OL Faculty Load Ratio (FTEF)

	AY 2020-2021	AY 2021-2022	AY 2022-2023
Full-Time	82.2% 12.93	57.9% 10.47	39.3% 10.29
Overload		23.6% 4.27	37.0% 9.67
Part-Time	17.8% 2.80	18.4% 3.33	23.7% 6.20

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
Faculty have attended webinars from National Association of Biology Teachers and the California Community College Chancellor's Office.

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

    Attending conferences of the National Association for Biology Teachers.

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

    Yes.

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 new program is growing and doing well. It would be helpful if the data were broken down into students in the program instead of all students who took the courses. In a program review, faculty would like to look at the students in the program.

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.

The SWOT Analysis Tool
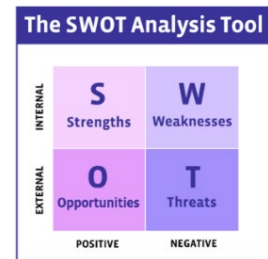
	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Dedicated faculty	WEAKNESSES The data for courses in the program include non-program students.
External	OPPORTUNITIES Partnerships with external agencies, such as BLM.	THREATS Climate science denial.

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,

Instructional Program Review Template

- *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

Develop culturally-relevant OER textbook for BIOL 1.

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 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

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.

1. Identify dedicated time to research and write.
2. Identify training to support faculty learning about culturally relevant practices; one example may be better incorporating Traditional Ecological Knowledge (TEK) that is currently embraced by the National Park Service in incorporating Native American voice into scientifically-sound management practices.

E. Please list outcome statements for each objective.

1. An OER textbook is developed.
2. An OER textbook is approved by Curriculum Committee.

F. Briefly explain how you will measure the outcome.

If a textbook is written or adopted that better supports all students.

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

Time for faculty to research, write, and collaborate.

....

GOAL #2

I'm pretty sure the above goal is going to take the whole three-year review period.

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)*
Choose an item.

Choose an item.

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.

Click or tap here to enter text.

I.   Please list outcome statements for each objective.

Click or tap here to enter text.

J.   Briefly explain how you will measure the outcome.

Click or tap here to enter text.

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

Click or tap here to enter text.

....

GOAL #3
Click or tap here to enter text.

C.   This Goal is

☐   New

☐   Continued

☐   Modified

If modified please list how and why.

Click or tap here to enter text.

Instructional Program Review Template

      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.

Click or tap here to enter text.

Instructional Program Review Template

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
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.	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.