

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: Automotive Technology Certificate of Achievement

Academic Year: 2025/2026

Name of Faculty Submitter(s): Eric Blaine

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?

What is the program mission and how does it support the institutional mission? The Automotive Department of Barstow Community College offers a curriculum that is current in technology and career-oriented, thus enabling BCC to provide the automotive business and industry with skilled graduates.

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

Our Automotive Program supplies the automotive industry with highly trained employees that are skilled in the latest technology including the fast evolving alternative fuel industry.

C. Please provide a short program description:

Click or tap here to eThe Automotive Department of Barstow Community College offers a curriculum that is current in technology and career-oriented, thus enabling BCC to provide the automotive business and industry with skilled graduates. nter text.

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

The automotive program at Barstow Community College is aligned with Strategic Priorities, Ignite a culture of learning and innovation and Build Community. In our classes, we not only train future mechanics, we create leaders in industry. We welcome mistakes because we see them as a stepping stone to perfection. We allow the students to adjust and correct before we intervene. Students are encouraged to teach processes to fellow students with confidence.

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- 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.

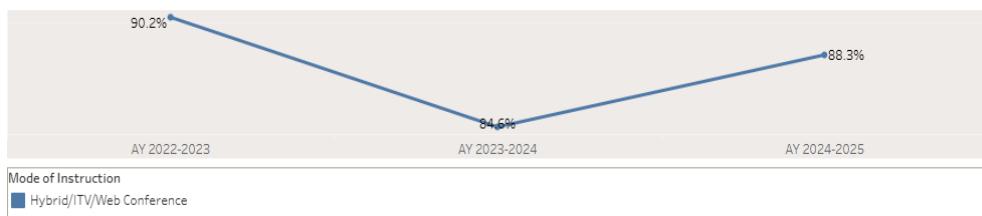
Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis

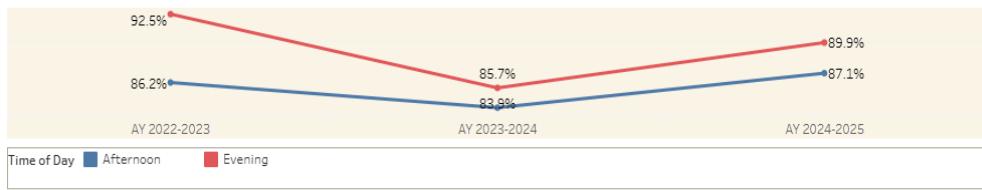
A. Course Success Rate by

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

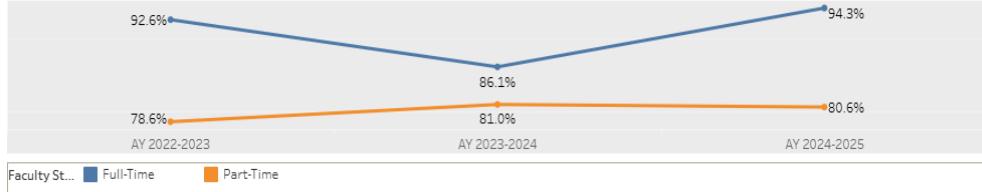
Method of Instruction



Time of Day



Faculty Status



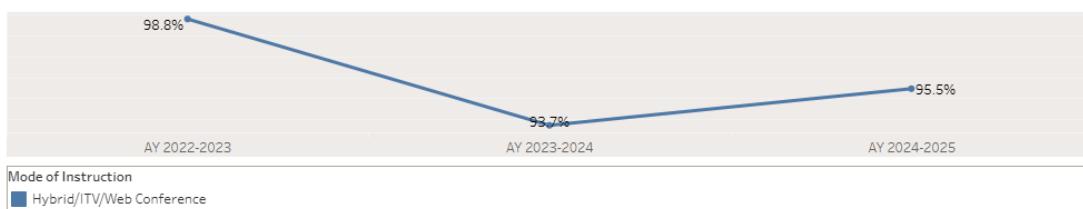
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Mode of instruction has nothing to compare due to our courses are only taught as hybrids. With that in mind, our student are doing quite well with lecture online and lab physically in class. In regards to time of day, the success rate seems to be steady throughout all three years. Although, 2023/2024 dipped slightly under 86%, it's nothing to be concerned about because it's still a high success rate. Faculty status success rate can be determined by the different courses we teach. Mr. Weller's courses are more advanced than Mr. Blaine's courses, so their will be a difference in success rate. With that said, both automotive instructors have a high success rate.

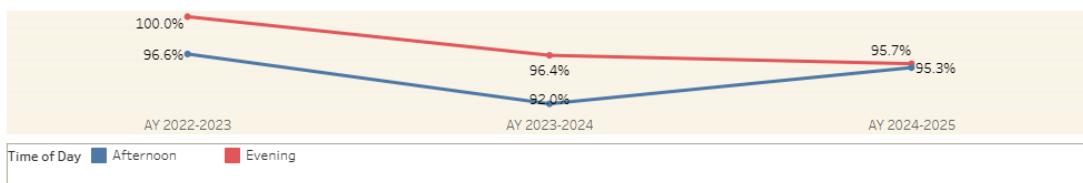
B. Retention Rate by

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

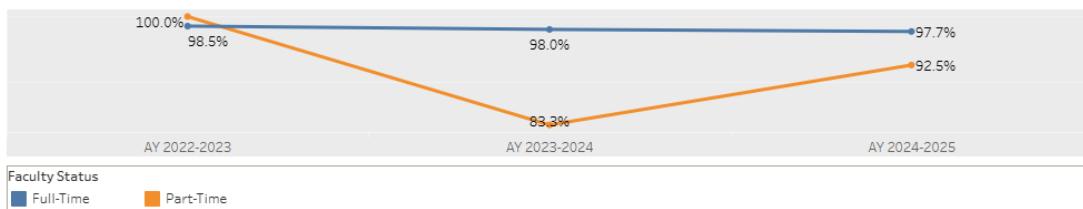
Method of Instruction



Time of Day



Faculty Status



Our retention rate for all three are extremely high. I see very little room for improvement. I do believe the reason that we retain the majority of our students correlates between the way our students learn and the hands on training we provide. Most of our students are hand-on learners and high school is geared towards academics. In Automotive, these student tend to flourish in our classes and basically find a home where they excel.

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C. Section Count by

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

Section Count by Instructional Method

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Hybrid/ITV/Web Conferencing	5	7	7	19
Grand Total	5	7	7	19

Section Count by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	2	4	4	10
Evening	3	3	3	9
Grand Total	5	7	7	19

Section Count by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	4	5	4	13
Part-Time	1	2	3	6
Grand Total	5	7	7	19

Our mode of instruction section count increased between 2022- 2025 because we added another class which is shared between two instructors. Afternoon increased for the exact reason and evening remained the same with 3 all three years. Faculty status increased from Full-time 4 and part-time 3 to Full-time 5 and part-time 4.

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D. Enrollment Count by

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

Enrollment Count by Instructional Method

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Hybrid/ITV/Web Conferencing	107	186	202	495
Grand Total	107	186	202	495

Enrollment Count by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	29	86	85	200
Evening	78	100	117	295
Grand Total	107	186	202	495

Enrollment Count by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	68	100	87	255
Part-Time	39	86	115	240
Grand Total	107	186	202	495

[View on Tableau Public](#)

Navigation icons: back, forward, search, etc.

Share icon

Enrollment count in regards to mode of instruction started to increase when we began offering an extra class both Fall and Spring semesters. Historically, we've always had more students enroll in our evening classes due to employment, family issues, and transportation availability. Increased enrollment for Part-Time instructors is due to summer and adding a class in spring and fall. Overall enrollment has doubled since 2022, in my opinion, because we've finally reached our target students. We have more students from the local high schools than I have ever witnessed in my 14 years at BCC.

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E. Class Size Average by

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

Students per Section by Instructional Method

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Hybrid/ITV/Web Conferenc...	16.40	20.29	22.00	19.89
Grand Total	16.40	20.29	22.00	19.89

Students per Section by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	14.50	21.50	21.25	20.00
Evening	17.67	18.67	23.00	19.78
Grand Total	16.40	20.29	22.00	19.89

Students per Section by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	17.00	20.00	21.75	19.62
Part-Time	14.00	21.00	22.33	20.50
Grand Total	16.40	20.29	22.00	19.89

F. Efficiency: WSCH, FTES, FTEF

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2022-2023	Full-Time	408	13.60	1.60	255.0	8.5
	Part-Time	84	2.80	0.40	210.0	7.0
	Total	492	16.40	2.00	246.0	8.2
AY 2023-2024	Full-Time	600	20.00	2.00	300.0	10.0
	Part-Time	252	8.40	0.80	315.0	10.5
	Total	852	28.40	2.80	304.3	10.1
AY 2024-2025	Full-Time	522	17.90	1.60	326.3	11.2
	Part-Time	402	13.78	1.20	335.0	11.5
	Total	924	31.68	2.80	330.0	11.3

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

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Student Equity Course Data

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

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

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

We seen a huge decrease in African American students in 2023/2024 academic year.

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

The decrease was due to several African American student, either graduated or eared a cert. No plans are in place do to the fact that we had a huge increase in African American Students in 2024/2025 academic year.

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.

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C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?

We added an extra class in the 2023/2024 Academic year in order to help student graduated within the 2 year time frame.

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

None

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. Possess skills for entry level placement utilizing the laboratory/shop requirements identified by NATEF.	2022 to 2025 over 80% of the students passed with a C or better in regards to the outcome. All effects of the pandemic seem to have no impact on our current courses.	Our statistic in regards to student success are extremely high, so our teaching strategies should remain the same, though we should definitely follow the advancements in technology due to the fast moving alternative fuel industry.
B. Successfully complete the ASE certification examination.	Although we train each student on the procedures and type of questioning on the ASE, we have not tracked our students ASE certifications success.	We may need to find way to track ASE testing for our students.
C. Develop effective communication and interpersonal skills and future continuing education	Click or tap here to enter text.	Comprehensive testing has been incorporated to promote critical thinking and provide instructors the opportunity to engage with the student to enhance their communication skills.
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?

We added an extra class to help students graduate within the 2 year time frame.

Instructional Program Review Template

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

Our entire program model is ideal for student success. As automotive instructors, we tend to believe our jobs are not only to educate, but to give our student the skill and confidence to become an asset to the industry even at a entry level position. This is a small community, so our strengths are solidified by actually witnessing students and former students working in the industry.

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?

We should work on trying to track ASE certification, and possibly becoming a testing site.

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

Contacting testing colleges to identify the challenges.

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

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

Although, we tend to have great results, in terms of success and retention, with our female students, we tend to adhere to gender role stereotypes in terms of automotive being a male dominated occupation. All races, genders and ethnicities are welcomed as BCC students and we are excited by the diversity that each student brings each semester.

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

No

Program Data and Analysis

A. Award Count

The automotive department recognized 3 students in 2022-23, 7 in 2023-24, and 6 in 2024-25 as Barstow Community College graduates. In 2022-23 1 black american, 1 Hispanic, and 1 Native. We had 3 male graduates in 2022-23, 6 male graduates and 1 female in 2023-24, and 4 males and 2 females in 2024-25.

B. Demographics of students in major vs. demographics of students who receive award (percentages)

See above

C. Student Equity Program Data

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

No real equity gaps. Our student base has been much more diverse other programs and we are currently experiencing an influx of female students.

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

We see no gaps at this time.

D. Student or Program Satisfaction Survey Results (if applicable)

N/A

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E. CTE-specific data (CTE programs only)

- Did you participate in the advisory boards?
Yes
- What were the high-level themes and recommendations from the advisory board meetings specific to your program?
Soft skills, Service procedures, ASE Certs, Safety in the Workplace, Troubleshooting and troubleshooting tool, and tool Identification.
- What advisory recommendations have you implemented or do you plan to implement?
The majority of the recommendations have already been implemented in our program, though we are still in the process of finding a solution to ASE certification.

Labor Market data

- What is the job outlook in the region for your program area?
High Desert has well over 11,000 Automotive related jobs and is projected to increase by 7.6% by 2028. The average job openings 171.2.
- What is the percent increase or decrease trend for job employment in this field?
See above

F. 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.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	70%	73%	
Certificates	80	100	
Degrees	440	525	
Transfers	165	210	
*Licensure Exam Pass Rates	70%	79%	
*Employment Rates	60%	73%	

**Applicable to CTE*

1. How is your program doing overall based on observation of program data?

We are doing amazing. All aspects of program data has increased, we have finally tapped into our local high schools, our classes are overflowing with young diverse students, and we have staff and management support our growth.

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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.

In terms of set standards, the automotive program performs well above. In regards to big picture, we need to stay consistent with our in the classroom and vigaent when it comes to the latest technology.

3. If your program is falling below on any of these areas, what corrective actions do you plan on taking to bring your outcomes up to standard?

N/A

Guided Pathways and Response

A. Name of the Guided Pathway that your discipline is a part of
Trades and Applies Tech

B. List the other disciplines that are part of your Guided Pathway
Diesel Tech, Welding, IMMT, IMME

C. Provide a summary of how your discipline collaborates with other disciplines in your Pathway.
Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.

All College meetings, Advisory Meetings

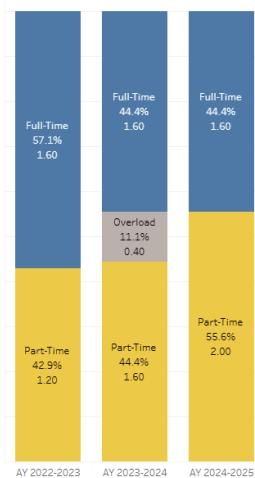
Faculty/ Program Staff Data and Analysis

A. **Faculty Load (FTEF)**

2.80 for 2022-23, 3.60 for 2023-24, and 3.60 for 2024-25

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

FT/PT/OL Faculty Load Ratio
(FTEF)



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C. Faculty Professional Development

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

Mark Weller

2025

March – EVLC Electric Vehicle Training EV101.9

April - California Automotive Teachers North conference, multiple sessions

May – San Diego Techs Automotive conference

July – ACDC Electric vehicle training 1 week Boston

August – State of Charge Denver training conference

2024

March – Pasadena City College Electric Vehicle conversion training

April - California Automotive Teachers North conference, multiple sessions and Tesla

May – San Diego Techs Automotive conference

July – ACDC Electric vehicle training 1 week Boston

October - California Automotive Teachers South conference, multiple sessions

December – Vision 2024 San Antonio CTE convention with training sessions

2023

January – Future Tech EV Systems and Technologies 68 hours live and online

April - California Automotive Teachers North conference, multiple sessions

May – EVSE training at Victor Valley College

June – TACT School, Electric Vehicle Training for Students with special needs

August – ACDC Electric vehicle training 1 week Boston

October - California Automotive Teachers South conference, multiple sessions

December – Vision 2023 Phoenix CTE convention with training sessions

2. Please list any professional development that faculty members would benefit from (Standard 3.2)
Electrical training, Alternative fuel, Transmission
3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
We have 1 full-time and 1 Part-time and yes, seems to be working well.

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.”

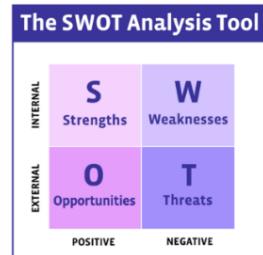
We have the right amount of instructors for the amount of classes we offer. The automotive department offers 4 classes a semester, in which the full-time instructor's load will be 3 ½ and Part-time's load is 1 ½.

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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 Instructors, Amazing Students, equipment	WEAKNESSES Heating and Air Conditioning, Electric Bay Doors, easy storage of equipment
External	OPPORTUNITIES Internships, Advisory	THREATS No relevant threats

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

Create a more safe and suitable environment in the classroom.

A. This Goal is

Instructional Program Review Template

- 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 4: Achieve Sustainable Excellence in all Operations

Choose an item.

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.

We live in the desert, so the elements are harsh all year around. It's either extremely hot, freezing, or incredibly windy. We need suitable heating and A/C system in the classroom.

E. Please list outcome statements for each objective.

Replace our existing cooling and heating systems with something more efficient.

F. Briefly explain how you will measure the outcome.

When they are replaced

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

A/c Unit and adding to our existing heating units.

Replace the manual door lifts with electric door lifts.

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GOAL #2

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

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.

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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.

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.

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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:

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Click or tap here to enter text.

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.

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.					