

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: Child Development Associate of Science Degree

Academic Year: 2025

Name of Faculty Submitter(s): William L. Paul

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?

At Barstow Community College (BCC), Child Development education is fully integrated in the Career and Technical Education Department (CTE), dedicated to preparing our students to become workforce ready by building a strong foundation for their careers in early childhood care and education. This is accomplished through a comprehensive study plan to empower them to become effective teachers and leaders. Our Child Development AS program is designed not simply to promote workers but rather to pursue ongoing improvement and excellence in early childhood care and education.

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

Supporting the BCC vision as a hub of innovation and educational excellence, fostering a culture of growth, partnership, and inclusion as the premier college of the California High Desert is accomplished through offering our students flexible educational modalities such as Hyflex, Asynchronous Online and traditional classroom courses to accomplish the goals of students who wish to graduate with a Child Development AS degree. We continue furthering this objective through its partnership with the US Army National Training Center

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Fort Irwin's Child and Youth Services Division to provide students multiple opportunities for mentoring, educational and professional development. Our course curriculums are designed to offer each student a quality education in the early childhood field to not only meet but to exceed the expectations and guidelines set by the State of California and other Community Colleges, as well as potential employers in our community, the State of California, and our country. By fostering a conducive learning atmosphere that fits students' needs for flexible scheduling without sacrificing educational integrity and rigour, the BCC Child Development AS Program prioritizes student achievement, comprehensive education and experience that meets the objectives of BCC's bold vision.

C. Please provide a short program description:

Associate of Science Degree, Child Development: The child development tracks are designed for students to select based on personal needs or interest regarding their career or possible job opportunities.

Recommendation is to review the catalog description for each certificate.

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

The BCC Child Development AS Program strives to provide innovative and achievable equitable student success by offering numerous opportunities for students through flexible course study, embedded tutors and librarians, a fully engaged Teaching and Learning Support Center featuring faculty mentors, multiple computer stations, and a variety of workshops meant to improve student understanding of basic computer skill development. Additionally we provide support by working closely with the BCC Accessibility Coordination Center and Educational Support Services (ACCESS) to provide services for students with disabilities in compliance with both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) and by collaborationg with the college's Instructional Technology Center to focus on ADA compliance and equitable delivery with instructional technology.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

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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 BCC Child Development AS Program features one full-time faculty and six part-time faculty. The most recent data for average success rate as calculated for all modes of instruction and for all combined faculty (FT and PT) for SY2024-2025 is 68.9% with a total enrollment of 887 students, slightly below the objective 70% target rate. This breaks down to 64.7% for Hybrid courses with enrollments of 68 students and 69.2% for Online courses with enrollments of 819 students. For the single FT faculty the rates are: 70.3% for all modes of instruction with a total enrollment of 360 students. The FT faculty Hybrid rate is 64.7% for with enrollments of 68 students and the Online rate is 71.6% with 292 enrollments. The PT faculty Online rate is 67.9% with 527 enrollments.

B. Retention Rate by

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

Mode of instruction: All Modes of instruction for all faculty show combined retention rates of 85.8% with 887 students, broken down by 88.3% for Hybrid with 68 students and Online is 85.6% with 819 students

Scheduling: No significant data other than the above as afternoon coincides with Hybrid, while online is essentially “all hours.”

Faculty Status (PT vs FT): FT Faculty retention with all modes of instruction is 87.5% with 360 students broken down Hybrid at 88.2% with 68 students and Online at 87.3% with 292 students

PT Faculty retention for Online is 84.6% with 527 students

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C. Section Count by

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

Mode of Instruction: Hybrid is 4, Online is 26

Schedule: Afternoon is 4 and Online is 26

Faculty Status (FT vs PT): FT is 13 and PT is 17

D. Enrollment Count by

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

Mode of instruction: Hybrid is 69 and Online is 821

Schedule: Afternoon (Hybrid) is 69 and Online is 821

Faculty Status (FT vs PT): FT is 361 and PT is 529

E. Class Size Average by

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

Mode of Instruction: Hybrid is 17.25 and Online is 31.58 with an overall average class size of 29.67

Schedule: Afternoon (Hybrid) is 17.35 and Online is 31.58

Faculty Status (FT vs PT): FT is 27.77 and PT is 31.12 with and overall average class size of 29.67

F. Efficiency: WSCH, FTES, FTEF

WSCH: Full Time: 1083

Part Time: 1762

FTES: Full Time: 37.13

Part Time: 60.41

FTEF: Full Time: 2.60

Part Time: 4.07

Full Time Efficiency (WSCH/FTE): 417 and Efficiency (FTES/FTEF): 14

Part Time Efficiency (WSCH/FTE): 433 Efficiency (FTES/FTEF): 15

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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"/> ADA compliant materials	<input checked="" type="checkbox"/> Includes resources in syllabus
<input checked="" type="checkbox"/> OER materials	<input checked="" type="checkbox"/> Use of graphic organizers	<input checked="" type="checkbox"/> Provide reminders to students throughout course about resources available
<input type="checkbox"/> Use of Early Alert	<input checked="" type="checkbox"/> Promotes peer community building and support	<input type="checkbox"/> Collaborative note-taking
<input checked="" type="checkbox"/> Audio files as video alternatives	<input checked="" type="checkbox"/> Seeks multiple perspectives	<input checked="" type="checkbox"/> Other: Student chosen options for answering assignment prompts, plus quizzes and final exams featuring multiple methods of posing and answering questions rather than only essays which tend to favor the better writers in each course.
<input checked="" type="checkbox"/> Provides students an opportunity for feedback on instruction	<input checked="" type="checkbox"/> Correlates learning with real-life experience	
<input checked="" type="checkbox"/> Ensures all student races and backgrounds are represented in the classroom and the curriculum	<input checked="" type="checkbox"/> Probing and clarifying techniques	
<input checked="" type="checkbox"/> Presentation of resources from campus departments	<input checked="" type="checkbox"/> Creates space for students to ask for help	
	<input type="checkbox"/> Utilizes learning pact	

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

The Program Course Success Rates for the Child Development AS Program, show overall improvement since the last program review was conducted in 2023. For example the Program Course Success Rate improved from 61% to 68.9% across all ages and ethnicities. Results for SY2024-2025 vary dramatically by ethnicity from a high rate for caucasian students of 81% and Hispanic students at 76% to a low for African American students of 49.3% with the categories Unknown and Two or More Ethnicities rating in the mid-range at 66.7% and 62.8% respectively. Interestingly, the most successful age range 35-39 for Program Course Success rates with an average of 82.3% with all ethnicities over 75%. The lowest performing age range is 25-29 with an average Program Course Success rate of 59.1%. Perhaps, that data points to an age range where young families are developing trying to find their way between multiple responsibilities with relatively new marriages, young children, jobs and careers as well as educational pursuits. Conversely, by 35 years old, families are more settled with older children attending middle or high school and jobs or careers more established. Likewise, work habits and organizational skills tend to have more fully developed by age 35.

When considering Program Course Retention Rates, a similar of range corresponds with Program Course Retention Rates with 89.7% for caucasians and 75% for African American students. The rates of Hispanic and Unknown and Two or More Ethnicities for Program Course Retention are higher percentages though than the Program Course Success Rates and much closer to Caucasian percentages with 88% and 82.4% respectively. Interestingly, age does not seem to play a role in Course Retention rate with all age ranges scoring over 81.2% with an average across all ages of 85.8%.

When one reviews the success rates for Program Learning Outcomes however, all above ethnicities and age ranges are at 90% or above. It is unclear if any of this data can be interpreted through the lens of equity at this time. It would be advisable to continue tracking the data and compare it to national averages, which may still not show any correlation to lack of equity among students due to lack of specific correlating data.

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

Since it is not possible to draw any conclusions based on the above demographic data as related to specific lack of equity in BCC's Child Development AS Program, no plans are currently underway. Overall, since the data points to improvement across the board, the best practice may simply be to stay the course and continue with the practices currently in place, while perhaps paying closer attention to marketing the various clubs and equity/inclusion/diversity programs already available on the BCC campus.

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

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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?

No changes to the curriculum.

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.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Apply research theories, social interrelationships and developmentally age appropriate activities, teaching strategies, and develop a curriculum based on their observations and assessment that contribute toward the development of the young child.	Meets or exceeds expectations: African American: 91.2% Total Students Assessed: 57 Hispanic: 90.4% Total Students Assessed: 114 Pacific Islander/Hawaiian: 100% Total Students Assessed: 3 White: 93.8% Total Students Assessed: 48	Since all of the demographic groups represented show a success rate of at least 90%, future plans will include staying the course, from the recommendations of the previous IPR. These included providing more support to all students and referring students earning grades less than 80% to tutors and to the Teaching and Learning Support Centers.
B. Advocate, identify and implement policies, principles, and laws which support infants and toddlers, or preschool age children or children with special needs, or after-school aged children.	Meets or exceeds expectations: African American: 91.2% Total Students Assessed: 57 Hispanic: 90.4% Total Students Assessed: 114 Pacific Islander/Hawaiian: 100% Total Students Assessed: 3 White: 93.8% Total Students Assessed: 48	Same as above

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C. Demonstrate skills learned to create a high quality learning environment that facilitates the emotional, cognitive, language and social domains of the child.	Meets or exceeds expectations: African American: 91.2% Total Students Assessed: 57 Hispanic: 90.4% Total Students Assessed: 114 Pacific Islander/Hawaiian: 100% Total Students Assessed: 3 White: 93.8% Total Students Assessed: 48	Same as above
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?

It is possible that the last IPR completed for BCC's Child Development AS Program in 2023 reflected the ongoing impact of the COVID-19 pandemic on the educational environment. For example, the increased enrollments in non-traditional classroom modalities such as online courses. Since then, BCC has added instructors to its CTE faculty, and continued emphasizing student engagement, feedback and the inclusion of embedded tutors and librarians whenever possible.

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

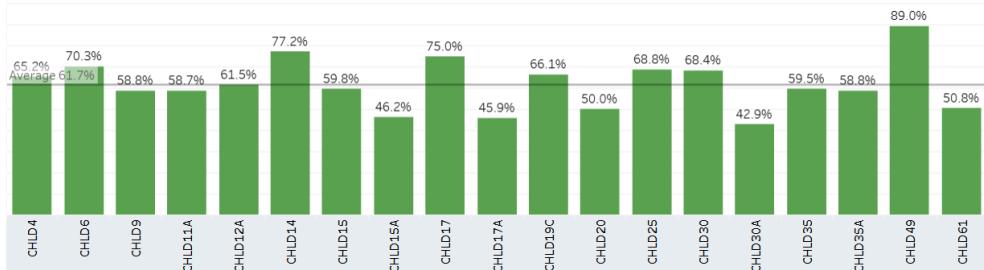
It is clear to see that the current educational strategy is working towards creating a high success rate for each PLO across all demographics.

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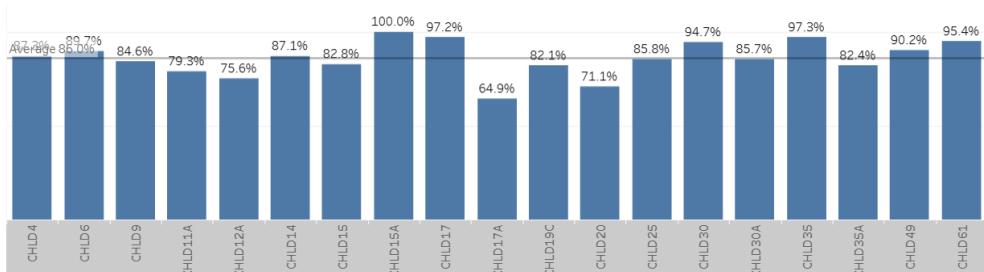
C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

Course Success Rates



Course Retention Rates



The above graphs are for all demographic groups exhibiting the Course Success and Retention Rates per individual Child Development course. The most troubling success rates are: CHLD15A, CHLD17A, CHLD20, CHLD 30A and CHLD61. In some cases the retention rates correlates with the low success rates for example: CHLD17A, and CHLD20. However, CHLD15A for example has a 100% retention rate yet a 46.2% success rate, likewise CHLD30A has a retention rate of 85.7% yet a 42.9% success rate and CHLD61 enjoys a robust 95.4% retention rate conversely a 50.8% success rate. I have previously stated that the overall Course Success Rates for African American students was 49.3% and this plays out in the individual courses that reflect low performance rates overall in the graph above: CHLD15A 28.6%, CHLD17A 18.12%, CHLD20 28.4% and CHLD61 23.5%. Of additional note for low Course Success Rates for African American students are CHLD11A 39.3%, CHLD12A 20%, and CHLD15 29.2%. Only four courses feature plus 70% Course Success Rates for African America students: CHLD14, CHLD19C, CHLD30 and CHLD49.

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

Since the overall average success rate for all three PLOs across all demographics is 91.44%, the strategy moving forward is stay the course and continue find ways to improve and adapt as necessary. Drawing conclusions based on this data regarding equity gaps is a difficult challenge based on all of the supports currently in place for student success available at BCC. As noted, there are specific courses with success rates that are well below the 70% objective. The Dean of CTE will organize meetings to share the findings of this IPR with all faculty and discuss and brainstorm methods to improve student outcomes relative to success.

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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?

Include a larger variety of student learning assessment methods in all courses. When a course relies too heavily on writing assignments and essay questions in the final exam for example, this tends to favor students who possess good to excellent writing skills. Improving educational equity can be accomplished by providing additional shorter quizzes rather than only one final exam, featuring a variety of different questioning methods and assignments of special projects that rely on different student creative problem solving abilities while the outcomes still exhibit subject comprehension levels.

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

African American Students. Stay the course. Continue to improve. Adapt as necessary. Once again, since the data points to improvement across the board, the best practice may simply be to stay the course and continue with the practices currently in place, adjust student learning assessments in specific courses where necessary, while perhaps paying closer attention to marketing the various clubs and equity/inclusion/diversity programs already available on the BCC campus.

Program Data and Analysis

A. Award Count

AY 2024-2025: 23

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

Black/African American: 4 or 17.39%, Hispanic: 12 or 52.17%, Two or More: 3 or 13.04%, White: 4 or 17.39%

C. Student Equity Program Data

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

The data is mixed showing great improvement in the areas of PSLOs to an average of 91.44% student success however the odd data is the low 49.3% Program Course Success Rate for African American students although the Program Course Retention Rates are 75% for this same demographic group, meaning that retention is good, but as a group they are not succeeding at a high enough rate. Another interesting data point is that African Americans seem to succeed at a higher rate of 66.7% when enrolled in the Hybrid/Web Conference mode of instruction compared to a much lower success rate of 47.3% for Online courses. Again, this is difficult to draw a conclusion that this is absolutely an equity gap, simply based on these data points, however, this IPR's findings will be considered seriously and methods for improvement discussed and implemented.

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

BCC features a certified Student Equity Plan 2022-2025. It includes specific goals for Black or African Americans Females and Males such as Enrollment: 3-year outcome: Improve by 14% over the baseline to 23.3%, Completed Transfer-Level Math & English: 3-year outcome: Improve by 14.8% over the baseline to 20%, first generation: 3-year outcome: Improve by 7% over the

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baseline to 22%, Persistence: First Primary Term to Secondary Term for Black or African American Males: 3-year outcome: Improve by 16.8% over the baseline to 60.8%, Transfer Economically Disadvantaged: 3-year outcome: Improve by 5.9% over the baseline to 26.7% and Completion Black or African American Males: 3-year outcome: Improve by 12.2% over the baseline to 14.1%.

One of the strongest aspects of Barstow Community College is its Student Services which feature a wide range of diversity, equity and inclusion programs such as: Black Student Success, First Generation Vikings, LatinX Student Success, Lavendar Scholars, LBGTQIA+Community, Shades of Sisters and Equity Webinars. Each of these programs support the development of a sense of belonging, resilience fostered by student interaction in these peer groups. Due to the trend towards improvement across the board, the best practice may simply be to stay the course and continue with the practices currently in place, while perhaps paying closer attention to varying the student learning assessment methods while improving all marketing efforts for the various clubs and equity/inclusion/diversity programs already available on the BCC campus.

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

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E. CTE-specific data (CTE programs only)

- Did you participate in the advisory boards?

K16 Teacher Pathway Project: Education Collaborative Grant

Childhood Development Advisory Board

- What were the high-level themes and recommendations from the advisory board meetings specific to your program?

This K16 Teacher Pathway Project is designed to assist high school students interested in CTE courses such as the Child Development AS and Transfer Programs so that they have a clear understanding of what is required to complete this degree path and then transfer to participating partner universities such as CSUSB and CSUDH. This includes opportunities for students still attending high school to enroll in Child Development courses at BCC. The Childhood Development Advisory Board focused a lot of attention towards the development of an ECE lab classroom on BCC campus and on the developing partnership with US Army Garrison and National Training Center Fort Irwin.

- What advisory recommendations have you implemented or do you plan to implement?

This grant also includes funding for a Child Development Lab in the BCC campus, which was a much discussed topic for the Childhood Development Advisory Board as well. A BCC classroom has now been approved for developing into this lab. Plans are in process for the design and layout of the ECE classroom and furniture, fixture and equipment purchases will be made to outfit it according to the developmental requirements for the toddler to preschool age group.

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Labor Market data

- What is the job outlook in the region for your program area?

Occupational Wages		Year	Period	Hourly Mean	Hourly by Percentile		
Area		2024	1st Qtr	\$19.94	25th	Median	75th
Riverside-San Bernardino-Ontario MSA					\$17.13	\$18.55	\$22.90
Data for San Bernardino County are not available. Data for Riverside-San Bernardino-Ontario MSA has been substituted.							

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")						[Top]	
Area	Estimated Year	Projected Year	Employment Estimated	Employment Projected	Employment Change Number	Change Percent	Total Job Openings
Riverside-San Bernardino-Ontario MSA	2022 - 2032		5,020	5,520	500	10.0	9,220
Data for San Bernardino County are not available. Data for Riverside-San Bernardino-Ontario MSA has been substituted.							

- What is the percent increase or decrease trend for job employment in this field?
Projected 10% increase between 2022 and 2032.

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*

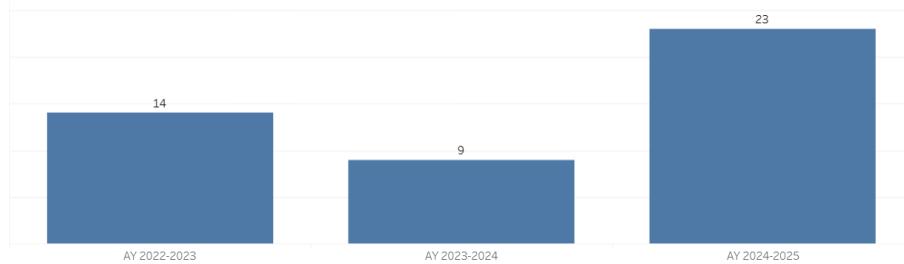
1. How is your program doing overall based on observation of program data?

Improvements have been achieved across the board in measurable outcomes since the last AY 2023-2024 Program Review such as: Program Course Success Rate 61% (801 students) to 68.9% (887 students), Course Retention Rates from 84.8% to 85.8%, Method of Instruction Hybrid courses improved from 58.3% to 64.7% while Online courses rose from 61.2% to 69.2% and Faculty Status improved for Full Time Faculty from 65.3% to 70.3% with Part Time Faculty exhibit marked increase from 55.6% to 67.9%. Course Retention rates by Method of Instruction dramatically improved for Hybrid courses from 75% to 88.2% while Online course retention rates basically stayed flat at 85.2% to 85.6%. Consideration for the Course Success Rates based upon modality should be examined for their positive overall growth in this time period. For example, Hybrid courses improved student success from 58.3% to 64.7% while Online courses increased from 61.2% to 69.2%. Of note are the Course Success Rates that are below the 70% standard and the African American demographic only achieving the 70% success rate in four

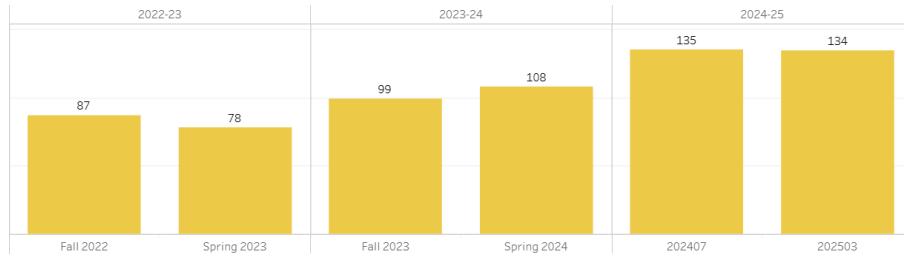
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courses out of the 18 that showed enrollments; overall Program Course Success Rate was 49.3%. There is good news though when one looks closely at the Program Course Success rates improvement from AY 2023-24 to AY 2024-25 for African American students by teaching modality for Hybrid courses from 28.6% to 66.7% while Online course success rates fell slightly from 51.4% to 47.3%. As understood by the table below and the previously mentioned rise in retention rates, the Child Development AS program is attracting more students over time (as seen in the rise in declarations 207 AY 2023-2024 to 269 in AY 2024-2025 representing a 26% increase), students are persisting at high rates (85.8% retention across the board is no small feat), and finally Program Awards improved from 9 in AY 2023-2024 to 23 in AY 2024-2025 an increase of 87.5%, which may reflect earlier growth or improved support. Transfers, Certificates and Licenses are N/A. Employment: please see Labor Market Assessment for Inland Empire Job

Program Awards by Year - Associate of Science Degree, Child Development



Declared Program by Term - Associate of Science Degree, Child Development



Demand.

Job Demand

In 2023, there were 37,265 jobs in occupations related to early childhood care in the IE/D region. Regional employment for this occupation group is projected to increase by 6% through 2028 with 5,597 job openings projected annually. Exhibit 1 displays the job count, five-year projected job growth, and job openings in the region.

Exhibit 1. Five-year projections for occupations related to early childhood care, IE/D Region, 2023-2028

Occupation	SOC	2023 Jobs	2028 Jobs	2023 - 2028 % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)
Preschool Teachers, Except Special Education	25-2011	4,334	4,693	8%	2,734	547
Special Education Teachers, Preschool	25-2051	508	663	31%	360	72
Teaching Assistants, Except Postsecondary	25-9045	20,346	22,162	9%	14,149	2,830
Childcare Workers	39-9011	12,077	11,888	-2%	10,741	2,148
Total		37,265	39,406		27,983	5,597

SOURCE: LIGHTCAST 2025.2

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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.

Program Course Success Rate is just below the 70% goal and could well be achieved by the next IPR. Retention Rates are successful across the board in all demographics. PSLO rates are all above 90% across all demographics. The 23 Degrees awarded in AY 2024-2025 represent 5.2% of the overall goal of the college. In AY 2024-2025 all 16 AS Programs Degrees (Non-Transfer) that were awarded including Child Development (23) totaled 181 students. The Child Development AS Degrees that were awarded represent 12.7% of this total, or 2.7% higher than the mean average per discipline.

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?

Due to the trend towards improvement across the board, the best practice may simply be to stay the course and continue with the practices currently in place, while perhaps paying closer attention to varying the student learning assessment methods while improving all marketing efforts for the various clubs and equity/inclusion/diversity programs already available on the BCC campus.

Guided Pathways and Response

- A. Name of the Guided Pathway that your discipline is a part of
Public Service and Education
- B. List the other disciplines that are part of your Guided Pathway
Child Development, Early Childhood (ADT), Elementary Education (ADT), Administration of Justice, Administration of Justice (ADT), Corrections, Emergency Medical Technicians, Liberal Arts, Pre Allied Health Science.
- 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.
Meetings, K-16 Teachers’ Pathway Project Education Collaboratives Grant

Faculty/ Program Staff Data and Analysis

- A. **Faculty Load (FTEF)**
FT: 2.60, PT: 4:07
- B. **FT/PT/OL Faculty Ratio**
1 FT Faculty: 6 PT Faculty
- C. **Faculty Professional Development**
 1. Please list any professional development that faculty members have participated in (Standard 3.2)
ACCCTEP Conference, SEPI Conference, CCTE Span Conference

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2. Please list any professional development that faculty members would benefit from (Standard 3.2)
NAEYC Conference, ECE Conference, CAAEYC Conference, (All related to early childhood education).
3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)

Students per Section by Instructional Method

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Hybrid/ITV/Web Conferen..		18.00	17.25	17.50
Online	32.17	34.68	31.58	32.73
Grand Total	32.17	33.29	29.67	31.55

Students per Section by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon		18.00	17.25	17.50
Online	32.17	34.68	31.58	32.73
Grand Total	32.17	33.29	29.67	31.55

Students per Section by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	31.45	34.31	27.77	31.16
Part-Time	32.83	32.09	31.12	31.90
Grand Total	32.17	33.29	29.67	31.55

Online courses feature higher average enrollments than Hybrid courses which coincides with the faculty status. Since BCC only has one FT Faculty on staff for Child Development, it is possible that adding one more FT Faculty would be advisable, but not at the expense of reducing the PT Faculty members. The trend of much larger enrollments in Online courses 31.58 compared to 17.25 for Hybrid courses is consistent over the past few years.

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.”

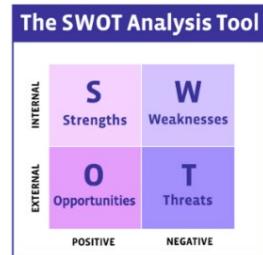
The big picture is relative to the overall improvement made towards achieving the objectives of the Child Development AS Programs. Faculty has increased, enrollments, retention and success rates have all improved to either slightly below the standard or significantly above. Completing this IPR has shown that significant improvements must be made to specific courses showing poor success rates, to include, varying the student learning assessment methods. Assisting African American students with achieving greater overall percentages of success can be accomplished by staying the course since definite improvements have been made, especially in retention rates, and by increasing all marketing efforts for the various clubs and equity/inclusion/diversity programs already available on the BCC campus.

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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	<p>STRENGTHS</p> <p>Steady enrollments</p> <p>6 PT Faculty 1 FT Faculty</p> <p>Faculty continuity</p> <p>Engaged Leadership from CTE Dean</p> <p>Balanced and strong curriculum</p> <p>K16 Teacher Pathways Project</p> <p>Program Course Success Rate improved from 61% to 68.9%</p> <p>PLO success rates for all ethnicities and age ranges at 90% or above</p> <p>Program Course Retention Rates range from 89.7% to 75%</p> <p>Teaching and Learning Support Center-embedded tutors</p> <p>Library-embedded librarians</p> <p>ECE Lab on campus in progress</p>	<p>WEAKNESSES</p> <p>Low Course Success Rates for African American Students</p> <p>Lack of mentors, tutors and support staff</p> <p>ECE Lab on campus still in progress</p>
External	<p>OPPORTUNITIES</p> <p>K16 Teacher Pathways Project</p> <p>Strong connection with Barstow and High Desert communities</p> <p>Mentorship opportunities available in surrounding communities</p> <p>Partnership with National Training Center Fort Irwin</p>	<p>THREATS</p> <p>Uncertain future of US Department of Education potentially impacting funding, grants, scholarships and educational environments and opportunities.</p> <p>If demand decreases for EC educators, child care staff etc. or if salaries in these fields stay flat and does not improve significantly over time, this will decrease attraction to this field.</p>

Instructional Program Review Template

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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

Increase student success and completion of certificates and degrees in a timely manner.

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

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

C. Relationship to Guided Pathways

Instructional Program Review Template

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

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

Increased emphasis on:

Mentoring and Support
Community Building and Inclusivity
Feedback Mechanisms
Improving course success rates for underperforming courses

E. Please list outcome statements for each objective.

Mentoring and Support:

- Assign dedicated mentors (can be community members or organizations) to at risk students.
- Empasize embedded tutors and librarians in courses especially those with low success rates.
- Emphasize the Teaching and Learning Support Center and its benefits for student achievement.
- Regularly meet with students, mentors and trutors to discuss their academic progress, goals, and challenges.

Community Building and Inclusivity:

- Foster a sense of belonging by increasing awareness through improved marketing efforts for organizing social and cultural events by student organizations.
- Promote inclusivity and diversity on campus to make students feel valued and connected.

Same as above.

Feedback Mechanisms:

- Establish channels for students to provide feedback on support services.
- Use this feedback to continually improve support initiatives.
- Improving course success rates for specific underperforming courses
 - Determine probable causes and workable solutions
 - Vary the student learning assessment methods
 - Consider adding additional Hybrid courses

F. Briefly explain how you will measure the outcome.

Ultimately, measuring outcomes from these actions will be based on the continued improvement of the academic success rate for African American students as a group by reaching and surpassing the desired 70% success rate. Since the Program Course Success Rates stayed essentially flat for this

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demographic group from AY 2023-2024 to AY 2024-2025, if the success rate does not raise significantly closer to the 70% objective, then it will be necessary to further examine the methods listed on this IPR for improving African American student success to determine additional methods other than BCC programs featuring inclusion, diversity, engagement and equity, for this lack of overall academic success. Given the overall retention rate for this group which is a reasonable 77.4%. something is not working well between course retention and course success. Lastly, consider, adding more hybrid courses since the overall achievement rate seems much higher than the online rate for African American students; 66.7% compared to 47.3%.

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

Additional student tutors and mentors.

GOAL #2

Building an Early Childhood Education Lab on campus (now in progress)

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 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

D. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path

Instructional Program Review Template

- Staying on the Path
- Support Learning

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

Secure funding to build ECE Lab
Locate available classroom on BCC campus
Modify classroom for any required changes especially fire and safety requirements
Design floorplan for storage, and furniture, fixtures and equipment placement
Purchase furniture, fixture and equipment
Determine ECE Lab usage in relationship to specific courses

I. Please list outcome statements for each objective.

The funding has been secured through the K16 Teacher Pathways Grant
The classroom has been located and approved for modifying as an ECE Lab
ECE faculty are involved in floorplan design and furniture, fixture and equipment purchase and determining modifications to classroom
Once built, ECE faculty with the CTE Dean will determine the optimum ECE Lab usage in relationship to specific courses

J. Briefly explain how you will measure the outcome.

ECE faculty has completed floorplan design
Modifications to classroom have been completed
Furniture, fixture and equipment have all been purchased
The optimum ECE Lab usage for specific courses has been determined and ready for implementation

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

Inspections by Fire Department
Independent inspection (e.g., environmental rating scales) performed by ECE professionals in the area

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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.

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.

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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.

None. All are carried over.

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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.	Furniture, fixtures and equipment to supply the ECE Lab	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.	Professional Development opportunities via conferences and work shops	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.	Potentially a 2nd Full time Child Development Faculty	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Instructional Program Review Template

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