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: **Industrial Maintenance Electrical and Instrumentation, AS (Local)**

Academic Year: 2025-2026

Name of Faculty Submitter(s): Robert Sheldon

I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the program mission and how does it support the institutional mission?

The **Industrial Maintenance Electrical and Instrumentation** program at Barstow Community College is committed to providing equitable, accessible, and affordable career education that serves our diverse student body, including local, military, distance learners, and historically marginalized populations. Through high-quality, hands-on training in mechanical, electrical, and industrial systems, we prepare students for in-demand careers with industry-recognized skills and certifications.

Our program offers clear pathways that foster critical thinking, problem-solving, and technical expertise while providing holistic student support to ensure academic and career success. By partnering with industry and community stakeholders, we create opportunities for lifelong learning, professional growth, and advancement in a globalized workforce.

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

The **Industrial Maintenance Electrical and Instrumentation** program at Barstow Community College will be recognized as a leader in technical education and workforce innovation, cultivating a culture of excellence, inclusion, and industry partnership. By providing advanced training in mechanical, electrical, and automation systems, the program will prepare highly skilled technicians who drive regional economic growth and strengthen Barstow Community College's role as the premier hub for career and technical education in the California High Desert.

C. Please provide a short program description:

Industrial Maintenance Electrical and Instrumentation Associate of Science – Program Description

The Industrial Maintenance Associate of Science program at Barstow Community College prepares students for high-demand careers in modern industrial environments. Students gain hands-on training in mechanical systems, electrical circuits, and automation industrial systems. Emphasis is placed on the safe and effective use of tools, troubleshooting techniques, and systems-level knowledge that enables graduates to maintain, repair, and optimize industrial equipment. The program maintains an emphasis on electrical installations, maintenance, repair and all in compliance to national electrical code(NEC).

Through a combination of classroom instruction and practical lab experience, students develop the technical and problem-solving skills needed to succeed as industrial maintenance electrical technicians. Graduates are equipped with industry-relevant knowledge and certifications that support career advancement and lifelong learning in today's evolving workforce.

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

1. Innovate to Achieve Equitable Student Success

- The program integrates hands-on training with flexible pathways (certificates, associate degrees, stackable credentials) that serve diverse learners, including military-affiliated, distance, and historically marginalized students.
- By embedding industry certifications including NCCER credentials and real-world applications, the program helps students achieve immediate employability and long-term career advancement.

2. Ignite a Culture of Learning and Innovation

- Students train on modern mechanical, electrical, and automation systems, fostering problem-solving and critical thinking. Students also apply classroom theory in practical applications like conduit bending and wire installation
- The program adapts curriculum to meet emerging industry needs, ensuring students are exposed to innovative technologies that reflect current workforce demands.

3. Build Community

- Strong partnerships with regional employers, advisory boards, and community organizations connect students to internships, apprenticeships, and job opportunities.
- The program contributes to local workforce development by supplying skilled technicians who strengthen the California High Desert economy.

4. Achieve Sustainable Excellence in All Operations

- The program maintains high-quality instruction and labs by aligning with industry standards and continuously improving curriculum based on employer feedback.
- Commitment to safety, efficiency, and professional practices models the sustainable operations students will encounter in industry workplaces.

- 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.

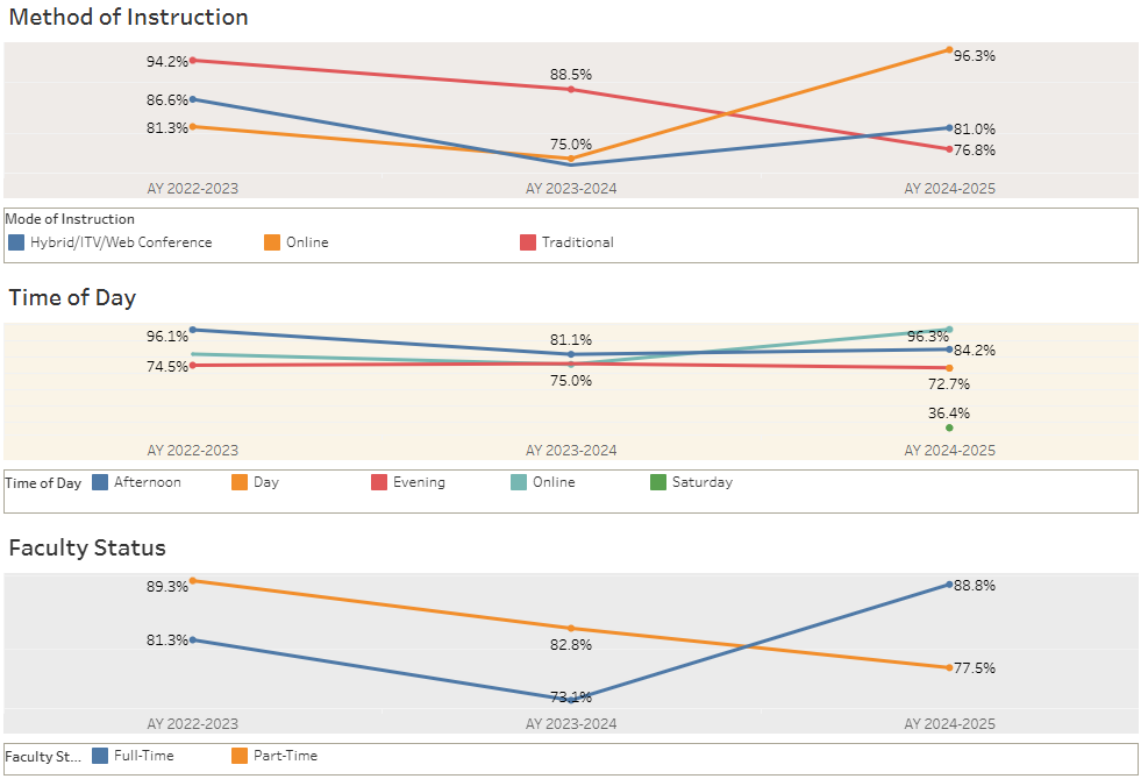
Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Instructional Program Review Template

Course Data and Analysis

A. Course Success Rate by

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



Method of Instruction

Traditional instruction was the most common in AY 2022–2023 (94.2%) but steadily declined to 76.8% by AY 2024–2025. Meanwhile, online instruction rose significantly from 81.3% to 96.3% over the same period, suggesting a clear shift toward online learning as the dominant instructional method. Hybrid/ITV/Web Conference remained relatively stable, though at lower levels (86.6% → 81.0%).

Time of Day

Afternoon instruction remained consistently strong, ranging from 96.1% in AY 2022–2023 to 96.3% in AY 2024–2025. Evening instruction declined modestly (74.5% → 72.7%), while day instruction also fell (from 81.1% to 84.2% but trending lower in between). A new Saturday option appeared in AY 2024–2025 (36.4%), reflecting diversification in scheduling to expand access.

Faculty Status

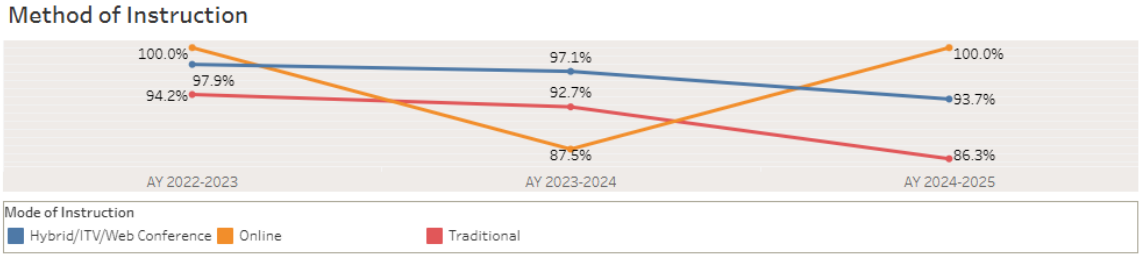
Part-time faculty initially carried a larger share of instruction (89.3% in AY 2022–2023), but this declined steadily to 77.5% in AY 2024–2025. Conversely, full-time faculty coverage increased from 81.3% in AY 2022–2023 to 88.8% in AY 2024–2025, signaling a gradual rebalancing toward more full-time instruction.

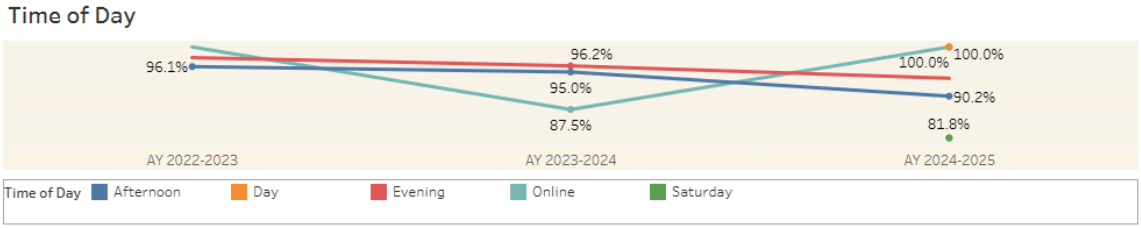
Takeaway

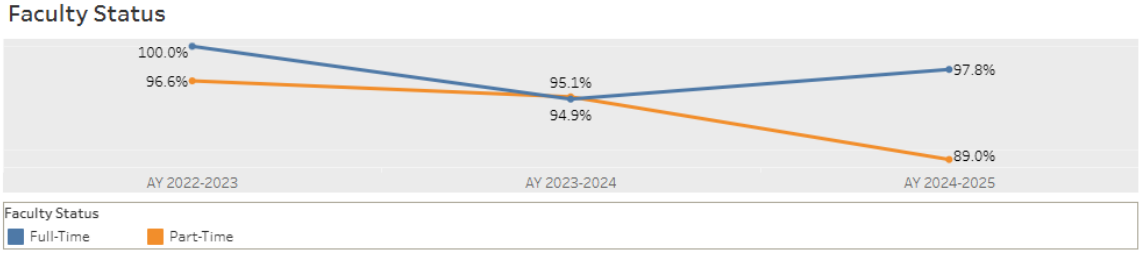
The program is undergoing significant structural shifts, with online instruction emerging as the primary delivery mode, afternoon courses maintaining dominance, and Saturday offerings introduced to broaden accessibility. Faculty load is trending toward greater reliance on full-time instructors, providing more stability, though part-time faculty still cover a substantial portion of courses. Together, these changes show adaptability to student needs and institutional priorities, but continued monitoring is needed to ensure quality and equity across instructional modes and times.

B. Retention Rate by

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







Method of Instruction

Hybrid/ITV/Web Conference delivery remained strong, only slightly declining from 100% in AY 2022–2023 to 93.7% in AY 2024–2025. Online instruction dipped to 87.5% in AY 2023–2024 but rebounded sharply to 100% in AY 2024–2025, showing strong growth in this mode. Traditional instruction showed a gradual decline, from 97.9% in AY 2022–2023 to 86.3% in AY 2024–2025, indicating a shift away from face-to-face delivery.

Time of Day

Afternoon instruction decreased slightly from 96.1% in AY 2022–2023 to 90.2% in AY 2024–2025. Evening instruction remained stable, rising modestly from 96.1% to 100% over the same period. Online as a time category dropped to 87.5% in AY 2023–2024 but recovered to 100% in AY 2024–2025, while Saturday courses were introduced at 81.8% in AY 2024–2025, expanding accessibility.

Faculty Status

Full-time faculty coverage started at 100% in AY 2022–2023, dipped to 95.1% in AY 2023–2024, and rose again to 97.8% in AY 2024–2025. Part-time faculty remained consistently engaged but showed a gradual decline, from 96.6% in AY 2022–2023 to 89.0% in AY 2024–2025. This suggests a stronger reliance on full-time faculty over time.

Takeaway

The data highlights a clear transition toward online learning and sustained reliance on full-time faculty, with traditional instruction gradually declining. Scheduling patterns are stable overall, with evening and online formats becoming stronger, while new Saturday options suggest efforts to increase flexibility. The program is adapting well to student needs and broader institutional shifts, though continued monitoring of efficiency and faculty balance will be important

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	9	9	11	29
Online	2	1	2	5
Traditional	5	5	5	15
Grand Total	16	15	18	49

Section Count by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	11	11	11	33
Day			1	1
Evening	3	3	3	9
Online	2	1	2	5
Saturday			1	1
Grand Total	16	15	18	49

Section Count by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	2	5	6	13
Part-Time	14	10	12	36
Grand Total	16	15	18	49

Section Count by Instructional Method

Hybrid/ITV/Web Conference sections make up the largest share, growing from 9 in AY 2022–2023 to 11 in AY 2024–2025, totaling 29 sections across three years. Traditional instruction remained steady at 5 sections per year, while online sections stayed low, ranging from 1 to 2 each year. This shows stability in traditional delivery but a stronger reliance on hybrid methods.

Section Count by Time of Day

Afternoon sections dominate the schedule, accounting for 33 of 49 total sections across the years, with 11 offered consistently each year. Evening sections are the second most common, totaling 9 sections, while online and Saturday options remain limited at 5 and 1 respectively. Daytime offerings were nearly absent, with only 1 section across the entire period.

Section Count by Faculty Status

Part-time faculty carried the majority of sections, ranging from 10–14 annually and totaling 36 of the 49 sections. Full-time faculty taught fewer sections overall but their share increased over time, from 2 in AY 2022–2023 to 6 in AY 2024–2025. This indicates a gradual shift toward more full-time faculty involvement while still heavily relying on part-time instructors.

Takeaway

The program relies most heavily on hybrid instruction delivered in the afternoon and taught primarily by part-time faculty. While there is consistency in scheduling and instructional methods, the limited diversity in course timing and the strong reliance on part-time faculty could limit flexibility and long-term sustainability. Increasing full-time faculty teaching load and expanding options in online or non-traditional times could help balance workload and improve student access.

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	97	138	159	394
Online	16	8	35	59
Traditional	52	94	99	245
Grand Total	165	240	293	698

Enrollment Count by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	102	177	187	466
Day			11	11
Evening	47	55	49	151
Online	16	8	35	59
Saturday			11	11
Grand Total	165	240	293	698

Enrollment Count by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	16	80	98	194
Part-Time	149	160	195	504
Grand Total	165	240	293	698

Enrollment Count by Instructional Method

Hybrid/ITV/Web Conferencing has the strongest enrollment, growing from 97 in AY 2022–2023 to 159 in AY 2024–2025, totaling 394 students. Traditional courses also increased steadily from 52 to 99, with a three-year total of 245. Online enrollment is smaller overall but has expanded significantly, from 16 to 35 students.

Enrollment Count by Time of Day

Afternoon courses dominate, with enrollments increasing each year from 102 to 187, totaling 466 students across the three years. Evening courses remained consistent, ranging between 47 and 55 annually, for a total of 151. Online and Saturday courses attracted smaller enrollments, with 59 and 11 students respectively, while daytime enrollments were minimal (11).

Enrollment Count by Faculty Status

Part-time faculty carry the majority of students, with enrollments rising from 149 in AY 2022–2023 to 195 in AY 2024–2025, totaling 504 across three years. Full-time faculty enrollments increased sharply, from 16 in AY 2022–2023 to 98 in AY 2024–2025, showing stronger involvement but still representing a smaller share overall (194 students total).

Takeaway

The program is experiencing steady enrollment growth, especially in hybrid and afternoon courses, which account for the bulk of student participation. While part-time faculty continue to serve most students, full-time faculty engagement has grown significantly, suggesting a gradual balancing of instructional responsibility. To support sustainability, the program should continue building hybrid and afternoon offerings while strengthening full-time faculty contributions to ensure stability and quality.

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 Conferen..	10.78	15.33	14.45	13.59
Online	8.00	8.00	17.50	11.80
Traditional	10.40	18.80	19.80	16.33
Grand Total	10.31	16.00	16.28	14.24

Students per Section by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	9.27	16.09	17.00	14.12
Day			11.00	11.00
Evening	15.67	18.33	16.33	16.78
Online	8.00	8.00	17.50	11.80
Saturday			11.00	11.00
Grand Total	10.31	16.00	16.28	14.24

Students per Section by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	8.00	16.00	16.33	14.92
Part-Time	10.64	16.00	16.25	14.00
Grand Total	10.31	16.00	16.28	14.24

Students per Section by Instructional Method

Traditional courses consistently attracted the highest enrollments per section, rising from 10.40 in AY 2022–2023 to 19.80 in AY 2024–2025, averaging 16.33 across the three years. Hybrid/ITV/Web Conferencing sections also saw growth, averaging 13.59 per section. Online courses started lower (8.0) but more than doubled to 17.5 by AY 2024–2025, reflecting increasing demand in this format.

Students per Section by Time of Day

Evening sections consistently enrolled the most students per section, peaking at 18.33 in AY 2023–2024 and averaging 16.78 overall. Afternoon sections saw strong growth from 9.27 to 17.0, while day and Saturday sections, though few in number, maintained solid averages (11.0 each). Online sections showed a dramatic increase, from 8.0 to 17.5 per section by AY 2024–2025, demonstrating growing appeal.

Students per Section by Faculty Status

Full-time faculty sections saw a significant increase in enrollment per section, from 8.0 in AY 2022–2023 to 16.33 and 16.25 in subsequent years, averaging 14.92. Part-time faculty sections

were slightly steadier, rising from 10.64 to 16.25, averaging 14.0 overall. This trend indicates growing balance in enrollment distribution between full-time and part-time faculty.

Takeaway

Overall, the data shows strong growth in student enrollment per section, especially in traditional and online courses as well as afternoon and evening scheduling. Both full-time and part-time faculty are teaching larger sections over time, reflecting improved efficiency and stronger demand. The program is becoming more effective at filling sections, but continued monitoring of modality balance and faculty workload will be essential for sustaining quality.

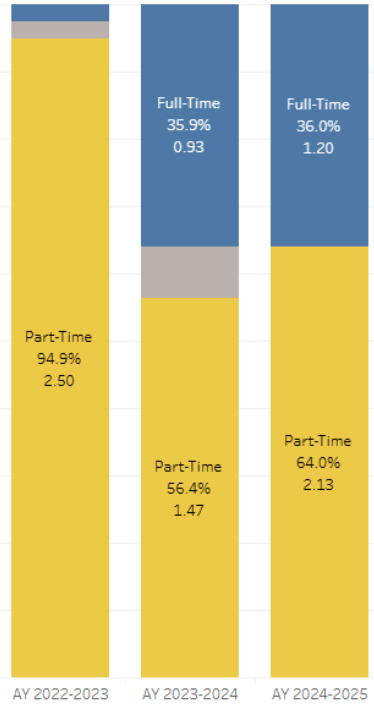
F. Efficiency: WSCH, FTES, FTEF

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2022-2023	Full-Time	16	0.53	0.13	119.9	4.0
	Part-Time	433	14.43	2.50	173.2	5.8
	Total	449	14.96	2.63	170.5	5.7
AY 2023-2024	Full-Time	299	9.97	1.13	263.8	8.8
	Part-Time	320	10.67	1.47	218.3	7.3
	Total	619	20.64	2.60	238.1	7.9
AY 2024-2025	Full-Time	294	10.08	1.20	245.0	8.4
	Part-Time	461	15.79	2.13	215.9	7.4
	Total	755	25.87	3.33	226.4	7.8

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

FT/PT/OL Faculty Load Ratio (FTEF)



AY 2022–2023

Instruction was almost entirely carried by part-time faculty (94.9% of load), with full-time faculty contributing only 0.13 FTEF. Efficiency was low overall, with WSCH/FTEF at 170.5 and FTES/FTEF at 5.7, both well below the institutional target (525 or 17.5). This shows heavy reliance on adjunct faculty and underutilization of full-time instructors.

AY 2023–2024

Full-time faculty increased their share to 35.9% of the load (0.93 FTEF), marking a notable shift. Efficiency rose significantly, with WSCH/FTEF reaching 238.1 and FTES/FTEF improving to 7.9. This indicates progress toward better efficiency and a more balanced faculty load.

AY 2024–2025

Full-time faculty accounted for 36% of the load, similar to the prior year, but part-time faculty still carried the majority at 64%. Efficiency slightly declined compared to AY 2023–2024 (WSCH/FTEF 226.4 and FTES/FTEF 7.8), though still better than AY 2022–2023. Overall efficiency remains below target, but faculty distribution has stabilized with greater full-time involvement.

Takeaway

The program is moving toward improved balance between full-time and part-time faculty, which has helped raise efficiency compared to AY 2022–2023. However, efficiency measures remain well below institutional targets, suggesting that despite gains, course enrollment or scheduling patterns continue to limit productivity. Continued focus on optimizing course offerings and strategically increasing full-time faculty contributions could strengthen both efficiency and program stability.

Student Equity Course Data

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

☒ Multiple options for knowledge acquisition

☐ OER materials

☒ Use of Early Alert

☐ Audio files as video alternatives

☒ Provides students an opportunity for feedback on instruction

☒ Ensures all student races and backgrounds are represented in the classroom and the curriculum

☒ Presentation of resources from campus departments

☒ ADA compliant materials

☐Use of graphic organizers

☒ Promotes peer community building and support

☒ Seeks multiple perspectives

☒ Correlates learning with real-life experience

☒ Probing and clarifying techniques

☒ Creates space for students to ask for help

☐ Utilizes learning pact

☒ Includes resources in syllabus

☒ Provide reminders to students throughout course about resources available

☒ Collaborative note-taking

☐ Other:
Click or tap here to enter text.

B. Specifically discuss any equity gaps that have surfaced in the data.
The most concerning gaps exist for **Hispanic, Black/African American, and especially Native American students**, all of whom consistently perform below the program average and institutional benchmarks. This suggests targeted support and interventions are urgently needed for these groups to ensure equity in outcomes.

C. What innovative plans or projects will help to close these gaps?
Closing these gaps requires a combination of **culturally relevant instruction, proactive student support, flexible learning models, and strong community partnerships**. Innovative projects like **peer mentoring, intrusive advising, micro-certificates, and faculty equity grants** can create targeted impact, especially for Hispanic, Black/African American, and Native American students.

Curriculum

A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)? If no, please name the course and when it is scheduled for peer review.
☒ Yes ☐ No

B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

☒ Yes ☐ No
Click or tap here to enter text.

C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?
No significant changes have been made.

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. Students will be able to apply the skills necessary to implement electrical circuits following the National	Across all three terms, **African-American students consistently achieved 100% success rates**, with similar high performance seen among Asian and American Indian/Native Alaskan	Increase number of students assessed. Focus on quality assessments. Results are high so stay consistent

Electrical Code (NEC) guidelines.	students. Hispanic and White students showed slightly lower outcomes, ranging from **83% to 95%**, with 5–17% not meeting expectations, pointing to modest but persistent equity gaps.	
B. Students will be knowledgeable about the required materials of the trade and have the ability to install them properly	The data shows that **African-American and American Indian/Native Alaskan students consistently achieved 100% success**, with similarly strong outcomes for those of Unknown Ethnicity. Hispanic (84–91%) and White (83–94%) students, along with Pacific Islander/Hawaiian (89%), performed slightly lower, with **9–17% not meeting expectations**, indicating small but persistent gaps compared to other groups.	Increase number of students assessed. Focus on quality assessments. Results are high so stay consistent. Continue to focus on quality applications of skills.
C. Students will have the skills necessary to potentially receive industry-recognized certifications in a variety of crafts.	The data shows that **African-American, American Indian/Native Alaskan, and Asian students achieved 100% success rates**, fully meeting or exceeding expectations. Hispanic and White students performed slightly lower, with **about 5–11% not meeting expectations**, highlighting small but notable equity gaps for these groups.	Update some applications of performance profiles. Increase number of students assessed. Focus on quality assessments. Results are high so stay consistent. Continue to focus on quality applications of skills.
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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?
I have done some evaluating of how to keep our performance profiles up to date and aligned with the NCCER. Overall our outcomes have been successful.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
The majority of students are gaining skills and are successfully displaying the skills and abilities learned and passing the outcomes assessment very high.

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?

The current list of SLOs should be reviewed and updated to ensure stronger alignment with the most recently updated NCCER performance profiles. This would keep us aligned with industry expectations for our students skills and abilities. Current PSLO results are very high.

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

Ensuring we are fully equipped to provide quality industry like assessments by reviewing our SLO list. Review complete list of NCCER Performance Profiles and our current SLO list to find needed adjustments.

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

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

The assessment data shows that **African-American, Asian, and American Indian/Native Alaskan students consistently achieved 100% success**, while Hispanic, White, and Pacific Islander students performed slightly lower, with **5–11% not meeting expectations**. By age, all groups above 20 years reached 100% success, but students **19 or younger lagged at 87%**, indicating a gap for younger learners. Gender results reveal that **female students achieved 100%**, while males scored slightly lower at 95.6%, with 4.4% not meeting expectations.

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

Overall, equity gaps are most noticeable among younger students, Hispanic, White, and Pacific Islander groups, and male students, suggesting that targeted support for these populations could help close performance disparities.

Program Data and Analysis

A. Award Count

5 awarded in 2022-2023, 4 awarded in 2023-2024, 3 awarded in 2024-2025

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

There does not appear to be a significance in differences in demographics, but all awarded are between the ages of 19 and 49; There were 60 male and 2 female students who were awarded degrees during this time. 8 white, 43 hispanic, 8 black, 1 Pacific Islander, and 0 Asian student were awarded degrees during this time.

C. Student Equity Program Data

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

Mostly Hispanics that were awarded degrees. Only 1 whites and 0 Asians.

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

Could extend inclusive efforts at careers fairs for these two groups getting involved with our programs.

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

N/A

E. CTE-specific data (CTE programs only)

- Did you participate in the advisory boards?
  I did participate in the advisory boards

- What were the high-level themes and recommendations from the advisory board meetings specific to your program?
  It was emphasized that students were lacking soft skills and basic skills that should have been learned before entering the program.

- What advisory recommendations have you implemented or do you plan to implement?
  I plan to review some basic skills during some of the courses such as reading a tape measure and some basic algebra and geometry. I have and will continue to emphasize how important soft skills are to employers.

Labor Market data

- What is the job outlook in the region for your program area?
  According to Centers of Excellence, the demand for jobs related to Industrial Maintenance roles are expected to increase by 5% over the next five years. There are expected to be 271 5 year openings and 54 annual job openings in the region. These numbers are 1,930 for 5 year and 386 for annual openings in the state of California.

- What is the percent increase or decrease trend for job employment in this field?
  5% increase

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?
   Overall, the program is performing **fairly well but with some concerning gaps**. The overall program course success rate has stayed relatively strong, with a high of **88.5% in AY 2022–2023** and stabilizing at **81.1% in AY 2024–2025**, which is still above the institutional baseline but shows some decline from the initial year. Ethnic breakdowns reveal disparities: **Asian/Filipino and "Two or More" groups consistently perform very well (often above 90–100%)**, while **Hispanic and Pacific Islander students lag behind, dipping into the 66–70% range**, and Native American students show the most variability, with success rates dropping significantly in AY 2024–2025. This indicates that while the program is **meeting overall success expectations**, there are **persistent equity gaps across ethnic groups** that need to be addressed to ensure all students achieve at the same high levels. The focus should be on targeted supports for **Hispanic, Pacific Islander, and Native American students** to raise their success closer to the program's strongest-performing groups.
2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.
   The program is doing well in exceeding minimum institutional expectations, particularly in course completion. However, to align with aspirational goals and ensure equity, the focus should be on **closing performance gaps across ethnic groups** and monitoring certificate, degree, transfer, and employment outcomes to ensure these also meet or exceed targets.
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?
   Evaluating the course success rates it seems the courses with applied mathematics or measuring are courses that struggle. Focused efforts on spending more time on these skills.

Guided Pathways and Response

A. Name of the Guided Pathway that your discipline is a part of
   Trades and Applied Technology
B. List the other disciplines that are part of your Guided Pathway
   Automotive Technology, Diesel Technology, Industrial Maintenance Mechanic Electrical & Instrumentation, Industrial Maintenance Mechanic Technology.
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, Advisory board meetings. Students are encouraged to take courses in these other disciplines because the skills learned in each discipline cross into the other disciplines and are sometimes closely related.

Instructional Program Review Template

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

Full-time 2022-2023: 0.07; 2023-2024: 0.93; 2024-2025: 1.20

Part-time 2022-2023: 2.50; 2023-2024: 1.47; 2024-2025: 2.13

B. FT/PT/OL Faculty Ratio

FT/PT/OL 2022-2023: 2.53%/94.9%/0.0%; 2023-2024 35.9%/56.4%/0.0%; 2024-2025: 36.0%/64.0%/0.0%

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
   None

2. Please list any professional development that faculty members would benefit from (Standard 3.2)
   Amatrol Manufacturer instructor training for the training units we have. SACA certifications silver and gold, MSSC instructor certification

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
   BCC's Industrial Maintenance Electrical Instrumentation program is mostly supported by part-time faculty. Recently we lost one full-time faculty to retirement and his role was backfilled causing the loss of 1 part-time faculty. Part-time Faculty may need to be increased if enrollment counts continue to increase.

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."
Looking at the big picture, this faculty data highlights both progress and ongoing challenges in efficiency and workload balance.

- **Faculty Efficiency**: Efficiency (WSCH/FTEF and FTES/FTEF) remains well below the institutional target of 525 WSCH/FTEF or 17.5 FTES/FTEF, with totals ranging from **170.5 in AY 2022–2023 to 226.4 in AY 2024–2025**. This suggests that while efficiency is improving year over year, it is still far short of institutional benchmarks.

- **Full-Time vs. Part-Time Trends**: In AY 2022–2023, part-time faculty carried nearly all the instructional load (**94.9% of FTEF**). By AY 2023–2024, the distribution shifted, with full-time faculty covering **35.9%** of the load, and in AY 2024–2025 it stabilized at **36% full-time vs. 64% part-time**. This reflects progress toward a more balanced reliance on full-time faculty, though part-time instructors still carry the majority.

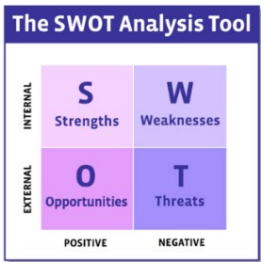
- **Load Growth**: Both full-time and part-time loads increased from AY 2022–2023 to AY 2024–2025, showing a rise in instructional demand overall.

  Takeaway: The program is making gradual progress in distributing teaching responsibilities more evenly between full-time and part-time faculty while overall efficiency is improving. However, efficiency remains well below institutional targets, meaning faculty resources are not being maximized. Continued focus on scheduling, enrollment management, and faculty load balancing will be critical to align more closely with institutional efficiency standards.

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 BCC has hired one full-time faculty with diverse industry experience, which will allow real world experiences to be brought to our students. This will replace our recently retired full-time faculty. Is also a certified NCCER Instructor.	WEAKNESSES Tribal knowledge has been lost with recent faculty retirement. Some training will be needed to get up to speed on Amatrol training units and other areas of the training program. Also with a shifted focus on expanding in the automation realm there will need to be focused efforts in personal development for both part-time and full time faculty to support the new focus.
External	OPPORTUNITIES Plans of local industry growth are expected to create a high demand for skilled maintenance technicians. This puts a demand on our program to stay up to date with technology and industry demands for skills.	THREATS Not having the ability to compete with other colleges or training facilities in terms of growth due to an adjusted scope of skills needed. Will need to shift a focus including automation.

Instructional Program Review Template

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

To increase enrollment counts

A. This Goal is

☐ New

☒ Continued

☐ Modified

If modified please list how and why.

N/A

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 1: Innovate to Achieve Equitable Student Success

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.

1. Work closely with out CTE Career Readyness Coordinator in community outreach events/ social media/ and local school visits, and also to include a focused effort in dual enrollment students.

E. Please list outcome statements for each objective.

1. This will allow us to properly inform the student community of what it is that we offer in the Industrial Maintenance Electrical Instrumentation training program. Outcomes would meet enrollment numbers for sustainability, increase retention and success rates to measure programs success. Compile data on students who gain living wage employment.

F. Briefly explain how you will measure the outcome.

By enrollment numbers effected

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

Just faculty involvement in events and input and collaboration towards effective tactics

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GOAL #2

Establish a budget for the Industrial Maintenance program

B. This Goal is

☒ New

☐ Continued

☐ Modified

If modified please list how and why.

N/A

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

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

D. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☒ Staying on the Path

☒ Support Learning

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

1. Meet with CTE faculty to list needed materials to support current courses and establish estimated funds for course materials on annual basis
2. Assess if there is any toolage needed to better support SLO's of our courses in alignment with our curriculum and required funding for this to be budgeted.

I. Please list outcome statements for each objective.

1. Faculty collaboration would identify specific resources aligned with course objectives, ensuring instructional quality and student success. In addition, the group would establish a process to project and document the estimated annual funding needed for course materials. This outcome provides a clear foundation for budgeting, resource allocation, and ongoing program sustainability.
2. The assessment meeting would evaluate whether additional tools or resources are needed to strengthen support for Student Learning Outcomes (SLOs) across courses. Faculty review current practices in alignment with the established curriculum and identify opportunities where enhanced toolage could improve instruction, measurement, and achievement of SLOs. This outcome ensures that instructional support remains aligned with curriculum standards while addressing any gaps in resources.

J. Briefly explain how you will measure the outcome.

Ensuring all SLO are able to be supported fully due to having what we need. SLO data would increase positively. As well as having a budget to work within.

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

Possible compensation for part time faculty input for the assessment.

GOAL #3

Click or tap here to enter text.

C. This Goal is

☐ New

☐ Continued

☐ Modified

If modified please list how and why.

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Choose an item.

Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☐ Support Learning

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

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

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

Click or tap here to enter text.

Previous Goals/Outcomes

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

N/A

Instructional Program Review Template

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
1	1	None	None	No	Local Strong Workforce and Perkins funding
2	1	Part time faculty compensation for assessment meeting	2 hrs @ $63/hr is $126	No	Local Strong Workforce and Perkins funding
2	1	Establish a budget	Unknown	No	Click or tap here to enter text.
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