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: Social Justice

Academic Year: 2023-24

Name of Faculty Submitter(s): Dawn Howey

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?
    An Associate in Arts in Social Justice Studies for Transfer Degree will prepare students to be agents of change for a wide variety of social-justice related vocations including teaching, counseling, advocacy, and non-profit work.

B. What is the program vision and how does it support the institutional vision?
    The Associate in Arts in Social Justice Studies for Transfer Degree examines social justice movements as they advocate for people marginalized on the basis of race, nationality, gender, sexuality, and/or religion in the United States.   It explores theories of justice, the history of social justice movements, and contemporary issues through the lenses of sociology, history, media studies, art and music. The program will prepare students to be agents of change for a wide variety of social-justice related vocations including teaching, counseling, advocacy, and non-profit work. Students in the Social Justice Program will examine issues of diversity, equity, and marginalization. Students will make an examination of the complex relationships that exist among social justice and the broader cultural, economic, social, and political structures that operate in society.

C. Please provide a short program description:
    AA in Social Justice Studies for Transfer degree will explore past and current areas of social justice and will prepare students to be agents of change.

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

- 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)

Course Success Rate 66.5%

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

Retention Rate 88.4%

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

Section count 197

Full time/part time 110:87

Hybrid 25/197

Online 170/197

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Traditional 2/197

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

Enrollment count 5569

Full time 2844; part time 2725

Hybrid: 382

Online: 5163

Traditional 24

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

Class size average 28.27

Hybrid: 15

Online: 30

Traditional: 12

Full time: 26

Part time: 31

F. **Efficiency: WSCH, FTES, FTEF**
Full time 43%; Part time 39%; overload: 18%

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

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☐ 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.
none noted

C. What innovative plans or projects will help to close these gaps?
n/a

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?
None

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

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.

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Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Students will demonstrate familiarity with theories and theoretical perspectives, concepts, findings, assessments, problems, institutions, history, and trends within the field of social justice	By ethnicity: African American 50% (drop from 76% in the previous term) Asian, Hispanic, and White all over 80% with no significant change since the last review period By gender: female remained consistent at 83%, males increased from 80% to 100%	Use assignments, readings, and course material to engage all ethnicities.
B. Students will articulate perspectives of social justice, institutional oppression, marginalized groups, intersectional identities, and social institutions	By ethnicity: African American 50% (drop from 78% in the previous term) Asian, Hispanic, and White all over 80% with no significant change since the last review period By gender: females 75% (down from 84%. Males 89% up from 79%	Use assignments, readings, and course material to engage all ethnicities.
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?
Use of OER textbook for the core Intro to Social Justice course.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
Strengths are in the data by gender category.

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?
Focus on growth in reaching success with all ethnicities

- What actions can help grow or improve these areas moving forward?
Sensitivity to all ethnicities

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

- What actions can the program take to support equitable outcomes?
Click or tap here to enter text.

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

Program Data and Analysis

A. **Demographics**
Click or tap here to enter text.

B. **Award Count**
Click or tap here to enter text.

C. **Student Equity Program Data**
- Specifically discuss any equity gaps that have surfaced in the data.
Click or tap here to enter text.

- What innovative plans or projects will help to close these gaps?
Click or tap here to enter text.

D. **Student or Program Satisfaction Survey Results**
Click or tap here to enter text.

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?
Click or tap here to enter text.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	**74%**	**76%**	

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Certificates	81	97	
Degrees	437	524	
Transfers	213	287	
*Licensure Exam Pass Rates	70%	79%	
*Employment Rates	60%	73%	

2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.
   I do not know where to find this information

   *Applicable to CTE

Guided Pathways and Response

A. Name of the Guided Pathway that your program is a part of
   Social and Behavioral Science

B. List the other programs (clusters) that are part of your Guided Pathway
   Sociology, History, Political Science, Psychology, Social 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.
   Canvas shell

Faculty/ Program Staff Data and Analysis

A. **Faculty Load (FTEF)**
   ?

B. **FT/PT/OL Faculty Ratio**
   ?

C. **Faculty Professional Development**
   1. Please list any professional development that faculty members have participated in (Standard 3.2)
      Attended American Sociological Association Annual Conference

   2. Please list any professional development that faculty members would benefit from (Standard 3.2)
      ASA Membership. Social Justice summits and conferences.

   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."
Click or tap here to enter text.

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.
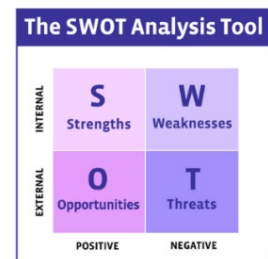
	Positive/ Helpful	**Negative/ Harmful**
Internal	STRENGTHS Full time faculty	WEAKNESSES Diversity of faculty
External	OPPORTUNITIES Social justice conferenes	THREATS Low enrollment

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.*

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- *Explain how you will **measure** the outcome.*
- *List any **resources** that will be needed to achieve the goal.*

GOAL #1
Students will successfully complete the AA-T in Social Justice

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 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

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.

Click or tap here to enter text.
Explain how concepts of race and ethnicity are socially and politically constituted and institutionalized

E. Please list outcome statements for each objective.

Click or tap here to enter text.

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F.   Briefly explain how you will measure the outcome.

Graduation rates

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

Data that shows how many students graduated with AA-T in Social Justice

....

GOAL #2

Identify and analyze the ways injustices are institutionalized in social, political, and economic structures.

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 2: Ignite a Culture of Learning and Innovation

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

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

      Students will examine various social injustices

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.

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GOAL #3
Recognize and connect the ways individuals and institutions may be beneficiaries and/or victims of social injustice.

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)*
Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

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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.

Identify and practice the methods people use to fight for social justice at local, national, and international levels.

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.

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IV.   Resource Requests:

What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1	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.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3	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.