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, Management

Academic Year: 2023-2024

Name of Faculty Submitter(s): Denise Pasley

I.   Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the program mission and how does it support the institutional mission?
    This certificate prepares students for entry-level positions in industry and service occupations, such as payroll, accounts receivable, accounts payable, and management.

B. What is the program vision and how does it support the institutional vision?
    The future of the Certificate of Achievement, Management is to continue to provide rigorous, relevant course content that supports the professional development of students employed or seeking employment in entry-level management.

C. Please provide a short program description:
    This certificate prepares students for entry-level positions in industry and service occupations, such as payroll, accounts receivable, accounts payable, and management.

D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?
    The Certificate of Achievement, Management aligns directly with Barstow College Strategic Priorities #1 & #2. As part of the Business and Industry Guided Pathway, the program consists of coursework that includes content focused on student equity which nurtures creativity and innovative thinking. Students who complete this program will be better equipped to move comfortably into entry-level management positions.

    - 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)

Online mode of instruction was obviously the highest success rate (an average of 71%) across the reporting period; this is a given since all or most classes were presented online. However, once classes began to move to the hybrid and traditional formats, the percentage of successful students was virtually the same.

B.   Retention Rate by

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

There is no data in the years 20-21 and 20-22 for retention in all modes of instruction. As for scheduling, there is no data for online instruction in any school year. However, the afternoon schedule shows an unusually high rate (86.2%) in 22-23, which seems to indicate that online retention is included in that percentage. Afternoon scheduling is at 50% retention; this is an area of interest. However, this low rate may be attributed to students slowly transitioning back to campus for class. Faculty status rate mirrored scheduling retention.

C.   Section Count by

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

It is not unusual that the highest number of sections were for online courses over the 3-year period since the first two years required COVID-19 restrictions. This is also true for course scheduling for the same reason. Part-time faculty taught the majority of the classes nearly two times more classes than full-time faculty.

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

Enrollment was highest for online mode of instruction, scheduling, and part-time faculty status in all years. However, in 22-23, hybrid and traditional classes were added to the schedule. In that year, enrollment in the hybrid format increased significantly.

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

The average class size was the highest for online learning during the 3-year period. As hybrid courses were added to the schedule, the average was only 8% lower than online. There was no significant difference between class sizes based on faculty status.

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

Over the 3-year period, weekly student contact for part-time instructors was 2.3 times higher than for full-time faculty. This means part-time faculty load and average attendance were significantly higher than full-time faculty.

Student Equity Course Data

    A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

☒ Multiple options for knowledge acquisition

☐ OER materials

☐ Use of Early Alert

☐ Audio files as video alternatives

☒ Provides students an opportunity for feedback on instruction

☐ Ensures all student races and backgrounds are represented in the classroom and the curriculum

☒ Presentation of resources from campus departments

☐ ADA compliant materials

☐ Use of graphic organizers

☐ Promotes peer community building and support

☐ Seeks multiple perspectives

☒ Correlates learning with real-life experience

☒ Probing and clarifying techniques

☒ Creates space for students to ask for help

☐ Utilizes learning pact

☒ Includes resources in syllabus

☐ Provide reminders to students throughout course about resources available

☐ Collaborative note-taking

☐ Other:
Click or tap here to enter text.

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B. Specifically discuss any equity gaps that have surfaced in the data.
In the courses that I teach, I include all of the checked equity opportunities. However, I am not sure what is being done by other professors/instructors, nor am I sure of the procedures for follow-through once I have identified the student concerns to other departments.

C. What innovative plans or projects will help to close these gaps?
Equity gaps could be closed if faculty learn how to teach students to efficiently and effectively use AI – especially those with learning challenges.

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?
Click or tap here to enter text.

D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).
Click or tap here to enter text.

Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Apply a comprehensive understanding of 21st-century workforce skills as they relate to success in the modern business environment.	The PLO data is basically the same throughout the reporting period. However, in the spring of 2021, the does not meet expectations spiked significantly. However, it went back down in the subsequent presentations of the course to	The data on this learning outcome is ambiguous. Therefore, the course will be monitored to see if there is a clear trend that can be related to the learning outcome results.

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	the original percentage by Spring of 2021 which was 10%.	
B. Collaborate successfully and develop successful group or team relationships that support organizational goals in both the public and private sectors.	As mentioned above, student success in this learning outcome spiked in the same manner. There does not seem to be any indication as to why since the data returned to acceptable success rates in subsequent semesters.	The data on this learning outcome is ambiguous. Therefore, the course will be monitored to see if there is a clear trend that can be related to the learning outcome results.
C. Implement of Emotional intelligence/Soft skills for managing themselves and others in the work environment.	See the message above.	The data on this learning outcome is ambiguous. Therefore, the course will be monitored to see if there is a clear trend that can be related to the learning outcome results.
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?
Each semester, discussions (in person and online) are revised to include contemporary topics related to topics in each focus area. These topics are intended to provide students with real-world examples to help them make the connection between business activities and their personal experiences. Other updates to courses in the program include team projects with real-world experiences using gaming software to address SLOs 1 &3 and the inclusion of oral presentations to address SLOs 1 & 2.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
The average student success rate in all SLOs by the end of spring 2022 is 86.4%. This indicates that a large majority of students were able to perform tasks related to these learning outcomes. The strength of this program is in the content developed by faculty which includes contemporary concepts students need to succeed in business in today's workforce.

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?
Based on the data, students have demonstrated over the years an understanding of the learning outcomes. However, the course will be monitored over the next data reporting period to

determine whether there is a negative change related to scheduling, mode of instruction, or faculty contact.

The data shows that in the spring of 2023, the group of students that did not assess well were students in the age range of 40+. Although this is only 12% of the students assessed, this demographic made a significantly negative impact on program success in all SLO areas. It will be suggested to faculty that activities be added to all courses that focus on this demographic group.

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

To improve the success of the program, we will include more diversity, equity, and inclusive content to meet the needs of all demographic areas. Student-led projects such as those connected to ethnic celebrations, events, or work-based opportunities could be added to enhance the courses. Because of these changes, assessments will also be revised. In addition, the Business Administration program (which this certificate falls under) is requesting a full-time faculty member who would positively impact student success.

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

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

To support equity, assignments, and discussions will be revised to include assignments, lectures, videos, etc. that address the groups impacted. Extra credit points could be added to encourage students to attend equity-related events on campus or in their community.

We will place additional focus on African Americans, Pacific Islander/Hawaiians, and ages 40+, especially in the areas of SLOs 2 &3.

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

Click or tap here to enter text.

Program Data and Analysis

A. Demographics

	20-21	21-22	22-23
Female	12	8	6
Male	6	9	6
Unknown	NA	NA	NA
Asian/Filipino	NA	NA	1
Black/AA	3	5	3
Hispanic	7	8	5
Two or More	NA	NA	1
White	8	3	2

Pacific Islander/Hawaiian   NA   NA   NA

    B. Award Count

	20-21	21-22	22-23
All Students	4	2	3

    C. Student Equity Program Data

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

Based on the data, inequities appear to exist in the Black/African Americans, Pacific Islander/Hawaiian, and Two or More groups. For all reporting years, these groups are below 70%.

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

To address these equity gaps, projects or assignments related to their heritage or topics of interest could be added to the program.

    D. Student or Program Satisfaction Survey Results

This data is not available.

    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)

At the most recent Advisory Board meeting industry leaders suggested that the the management program consider course development in opportunities for students to develop work-based skills. The discussion was focused on non-credit courses available to the community at large in the areas of customer service, Microsoft Office, telephone etiquette, Customer Relationship Management, and other office-related functions. However, there was a suggestion whether we could offer virtual or live job shadowing opportunities for students.

The Labor Market data for Business which includes management is attached to this document. In summary, the data reflects the following:

• The knowledge, skills, and abilities provided by the community college business management programs lead to three distinct occupations, collectively referred to as the business management occupational group.

• Employment for the business management occupational group is expected to increase by 10% between 2019 and 2024. A total of 2,564 annual job openings will be available each year over the five-year timeframe.

• The entry-level, 25th percentile, hourly wages for the occupations in this group are between $32.07 and $34.86 per hour, exceeding the $19.94 per hour self-sustainable hourly wage estimate for a single adult with one child in the region.

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• There were 162 awards issued from regional community college business management programs over the last three academic years. There were 1,738 awards issued annually from private educational institutions in the region that offer related training programs in the previous three academic years.

• The Centers of Excellence does not recommend expanding business management programs that do not lead to 4-year degrees. See the recommendation section for further details. However, since we still serve military students who declare management as their major, we continue to provide classes toward a management certificate.

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?
   Click or tap here to enter text.

2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the <u>Institution-set Standards</u> below.
   As of 2022-2023, the Overall Course Completion Rate is 73% for the Certificate of Completion. Based on the data, this program is slightly lower than the institutional standard.

	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 is local and does not transfer nor does it require any licensure exams to pass. Overall, the decreased enrollment is due to COVID-19 which had a direct impact on the decrease in degrees conferred. It is anticipated that as some students who prefer some live interaction with instructors return to campus, the Business Administration degrees and certificates will continue an upswing. The data for 2022-2023 already demonstrates a positive change. By 2026, employment in the region is projected to increase by 15%. Please refer to the attached Inland Empire Center of Excellence (IECOE) LMR report.

Applicable to CTE

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Guided Pathways and Response

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

   Business and Industry

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

   Cosmetology, Welding, IMMT, Automotive, Accounting, Computer Business Information Systems

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.

   Faculty in this program have collaborated with several CTE programs to infuse an entrepreneurial mindset into their curriculum. There are also discussions with faculty in disciplines such as Communications to develop a cross-curriculum project. The Management faculty will continue to pursue opportunities to collaborate with disciplines as they arise.

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

	2020-2021	2021-2022	2022-2023
Full-time	.8	1.0	.8
Part-time	1.6	1.47	1.93

B. FT/PT/OL Faculty Ratio

	2020-2021	2021-2022	2022-2023
Full-time	33.3%	32.4%	29.3%
Part-time	66.7%	59.5%	70.7%

C. Faculty Professional Development

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

   Faculty attended monthly Best Practice meetings and conferences in their area of expertise.

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

   Faculty would benefit from workshops and webinars in business management, cosmetology, cyber security, human resource management, and entrepreneurship. This includes the Academic Senate Plenary and the National Association of Community College Entrepreneurship (NACCE) Conference.

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
   As this certificate is part of the Business Administration local degree, it would benefit greatly if there was an additional full-time, tenure-track faculty member added to the discipline.

D. Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.
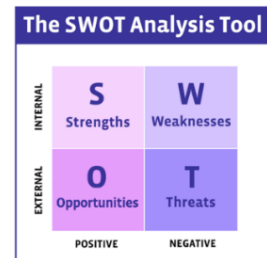
Provide an analysis of the "big picture."

This program is a small part of the big picture of the Business Administration local degree. However, with an additional faculty member, it could be revised/updated to reflect contemporary concepts in management. An additional full-time faculty member would also be able to enhance the programs at Ft. Irwin and provide workshops on various topics that are currently not possible because of excessively large part-time faculty. The potential for growth is limited by this one fact. As the college continues to compete with community colleges in our area, the opportunity to attract new students to the program is virtually impossible.

It is believed that this program could be improved if there were the college could hire innovative and creative faculty in the Business Administration discipline.

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 - Qualified part-time faculty - Strong support from CTE Dean and staff - Strong student enrollment at Ft. Irwin. - Online courses are successful. - Works well with dual enrollment students.	WEAKNESSES - Opportunities to grow local dual enrollment classes are limited by available faculty in the area. - Program is not marketed.

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External	OPPORTUNITIES	THREATS
	- Dual enrollment classes in the local area. - Grow enrollment on military bases nearby. - This is a great program to promote to the BNSF BIG project administrators.	- Nearby colleges market to existing students. The community does not know about the certificate and its benefits. - Other local CCs will promote a similar course to directors of the BNSF project because they can handle the capacity for potential students.

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* <u>Strategic Priorities.</u>
- *Indicate how each goal is **aligned** with the* <u>Pillars of Guided Pathways</u>.
- *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

Close equity gaps for students in the Business (local) program by providing for low-cost or zero cost OER support all core courses in the degree.

A.   This Goal is

☐   New

☒   Continued

☐   Modified

If modified please list how and why.

Click or tap here to enter text.

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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

Choose an item.

Choose an item.

C. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☒ Staying on the Path

☒ Support Learning

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

1) Review all courses to create a list of those that do not have OER.
2) Connect with OER Liaison to create a list of textbooks for the various courses.
3) Collaborate with faculty to discuss OER textbook options.
Send agreed-upon OER textbook titles to the Curriculum Committee for revision

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

1) A list of courses that do not have OER will be created.
2) Request a list of OER textbooks for the courses on the list from the OER liaison.
3) Meet with all faculty that teach in the discipline to discuss OER textbook options.
4) Send updates to courses for agreed-upon OER textbooks to the Curriculum.

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

This outcome will be measured by the completion of all objectives in E above.

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

The Management Certificate of Completion is one of the Business Administration local degree focus tracks. Therefore, when the Business Administration discipline obtains an additional full-time, tenure-track faculty this program will improve. The future of this program it will benefit from the new faculty collaboration to expand programs and meet the needs of projected regional employment opportunities.

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GOAL #2

Click or tap here to enter text.

B. This Goal is

☒   New

☐   Continued

☐   Modified

If modified please list how and why.

Discuss with the CTE Dean the future of the Management Certificate program.

C. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

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.

1) Set an appointment with the Dean of CTE to discuss the program.
2) Generate a list department goals for the program.
3) Collaborate with faculty to develop innovative ideas that support the goals of the department and that meet student learning needs.

I. Please list outcome statements for each objective.

1) Appointment will be set in early Spring 2024.
2) Notes from the department meeting will be used to generate a list of future goals for

the program.

3) Faculty will be contacted to address the future needs of the student population and community needs.

J.   Briefly explain how you will measure the outcome.

Courses will be revised based on consensus from faculty and administration to enhance the program.

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

None

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GOAL #3

Click or tap here to enter text.

C.   This Goal is

☐   New

☐   Continued

☐   Modified

If modified please list how and why.

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Choose an item.

Choose an item.

Choose an item.

Choose an item.

E.   Relationship to Guided Pathways

☐   Clarify the Path

☐   Entering the Path

Instructional Program Review Template

      ☐   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.

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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.

      The goal to increase WSCH, FTES, and FTEF has been discontinued until it is determined through meeting with the CTE Administration their plans for the future of this 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 <u>*Budget Allocation Proposal form*</u> *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.