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: Pre-Allied Health Sciences, AS

Academic Year: 2023-2024

Name of Faculty Submitter(s): Dr. Beverly Ranney, Dr. Christopher Nalbandian, Dr. Ashley Vizenor, Mr. Bret Sage

---

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 program mission is to prepare students pursuing a Bachelor's degree in nursing, nutrition, dietetics, and other related allied health fields. Health sciences are interdisciplinary fields requiring strong backgrounds in science while also demonstrating strong communication and empathy towards patients. The program supports the institutional mission by providing students with the educational tools students need to achieve their personal goals and professional growth. The program is designed to enhance student success by including a variety of support services, including tutoring and advising, to help students succeed. The pathway provides career/workforce opportunities. The allied health field is a growing field with many opportunities. The program enables students to thrive in a changing global society. The allied health field is essential to the healthcare system, and this degree program helps to ensure that there a qualified workforce to meet the needs of the community. In addition, the program mission also supports the institutional mission by providing students with the opportunity to learn about different cultures and perspectives, an important component in an increasingly diverse field.

B. What is the program vision and how does it support the institutional vision?
The program vision is to prepare students for successful further studies and careers in the allied health field by providing them with a strong foundation in science, communication, and empathy. This vision supports the institutional vision of empowering students to achieve their personal best through excellence in education by providing a strong foundation in science through the work of dedicated faculty, by teaching communication and empathy, providing

hands-on experiences in classes offered through a variety of modalities, and by offering support services such as tutoring, advising, and financial aid.

C. Please provide a short program description:
The Associate of Science Degree in Pre-Allied Health Sciences is a single degree pathway for students pursuing a Bachelor's degree in nursing, nutrition, dietetics and other related allied health fields. Health science fields are interdisciplinary in that professionals must have a strong background in science, while also demonstrating strong communication and empathy towards patients.

D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?

The program learning outcomes are:

• Demonstrate knowledge of biochemical reactions and processes that occur within the human body.

• Demonstrate understanding of the effects of food, drugs, and alcohol on the overall health of a person.

• Communicate effectively with patients and the public about health and nutrition.

• Effectively demonstrate the ability to perform in a laboratory-type environment.

These PLOs support the Innovate to Achieve Equitable Student Success in several ways:

1. **Inclusive Curriculum**: The faculty have strived to create a curriculum that is inclusive and reflects the diversity of the student body. This includes incorporating diverse perspectives and experiences into course content.
2. **Accessible Learning Materials**: Faculty are dedicated to making all learning materials should be accessible to all students, regardless of their physical abilities or learning styles. This includes providing materials in multiple formats (e.g., text, audio, video), offering assistive technologies, and ensuring web accessibility.
3. **Support Services**: The program provides a range of support services to help all students succeed. This includes tutoring, academic advising, mental health services, and career counseling.
4. **Flexible Learning Options**: The program faculty are dedicated to providing flexible learning options, such as online classes and HyFlex classes, to help accommodate students with different needs and life circumstances.
5. **Fair Assessment Practices**: Faculty use fair and transparent assessment practices to ensure that all students are evaluated based on their understanding and application of the material, not on factors unrelated to their academic ability.
6. **Community Building**: Fostering a sense of community among students contributes to equitable student success by creating an environment where all students feel valued and supported.

7. **Continuous Improvement**: The program faculty regularly review and update their practices to ensure they continue to support equitable student success. This involves collecting and analyzing data on student outcomes, seeking feedback from students, and making necessary changes based on this information.

These PLOs support the Strategic Priority, Ignite a Culture of Learning and Innovation in several ways:

1. **Promotes Curiosity and Exploration**: Understanding complex scientific ideas often begins with a sense of curiosity and the desire to explore the unknown. This mindset is a fundamental aspect of a culture of learning and innovation.
2. **Encourages Critical Thinking**: To grasp these ideas, one must analyze information, ask probing questions, and make connections between different concepts. This process of critical thinking is key to both learning and innovation.
3. **Fosters Problem-Solving Skills**: Complex scientific ideas often involve intricate problems waiting to be solved. The problem-solving skills developed in this process are crucial for innovation.
4. **Drives Technological Advancements**: The more we understand complex scientific ideas, the more we can apply this knowledge to create new technologies or improve existing ones, driving innovation.
5. **Facilitates Lifelong Learning**: The field of science is always evolving with new discoveries and insights. This constant evolution encourages lifelong learning, an essential component of a culture that values learning and innovation.
6. **Inspires Creativity**: Lastly, understanding complex scientific ideas can also inspire creativity. It allows us to imagine new possibilities and come up with innovative solutions to problems.

These PLOs support the Strategic Priority of Build Community by

1. **Collaborative Learning**: Faculty use group projects and team-based assignments, especially in laboratory assignments. This not only enhances learning but also fosters a sense of community as students learn to work together and appreciate diverse perspectives.
2. **Inclusive Environment**: Faculty use a variety of communication tools to create an inclusive environment where all students feel valued and respected. This includes promoting diversity and inclusion and addressing any issues of discrimination or bias.
3. **Regular Communication**: Maintain regular communication with students through various channels like email, discussion boards, and Canvas announcements. Regular updates help build a sense of community and allow faculty to highlight and celebrate student successes and opportunities, as appropriate.
4. **Feedback Mechanisms**: Faculty provide mechanisms for students to give feedback about the courses within the program and suggest improvements. This can make students feel that their voices are heard and that they are an important part of the community.

- 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 Pre-Allied Health success rates over the last 3 years have mostly remained above the target level of 70%. Native American, Asian Filipino, White, 2 or more and Hispanic groups have remained at or above the 70% success rate over the last 3 years. These groups account for most of the enrollments. The Pacific Islander/Hawaiian and Black/African American groups have consistently remained below the 70% success rate. The course success rates for this program have been good with Chem1b having the highest success rate of 87.2%, followed by Biol 8 being 85.2%. The lowest success rates are from Math 2, 62.0% and SOCl 1, 64.7%. The majority of enrollments are online. The FT faculty has been consistently higher than that of PT faculty over the 3 years.

B. Retention Rate by

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

The course retention rates have been good to excellent with Chem1b having the highest retention rate of 95.1%, followed by Biol 8 being 93.8%. The lowest retention rate, Heal 1 is 78.6% which is still above the target 70%. The Scheduling of these classes are primarily online and come from FT faculty.

C. Section Count by

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

Of the sections offered for the program in year 20-21, 21-22, 22-23 the online section count was 95, 90, and 110 respectively. Of the sections offered for the program in year 20-21, 21-22, 22-23 in the Hybrid/ITV/Conferencing format were 0, 9, and 26 respectively with one section count from traditional in 22-23. About 50% of the sections were taught by FT faculty over the last 3 years and 50% by PT faculty.

D. Enrollment Count by

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

Of the sections offered for the program in year 20-21, 21-22, 22-23 the online enrollment count was 2,749, 2,805, and 3,292 respectively. Of the sections offered for the program in year 20-21, 21-22, 22-23 in the Hybrid/ITV/Conferencing format were 0, 146, and 373 respectively with one section count from traditional in 22-23. About 78% of the sections were taught by FT faculty over the last 3 years and 22% by PT faculty.

E. Class Size Average by

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

Of the sections offered for the program in year 20-21, 21-22, 22-23 the online class size average was 28.94, 31.17, and 29.93 respectively. Of the sections offered for the program in year 20-21, 21-22, 22-23 in the Hybrid/ITV/Conferencing format were 0, 16.22, and 14.35 respectively with one section count from traditional in 22-23. About 50% of the sections were taught by FT faculty over the last 3 years and 50% by PT faculty.

F. Efficiency: WSCH, FTES, FTEF

Of the sections offered for the program in year 20-21, 21-22, 22-23 the WSCH was 12,680, 15,764, and 18,204 respectively. Of the sections offered for the program in year 20-21, 21-22, 22-23 the FTES was 422.66, 525.46, and 606.82 respectively. Of the sections offered for the program in year 20-21, 21-22, 22-23 the FTEF was 31.2, 40.24, and 56.13 respectively. Of the sections offered for the program in year 20-21, 21-22, 22-23 the WSCH/FTEF Efficiency was 406, 392, and 324 respectively. Of the sections offered for the program in year 20-21, 21-22, 22-23 the FTES/FTEF Efficiency was 14, 13, and 11 respectively. For Faculty Load Ratio (FT/PT/OL) for FTEF in program year 20-21, full time faculty taught 76% of courses and Part-Time taught 24%. In 21-22, full time faculty taught 49% of courses and Part-Time taught 17%, and overload accounted for the remaining 35%. In 22-23 full time faculty taught 43% of courses and Part-Time taught 13%, and overload accounted for the remaining 44%. ,

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.

B. Specifically discuss any equity gaps that have surfaced in the data.
The backgrounds of those from the Black/African American and Hawaiian/Pacific Islander groups have lower success rates over all in this program compared to the other ethnicities that were compared. They have remained below the target 70% course success rate

C. What innovative plans or projects will help to close these gaps?
Collaboration with other departments such as student success and equity committee and commitment from faculty for cultural responsiveness and equity training. Faculty can implement new techniques into their courses as a result of this training.

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?
Curriculum is continuously reviewed and updated by faculty based on what worked and what could have worked better each time the class is taught. The Course Outline of Record, where the "master curriculum" is recorded, has been updated based on the peer-review process. We make these changes to better support our students in achieving student learning outcomes and program learning outcomes. We make the peer-review process changes so we stay compliant with institutional and system requirements.

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
Demonstrate knowledge of biochemical reactions and processes that occur within the human body.	We are finding that the disproportionately impacted groups are still struggling to	Collaboration with other departments such as student success and equity committee and commitment from faculty

	understand the material as well as other groups.	for cultural responsiveness and equity training. Faculty can implement new techniques into their courses as a result of this training. Tenured faculty will continue to mentor untenured faculty members.
Demonstrate understanding of the effects of food, drugs, and alcohol on the overall health of a person.	We are finding that the disproportionately impacted groups are still struggling to understand the material as well as other groups.	Collaboration with other departments such as student success and equity committee and commitment from faculty for cultural responsiveness and equity training. Faculty can implement new techniques into their courses as a result of this training. Tenured faculty will continue to mentor untenured faculty members.
Communicate effectively with patients and the public about health and nutrition.	We are finding that the disproportionately impacted groups are still struggling to understand the material as well as other groups.	Collaboration with other departments such as student success and equity committee and commitment from faculty for cultural responsiveness and equity training. Faculty can implement new techniques into their courses as a result of this training. Tenured faculty will continue to mentor untenured faculty members.
Effectively demonstrate the ability to perform in a laboratory-type environment	We are finding that the disproportionately impacted groups are still struggling to understand the material as well as other groups.	Collaboration with other departments such as student success and equity committee and commitment from faculty for cultural responsiveness and equity training. Faculty can implement new techniques into their courses as a result of this training. Tenured faculty will continue to mentor untenured faculty members.
A. 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?

We have increased the use of OER resources saving students money. Several members of the faculty have completed ADA compliance training courses. The department has acquired several

anatomage tables that will significantly improve student learning in the biological sciences and several of the faculty have been trained in their use.

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

The program has several tenured faculty members who work well with and mentor new and non-tenured science faculty. The college has invested in new technology for the science department to improve student learning and success. For physical technology, anatomage tables and lab kits have been purchased and implemented in several biological science courses. In Canvas, several software packages such as Labster, Visible Body, and Pivot Interactive have been purchased and implemented.

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?

After analyzing the data, an interesting statistic has emerged in that student success is higher for the online student population than the hybrid (partially on campus) population.

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

In order to address this discrepancy, faculty will work with the Teaching and Learning Center to create student focused tutoring groups. Class for this purpose will be chosen by overall success and retention data.

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

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

Collaboration with other departments such as student success and equity committee and commitment from faculty for cultural responsiveness and equity training. Faculty can implement new techniques into their courses as a result of this training.

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

The disproportionately affected groups (The Pacific Islander/Hawaiian and Black/African American groups).

Program Data and Analysis

A. Demographics

The data for this section is still being compiled. The faculty will reach out to the institutional research department to request this degree be added to the program/PLSO dashboard.

B. Award Count

Between 21-22 and 22-23, the awards this degree increased significantly from 3 to 18 in that period.

C. Student Equity Program Data

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

It appears that all ethnicities with the exception of the disproportionately impacted groups (The Pacific Islander/Hawaiian and Black/African Americans) are successful at completing their courses with at least a C average.

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

Collaboration with other departments such as student success and equity committee and commitment from faculty for cultural responsiveness and equity training. Faculty can implement new techniques into their courses as a result of this training. Tenured faculty will continue to mentor untenured faculty members

D. Student or Program Satisfaction Survey Results

Based on the ever increasing number of students who are declaring this degree as their major, it is apparent that the students are satisfied with this program.

E. CTE-specific data

- CTE Advisory Boards
- Labor Market data
- Program Viability

According to the Health Resources and Services Administration of the US Government, allied health worker positions will increase between 19 and 50% over the next six years.

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

For academic year 21-22, the overall success rate for BCC was 71%, while the rate for this program was 74%. For academic year 22-23, the overall success rate for BCC was 71.2% while the rate for this program was 71%. For academic year 21-22, the overall retention rate was 86.2%, while the rate for this program was 86%. For academic year 22-23, the overall retention rate was 89.6% while the rate for this program was 86.4%.

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, this program is maintaining or exceeding the overall student success and retention rates for the college. In addition, this program is gaining in popularity as measured by declared majors and awarded degrees.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	**74%**	**76%**	**74.6%**
Certificates	**81**	**97**	**N/A**
Degrees	**437**	**524**	**18**
Transfers	**213**	**287**	**N/A**
*Licensure Exam Pass Rates	**70%**	**79%**	**N/A**

*Employment Rates	**60%**	**73%**	**N/A**

2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.
   This program is performing above the institution set floor values. In 21-22, 3 degrees were awarded and by 22-23, 18 degrees were awarded which is a six-fold increase in one year.

**Applicable to CTE*

Guided Pathways and Response

A. Name of the Guided Pathway that your program is a part of
   This program is part of the Public Service and Education pathway.
B. List the other programs (clusters) that are part of your Guided Pathway
   Administration of Justice, Child Development, Corrections, Early Childhood, Elementary Teacher Education, Emergency Medical Technician, and Liberal Arts.
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.
   This program is part of the CTE cluster and as such has specific buildings and personnel dedicated to this pathway. CTE often sends faculty to conferences and holds discipline wide meetings where the cross over of these degrees and programs allows for extensive collaboration.

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)
Of the sections offered for the program in year 20-21, 21-22, 22-23 the WSCH/FTEF Efficiency was 406, 392, and 324 respectively. Of the sections offered for the program in year 20-21, 21-22, 22-23 the FTES/FTEF Efficiency was 14, 13, and 11 respectively.

B. FT/PT/OL Faculty Ratio
For Faculty Load Ratio (FT/PT/OL) for FTEF in program year 20-21, full time faculty taught 76% of courses and Part-Time taught 24%. In 21-22, full time faculty taught 49% of courses and Part-Time taught 17%, and overload accounted for the remaining 35%. In 22-23 full time faculty taught 43% of courses and Part-Time taught 13%, and overload accounted for the remaining 44%.

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
   All science faculty have completed the Online Teaching course for BCC. Several faculty have completed the ADA accessibility course and faculty were in attendance for the Online Teaching Conference.

2. Please list any professional development that faculty members would benefit from (Standard 3.2)
   Faculty members would be well served by completing the ADA compliance course and the Cultural Responsiveness and Equity course.

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
   Due to the popularity of the program, the college has had a difficult time finding qualified faculty members for this program, especially in the part-time/adjunct pool. The college has invested its resources in both physical and virtual technology for this program.

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.

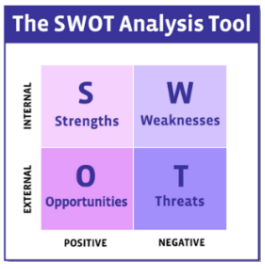
Provide an analysis of the "big picture."

Overall, this program is maintaining or exceeding the overall student success and retention rates for the college. In addition, this program is gaining in popularity as measured by declared majors and awarded degrees. In order to increase student success and retention of our disproportionately impacted groups, the faculty for this program will continue to complete training and professional development in both equity and ADA compliance.

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 1. Accredited institution: Barstow Community College is an accredited institution, which	WEAKNESSES Limited degree pathway: The Associate of Science Degree in Pre-Allied Health Sciences is a

	enhances our credibility and assures the quality of education provided. 2. Open access: The college provides open access to education, allowing a diverse range of students to enroll and benefit from its programs. 3. Traditional and online education options: Our program offers both traditional and online education courses, providing flexibility and accessibility to students. 4. Focus on student success: Our program is committed to enhancing student success through its programs and pathways, ensuring students achieve their personal goals. 5. Career/workforce opportunities: Our program offers pathways specifically designed to provide career and workforce opportunities in allied health fields.	single degree pathway, limiting options for students who wish to pursue other health science fields. For instance, this pathway does not prepare students for medical school. 2. Communication and empathy: Health science fields require strong communication and empathy towards patients. Our program strives to help students adequately develop and emphasize empathy in their programs.
External	OPPORTUNITIES 1. Growing demand in healthcare: The healthcare industry is experiencing significant growth, which creates opportunities for graduates in allied health fields to find employment. 2. Expansion of program offerings: Barstow Community College can consider expanding its program offerings to include more health science fields, providing students with a wider variety of career options. 3. Collaborations with healthcare facilities: The college can explore partnerships and collaborations with healthcare facilities to provide students with hands-on experience and	THREATS 1. Competition from other institutions: Barstow Community College may face competition from other institutions offering similar programs in allied health fields. 2. Changing industry requirements: The healthcare industry is constantly evolving, and the college needs to adapt its programs to meet changing industry requirements and stay relevant. 3. Limited resources: The college may face challenges in terms of limited resources, such as funding and infrastructure, to meet the growing demands and expectations of students.

	potential employment opportunities.	

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

Develop a comprehensive online learning framework for students that offers full degree and certificate programs, that integrates up-to-date technology resources, and that in addition provides flexible, robust online support for faculty.

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. Design and implement Full Degree and Certificate Programs online

2. Integrate Current Technology Resources

3. Comprehensive online support for faculty.

4. Foster a sense of community in the pre-allied health pathway.

E. Please list outcome statements for each objective.

A. Design and implement Full Degree and Certificate Programs Online

1. Develop a curriculum structure for the pre-allied health pathway that is optimized for online delivery.

2. Create detailed course outlines, learning objectives, and assessment strategies for each course in the pathway

3. Develop a combination of online lab simulations and hands-on lab experiences students can complete during distance learning with instructor guidance and feedback.

4. Colalborate with subject-matter experts and other experts to ensure articulation of the content and that it is accurate, relevant and engaging.

B. Integrate Current Technology Resources.

1. Identify and implement cutting-edge educational technologies to enhance online learning experiences.

2. Ensure compatability and accessibility of programs used.

3. Provide training and resources for faculty to effectively utilize chosen technologies.

C. Comprehensive Online Support for Faculty

1. Develop a repository of online teaching resources (best practice, pedagogical guidelines, troubleshooting…)

2. Implement regular training sessions and workshops to empower faculty with online teaching skills.

D. Community Building within the Pre-Allied Health Pathway.

1. Facilitate regular communication channels for students and faculty in the pre-allied health pathways.

2. Participate in and/or organize virtual events, webinars, and discussion forums centered around allied health topics.

F. Briefly explain how you will measure the outcome.

1. Increase in the number of pre-allied health students successfully completing their degree or certificate programs

2. Higher levels of student engagement and satisfaction in online courses, as measured by surveys and student feedback.

3. Increased utilization of online support resources by faculty

4. Positive trends in faculty participation in continuous professional development opportunities.

5. Improvement in the retention rates of pre-allied health students.

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

A. Financial resources

1. Budget for the acquisition of technology, software licenses, and instructional development

2. Funding for faculty training, development and stipends for content creation

B. Training resources

1. Continued support of instructional designers and other educational technologists to collaborate with faculty on course design and the integration of technology.

2. Trainers and facilitators to conduct professional development workshopts

3. Continued technical support staff to assist with troubleshooting and other issues.

C. Technology resources

1. Continued support and funding for educational software and tools to provide interactive learning experiences for our students.

D. Content Development Resources

1. Access to subject-matter experts and lab creation experts for distance/online learning to create accurate and relative course content and hands on lab experiences for students.

2. Multimedia development tools for creating engaging learning materials

E. Administrative Support

1. Continued administrative support for scheduling training sessions and managing resources

F. Assessment and measurement tools

1. Surveys, feedback forms and other analytical tools to measure student and faculty satisfaction, engagement and program effectiveness.

GOAL #2

Hire a lab coordinator to facilitate on-campus laboratory sections.

B. This Goal is

☒ New

☐ Continued

☐ Modified

If modified please list how and why.

Click or tap here to enter text.

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

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

D. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☒ Staying on the Path

☒ Support Learning

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

1. Job description designed and approved.
2. Job position open for recruiting.
3. Interviews
4. Hire and start by Spring, 2024

I. Please list outcome statements for each objective.

1. The job description is accurately and comprehensively designed, reviewed, and approved by all relevant stakeholders, ensuring that it effectively communicates the key responsibilities, qualifications, and expectations for the position.

2. The job position is accurately opened for recruiting.
3. Candidates are successfully vetted and reviewed by a committee of stakeholders as outlined by AP 7120 for hiring and interviews are successfully conducted.
4. Board approval will be sought by December, 2023.

J. Briefly explain how you will measure the outcome.

We will measure this by having a qualified lab coordinator starting.

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.

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.

This is a new program.

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	Click or tap here to enter text.	See spreadsheet submitted by science faculty in spring, 2022	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Cabinet decision to hire	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.