

# 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: Family Daycare

Academic Year: 2024-2025

Name of Faculty Submitter(s): Rochelle Himmelrick

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## 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?

We are dedicated to helping students build a strong foundation for their careers in early childhood care and education. We empower them to become effective teachers and leaders, valuing their unique perspectives and contributions. Our program aims for ongoing improvement and excellence in early childhood care and education.

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

Our vision is to provide quality education in the early childhood field for our students to meet the expectations and guidelines of the State of California and other Community Colleges, as well as potential employers in our community, the State of California, and our country.

We foster a conducive learning atmosphere that prioritizes student achievement through the establishment of meaningful connections with our students. We acknowledge their pre-existing knowledge and comprehension of the early childhood domain and leverage this insight to tailor our support to their specific requirements. We offer a plethora of opportunities that empower them as unique individuals and motivate them to pursue higher education, ultimately shaping them into future leaders in the early childhood sector.

C. Please provide a short program description:

The certificate aligns with the California Child Development Associate Teacher Permit. The program prepares students to teach at the preschool level.

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

Foster innovative approaches to ensure every student can succeed equitably.

Cultivate a culture of learning and innovation through inspiration.

Strengthen community bonds for holistic child development by actively engaging parents, caregivers, educators, and local organizations in collaborative efforts to support a child's physical, social, emotional, and cognitive growth.

Strive for sustainable excellence in all operational aspects of child development.

- 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)

Mode of instruction Success rate – PT – 70.7% - (290), FT – 70.7% (290) All – 68.2% (324), All – 68.2%(324)

Scheduling Success rate - PT – 68% - (422), FT – 73.6% (280) All – 70.7% (702)

Faculty Status Success rate – Hybrid – 64.7% (68) and Online – (70.8% (644)

#### B. Retention Rate by

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

Mode of instruction retention rate – Hybrid – 88.9% (9), Online – 88.0% (324),

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Scheduling retention rate - Hybrid – 88.9% (9), Online – 88.0% (324),

Faculty Status retention rate – FT – 91.2% (34), PT – 87.6% (280)

## C. Section Count by

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

Mode of instruction section count – Hybrid -9,

Schedule section count - Online – 9 , no face to face class

Faculty Status section count – FT – 1, PT – 8 Total – 9, This number went up from the previous year.

## D. Enrollment Count by

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

Mode of instruction enrollment count – Online – 325

Schedule enrollment count - Online – 325

Faculty status enrollment count FT – 34, PT – 291, Total – 325, this count went up from the previous year.

## E. Class Size Average by

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

Mode of instruction class size average – Online – 36.11%,

Schedule class size average - Online – 36.11%,

Faculty status class average – FT – 34.0%, PT – 36.38%

## F. Efficiency: WSCH, FTES, FTEF

WSCH & FTEF – 88.9%, Overload – 11.11%

## 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

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<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Ensures all student races and backgrounds are represented in the classroom and the curriculum</li> <li><input checked="" type="checkbox"/> Presentation of resources from campus departments</li> <li><input checked="" type="checkbox"/> ADA compliant materials</li> <li><input type="checkbox"/> Use of graphic organizers</li> <li><input type="checkbox"/> Promotes peer community building and support</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Seeks multiple perspectives</li> <li><input checked="" type="checkbox"/> Correlates learning with real-life experience</li> <li><input type="checkbox"/> Probing and clarifying techniques</li>  <li><input checked="" type="checkbox"/> Creates space for students to ask for help</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Includes resources in syllabus</li> <li><input checked="" type="checkbox"/> Provide reminders to students throughout course about resources available</li> <li><input type="checkbox"/> Collaborative note-taking</li> <li><input type="checkbox"/> Other: Click or tap here to enter text.</li></ul>
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- B. Specifically discuss any equity gaps that have surfaced in the data.  
Hispanic – 74.7%(292), White – 85.1% (67), Black/African America – 53.6% (112), Filipino – 50.0% - (2), Pacific Isanderr – 100% - (1)
- C. What innovative plans or projects will help to close these gaps?  
Individuals of Black and African American (B/AA) backgrounds tend to exhibit enhanced responsiveness when they encounter individuals who share similar racial or ethnic characteristics. Consequently, augmenting the representation of B/AA faculty and staff within Barstow Community College may yield considerable benefits. It is essential to complement this effort with sustained and robust support mechanisms, including the establishment of a Black Student Union, the implementation of the Umoja Program, and the provision of community mentors. These initiatives should ideally be led by individuals who serve as relatable role models for our students, fostering a sense of belonging and engagement within the B/AA student community.

## 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?

Unknown/This information is not reflected in the data.

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

Early Childhood curriculums are experiencing learning experiences focused on the child's development, emphasizing play-based and hands-on activities tailored to developmental stages. The students are well prepared for this training through the many hands-on activities and curriculum that the students experience through their learnings. The education emphasizes creative activities throughout the curriculum.

### 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. Demonstrate an understanding in promoting social interrelationships and developmentally appropriate activities, teaching strategies, and develop a curriculum based on their observations and assessments that contribute toward the development of the young child.	Black/African American 54.1 meets expectations and 45.9 doesn't meet expectations. Hispanics 85.7 meets and 14.3 doesn't meet expectations. White 54.1 meets and 45.9 doesn't meet expectations. Unknown 86.0 meets and 14.0 doesn't meet expectations.	Provide support to all students if needed. Refer to tutors and learning support centers if earning grade less than 80%. Utilize early alert if needed.
B. Articulate the requirements to prepare for and open a family day care program with using Community Care Licensing.	Black/African American 54.1 meets expectations and 45.9 doesn't meet expectations. Hispanics 85.7 meets and 14.3 doesn't meet expectations. White 54.1 meets and 45.9 doesn't meet expectations. Unknown 86.0 meets and 14.0 doesn't meet expectations.	Provide support to all students if needed. Refer to tutors and learning support centers if earning grade less than 80%.

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C. Demonstrate skills learned to create a high quality learning environment that facilitates the emotional, language, physical and social domains of the child.	Black/African American 54.1 meets expectations and 45.9 doesn't meet expectations. Hispanics 85.7 meets and 14.3 doesn't meet expectations. White 54.1 meets and 45.9 doesn't meet expectations. Unknown 86.0 meets and 14.0 doesn't meet expectations.	Provide support to all students if needed. Refer to tutors and learning support centers if earning grade less than 80%.
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?

There are changes to improve the Child Development Permits which includes the Site Supervisor certificate. There is a focus on increasing educational requirements such as moving more towards an Associates degree, also improving and offering professional growth requirements as well as restructuring permit levels to create more career pathways.

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

Results were the same for all three PLOs. Students are interested in opening up their own child care business and taking a proactive approach to their learning.

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?

All areas can benefit from improvement. Students in this program usual do well. Many are students wishing to open up their own family child care which is a provider who does child care in their home.

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

Fostering a sense of belonging for students and making sure they are informed about the available support resources.

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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?

White – 95.2%, Hispanic – 90.4%, Black/African American – 91.7%

The data does not accurately represent the low academic skills of certain returning/older students who require substantial support in fundamental skills. This is an issue that requires attention before positive results can be achieved.

- Are there specific student groups the program would like to focus their efforts on? students are more serious about their work, because they are interested in opening up their own child care business. Overall students do real well, there are no large failure gaps.

## Program Data and Analysis

A. Award Count

2024 – 6

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

1 male, 5 female

C. Student Equity Program Data

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

1 Black/ African American, 2 Hispanics, 2 White, 1 with 2 or more

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

Transparent and creative strategies to offer more partnerships to build educators capacity to successfully lead advanced course.

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

Not applicable

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?

To include a lab classroom, offer fingerprinting to students enrolled in child observation courses.

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

There is a lab classroom that will be utilized and working on getting the classroom furnished.

### ***Labor Market data***

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

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The job outlook for early childhood development and services is positive. There is a high demand for roles such as preschool teachers and childcare workers due to the recognized importance of early education and ongoing replacement needs for workers leaving the field.

- What is the percent increase or decrease trend for job employment in this field? Job projections have an average growth of 4% for preschool teachers from 2023-2025. This rate is about as fast as the average for all occupations and is projected to create around 65,000 openings each year for child care workers. The demand is driven by the ongoing recognition of the importance of early learning and the need to replace workers who move to other jobs or retire.

## 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	<b>70%</b>	<b>73%</b>	
Certificates	<b>80</b>	<b>100</b>	
Degrees	<b>440</b>	<b>525</b>	
Transfers	<b>165</b>	<b>210</b>	
*Licensure Exam Pass Rates	<b>70%</b>	<b>79%</b>	
*Employment Rates	<b>60%</b>	<b>73%</b>	

*\*Applicable to CTE*

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

There were 9 students who declared the Family Day Care degree and there were 6 awards given out. The data shows a continuous growth that is taking place, this growth is expected to continue to grow due to changes in the field of Early Childhood and the new demands of the early childhood teaching credential.

2. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.

There is a growth in the program due to changes in the Early Childhood field. There will be a continuous growth that takes place. The growth is deliberating on making an associate degree a minimum requirement for the teacher level of the permit. Barstow Community College is continuing to grow in this area. BCC is doing a good job on talking about what is going on, there is a completion rate of at least 70 %.

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?

There is no data to substantiate this. The completion rate is above 70 %.

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## Guided Pathways and Response

- A. Name of the Guided Pathway that your discipline is a part of  
Teacher Pathway Project, Public Service and Education
- B. List the other disciplines that are part of your Guided Pathway  
Early childhood education, Elementary education, Administration of Justice, Allied Health
- 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.*  
Monthly meetings, conferences, collaboration with other colleges. Students typically enrolled in same courses.

## Faculty/ Program Staff Data and Analysis

- A. **Faculty Load (FTEF)**  
1 FT 4 PT The ECE department is in need of adding more full time staff.
- B. **FT/PT/OL Faculty Ratio**  
32.8:43.3 1.47:1.93
- C. **Faculty Professional Development**
  1. Please list any professional development that faculty members have participated in  
(Standard 3.2)  
CAEYC, NAEYC, CCCECE
  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)  
We need additional staff to accomplish our mission.  
  
No, More staffing and support is needed.

### 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.”

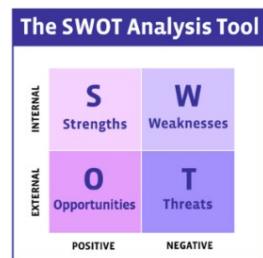
Current trends in early childhood education focus on social emotional learning, play-based learning, and diversity. Key issues include the declining child and educator, lack of resources, safety concerns, and inadequate professional development for staff. We need to make this possible to those who work in the field as well as those who parent. Parenting courses are beneficial.

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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 Experienced instructors, strong curriculum.	WEAKNESSES College does not have own facility for students to complete required lab hours. Lack of mentors and support staff.
External	OPPORTUNITIES Students outside the area can use a facility near them to complete lab hours.	THREATS Limited approved lab facilities. Difficult for students to secure placement for lab hours.

## 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.

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- 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 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

C. Relationship to Guided Pathways

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

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

Mentoring and Support:

- Assign dedicated mentors (can be community members or organizations) to atrisk students.
  - Regularly meet with them to discuss their academic progress, goals, and challenges.

Community Building and Inclusivity:

- Foster a sense of belonging by organizing social and cultural events.
- Promote inclusivity and diversity on campus to make students feel valued and

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connected.

## Feedback Mechanisms:

- Establish channels for students to provide feedback on support
- *Use this feedback to continually improve support initiatives.*

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

By implementing these support strategies, the college can significantly enhance the success and retention of students, ultimately helping them achieve their educational goals. Mentoring will improve academic performance, higher retention rates and Increased graduation rates. Students who receive mentoring support will demonstrate improved academic performance, reflected in higher GPAs and course completion rates. Higher retention rates will result from regular meetings with dedicated mentors which will lead to higher retention rates among students, ensuring they persist through their college journey. Students who engage with their mentors will have an increased likelihood of graduating within the expected timeframe which will increase the graduation rate. Confidence and self-efficacy will be enhanced. Students will gain confidence in their abilities and feel more empowered to overcome challenges.

*Community Building and Inclusivity will provide an increased sense of belonging and increased participation. Students will report a stronger sense of belonging and connection to the college community as a result of participating in social and cultural events. The number of students participating in social and cultural events will increase, contributing to a vibrant and diverse campus community.*

*Feedback Mechanisms will improve support services. Feedback from students will lead to the identification of weaknesses and areas for improvement in support services, resulting in targeted enhancements. Higher student satisfaction will be achieved because students will report higher levels of satisfaction with support services, reflecting the incorporation of their feedback. This will increase trust and engagement. Students will feel that their voices are heard and valued, leading to greater trust in the institution and increased engagement with support services. These outcomes highlight the positive impacts of implementing mentoring, community building and inclusivity, and feedback mechanisms in supporting college students.*

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

Outcome will be measured by data showing increase in student enrollment, and degree completion.

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

People to provide support and guidance is the most needed resource. Students need a sense of acknowledgement, belonging, and support. Student groups and organization on campus lead by

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people who looks like them and they can relate to. An effective method to give students a voice so they can explain what they need to be successful.

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## GOAL #2

Provide a high quality lab school environment for young children to attend and student providers/educators utilize to support a quality education.

B. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Providing a high quality classroom will enable BCC students to be able to understand a child's learning style, interests, and needs which would lead to informed decisions about instruction and support. This practice fosters a continuous assessment enabling teachers to create a supportive environment, identify potential learning or developmental challenges and document progress.

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 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

D. Relationship to Guided Pathways

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

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

Community involvement and collaboration, to obtain a location on the campus or on close proximity to the college. Committee to work on the plan Admin support to make this possible. At the present time, we do have a classroom identified and need to set up the classroom which will benefit the students in the ECE program.

I. Please list outcome statements for each objective.

There will be benefits for having a high quality classroom, which will include the observations from the students will be provided with detailed insights in a child's personality, emerging skills, and unique ways of learning which will help teachers tailor their approach to meet a child's needs.

J. Briefly explain how you will measure the outcome.

The outcome will be measured by the existence of high quality lab school requested.

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

A space (classroom or building) located on or near the college. Fully equipped and functioning preschool classroom with all needed materials and supplies, including indoor and outdoor equipment/toys.

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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.

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Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

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

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

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

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

Click or tap here to enter text.

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## Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

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?

There were no resources received.

*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.***

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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.					