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 Mechanic Technology, 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 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 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 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.

Through a combination of classroom instruction and practical lab experience, students develop the technical and problem-solving skills needed to succeed as industrial maintenance 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.
- 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.

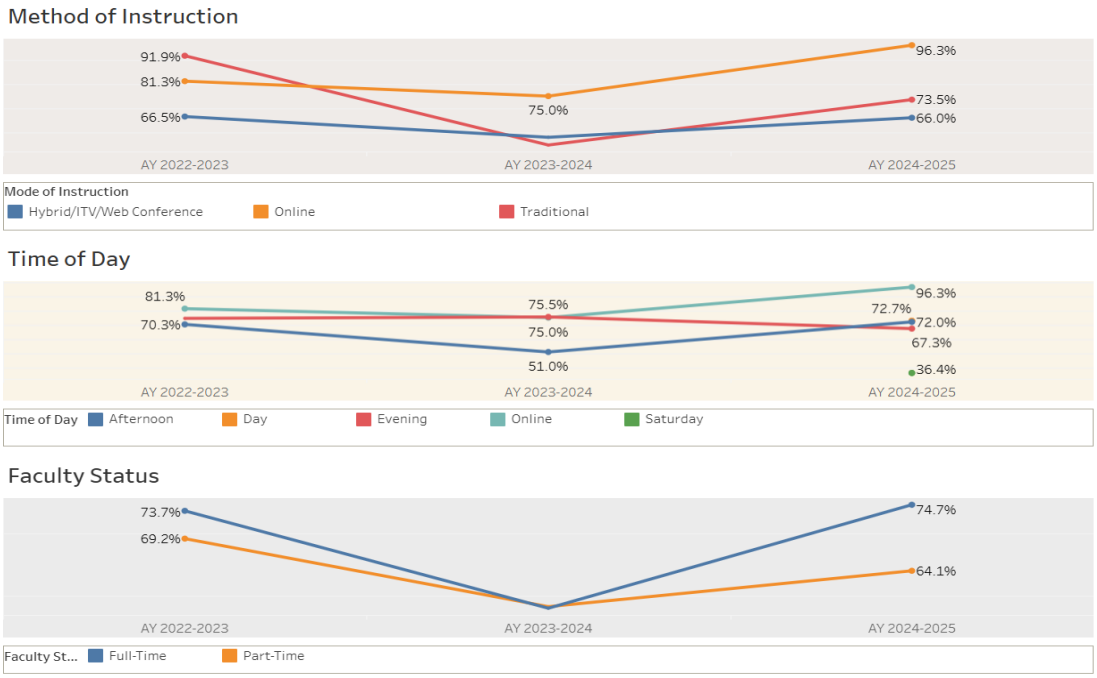
For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

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.

Course Data and Analysis

A. Course Success Rate by

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



Instructional Program Review Template

1. Method of Instruction

- **Traditional** instruction started very high in AY 2022–2023 (91.9%) but dropped sharply in AY 2023–2024 (58.0%) before rebounding to 73.5% in AY 2024–2025.
- **Online** instruction showed steady growth, climbing from 81.3% (AY 2022–2023) to 96.3% (AY 2024–2025), the strongest upward trend.
- **Hybrid/ITV/Web Conference** instruction declined slightly from 66.5% to 66.0% over the three years, with a dip in AY 2023–2024 (51.0%) before recovering.

Takeaway: Online delivery has become dominant, while traditional instruction has declined but is rebounding. Hybrid remains stable but less preferred.

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2. Time of Day

- **Online courses** jumped significantly from 81.3% (AY 2022–2023) to 96.3% (AY 2024–2025), aligning with the instructional method trend.
- **Daytime and evening courses** declined modestly: Day fell from 70.3% → 72.7%, Evening from 70.3% → 72.0%.
- **Afternoon** courses dropped from 70.3% (AY 2022–2023) to 67.3% (AY 2024–2025).
- **Saturday offerings** appeared only in AY 2024–2025 at 36.4%, much lower than other times.

Takeaway: Online delivery dominates across time of day; Saturday is a new but limited option.

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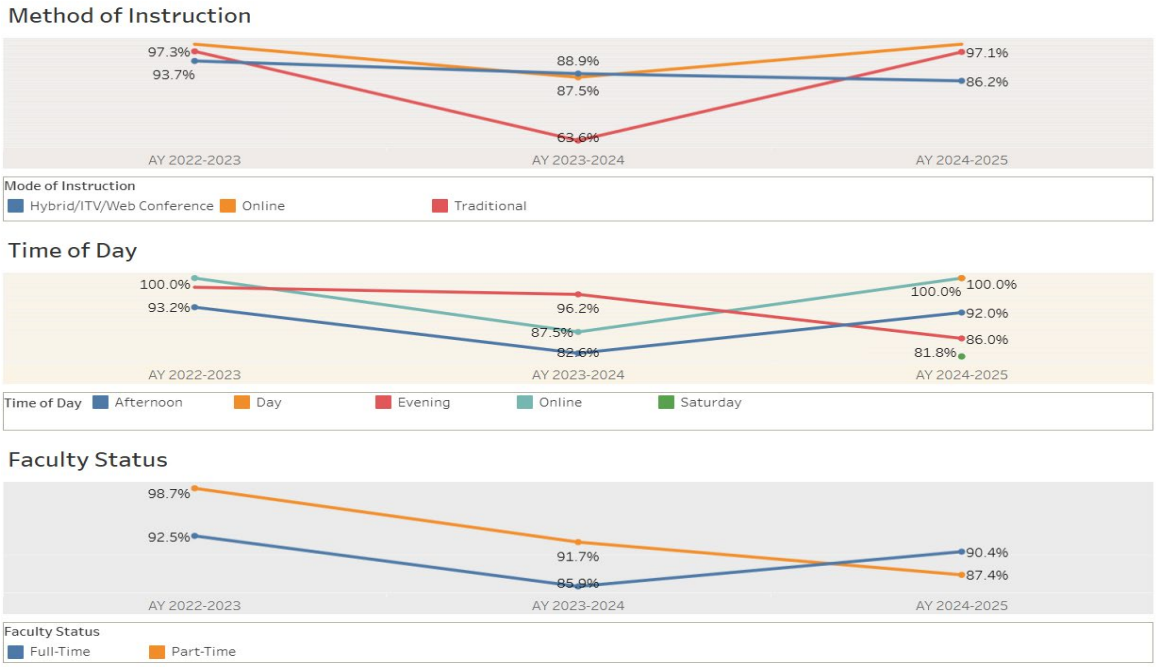
3. Faculty Status

- **Full-time faculty** and **part-time faculty** followed the same pattern:
    - Both declined sharply in AY 2023–2024 (to about 51.0%).
    - Both recovered in AY 2024–2025, with full-time slightly stronger (74.7%) than part-time (64.1%)

Takeaway: Faculty status dipped in 2023–2024 but bounced back, with full-time instructors leading the recovery.

B. Retention Rate by

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



1. Method of Instruction (Retention Rates)

- **AY 2022–2023:** Retention was very high across all modalities (Traditional 97.3%, Online 97.3%, Hybrid 93.7%).
- **AY 2023–2024:** A dip occurred, especially for **Traditional** (down to 63.6%), while Online (88.9%) and Hybrid (87.5%) stayed relatively strong.
- **AY 2024–2025:** Retention rebounded significantly for **Traditional (97.1%)** and Online (97.1%), while Hybrid settled lower at 86.2%.

Takeaway: Retention dipped sharply for traditional in 2023–24 but fully recovered; Online has remained consistently strong.

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2. Time of Day (Retention Rates)

- **AY 2022–2023:** Very strong retention across all times (Afternoon 93.2%, Day/Online/Evening all 100%).
- **AY 2023–2024:** Retention declined across all modalities, with Afternoon (82.6%) and Online (87.5%) dropping more than Evening (96.2%).

- **AY 2024–2025:** Retention rebounded for **Day (100%)** and **Online (100%)**, improved for Afternoon (92.0%), but declined for Evening (86.0%). A new **Saturday option** showed the lowest rate (81.8%).

  Takeaway: Day and Online delivery maintain the highest retention; Evening and Saturday lag.

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3. Faculty Status (Retention Rates)

- **AY 2022–2023:** Very high retention under both full-time (92.5%) and part-time faculty (98.7%).
- **AY 2023–2024:** Both declined (Full-time 85.0%, Part-time 91.7%).
- **AY 2024–2025:** Retention rebounded slightly for full-time (90.4%) but declined further for part-time (87.4%).

  Takeaway: Full-time faculty retention rates are recovering; part-time faculty rates are trending downward.

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	12	12	14	38
Online	2	1	2	5
Traditional	4	4	4	12
Grand Total	18	17	20	55

Section Count by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	13	13	6	32
Day			1	1
Evening	3	3	10	16
Online	2	1	2	5
Saturday			1	1
Grand Total	18	17	20	55

Section Count by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	12	16	12	40
Part-Time	6	1	8	15
Grand Total	18	17	20	55

Instructional Program Review Template

Instructional Method:
Most sections were offered through Hybrid/ITV/Web Conferencing (38 total across three years), followed by Traditional (12) and Online (5). Hybrid remained steady with slight growth (12 → 14), while Traditional stayed constant at 4 sections per year, and Online stayed very limited.

Time of Day:
Afternoon dominated with 32 sections total, though it dropped from 13 to 6 by AY 2024–2025. Evening offerings grew significantly (3 → 10), while Online remained very small (5 total). Daytime (1) and Saturday (1) were minimal and only appeared once.

Faculty Status:
Most sections were taught by full-time faculty (40 total), with part-time teaching far fewer (15). Full-time sections peaked in AY 2023–2024 (16) and returned to 12, while part-time fluctuated, dropping to 1 in 2023–2024 before rising back to 8 in 2024–2025.

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	157	182	188	527
Online	16	8	35	59
Traditional	37	22	37	96
Grand Total	210	212	260	682

Enrollment Count by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	147	149	53	349
Day			11	11
Evening	47	55	150	252
Online	16	8	35	59
Saturday			11	11
Grand Total	210	212	260	682

Enrollment Count by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	133	200	157	490
Part-Time	77	12	103	192
Grand Total	210	212	260	682

Instructional Program Review Template

Instructional Method:
Most enrollments were in Hybrid/ITV/Web Conferencing (527 total), followed by Traditional (96) and Online (59). Hybrid steadily grew each year (157 → 188), while Traditional remained flat overall, and Online spiked in AY 2024–2025 (35).

Time of Day:
Afternoon sections had the highest total enrollments (349) but declined sharply in AY 2024–2025 (53). Evening saw major growth (47 → 150, totaling 252). Online enrollments (59) increased sharply in AY 2024–2025, and Saturday was minimal (11).

Faculty Status:
Full-time faculty carried most enrollments (490 total), peaking in AY 2023–2024 (200). Part-time faculty accounted for fewer (192) but rebounded strongly in AY 2024–2025 (103).

Overall: Hybrid instruction and full-time faculty dominated enrollments, but recent years show rising reliance on evening, online, and part-time faculty instruction.

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..	13.08	15.17	13.43	13.87
Online	8.00	8.00	17.50	11.80
Traditional	9.25	5.50	9.25	8.00
Grand Total	11.67	12.47	13.00	12.40

Students per Section by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	11.31	11.46	8.83	10.91
Day			11.00	11.00
Evening	15.67	18.33	15.00	15.75
Online	8.00	8.00	17.50	11.80
Saturday			11.00	11.00
Grand Total	11.67	12.47	13.00	12.40

Students per Section by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	11.08	12.50	13.08	12.25
Part-Time	12.83	12.00	12.88	12.80
Grand Total	11.67	12.47	13.00	12.40

Instructional Program Review Template

Instructional Method:
Hybrid/ITV/Web Conferencing sections averaged the largest enrollments (13.87 students), while Online had the smallest until a sharp increase in AY 2024–2025 (17.5). Traditional sections remained smaller overall (8.0 average).

Time of Day:
Evening classes consistently had the largest average enrollments (15.75 overall), while Afternoon and Day sections averaged around 11 students. Online grew substantially by AY 2024–2025 (17.5), while Saturday averaged 11 students.

Faculty Status:
Sections taught by part-time faculty averaged slightly higher enrollments (12.8) than those taught by full-time faculty (12.25). Both faculty types saw growth in class sizes by AY 2024–2025.

Overall: Average class sizes increased modestly over time, with evening and online sections drawing the highest enrollments, while hybrid remained consistently strong.

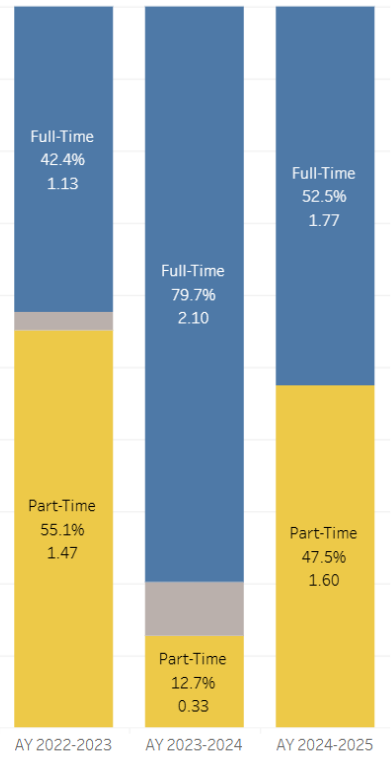
F. Efficiency: WSCH, FTES, FTEF

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2022-2023	Full-Time	196	6.54	1.19	164.2	5.5
	Part-Time	304	10.12	1.47	207.2	6.9
	Total	500	16.66	2.66	187.9	6.3
AY 2023-2024	Full-Time	470	15.67	2.30	204.4	6.8
	Part-Time	58	1.93	0.33	173.8	5.8
	Total	528	17.60	2.63	200.5	6.7
AY 2024-2025	Full-Time	374	12.82	1.77	211.7	7.3
	Part-Time	306	10.49	1.60	191.3	6.6
	Total	680	23.31	3.37	202.0	6.9

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

FT/PT/OL Faculty Load Ratio (FTEF)



Overall Efficiency: Total efficiency (FTES/FTEF) improved from **6.3 in AY 2022–2023** to **6.9 in AY 2024–2025**, though still below the target of **17.5 FTES/FTEF**. WSCH/FTEF also rose modestly, from **187.9 → 202.0**.

Full-Time Faculty: Efficiency steadily increased, from **5.5 to 7.3 FTES/FTEF**, with load share rising from **42.4% in 2022–2023 to 52.5% in 2024–2025**.

Part-Time Faculty: Efficiency fluctuated but remained lower overall, moving from **6.9 to 6.6 FTES/FTEF**, with load share declining from **55.1% to 47.5%** across the same period.

Trend: The program has grown more efficient overall, with **full-time faculty carrying more of the instructional load and improving efficiency**, while part-time faculty efficiency has slightly declined.

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.
OER textbooks are not available with enough content to use for the courses and textbook cost can sometimes hinder students' access. I have had students not able to purchase a textbook until 3-4 weeks into the course due to financial limitations. During this time they do the best they can by using other students textbooks or whatever free textbook literature they can find online for course work. This typically has caused those students to struggle until a textbook is acquired.

C. What innovative plans or projects will help to close these gaps?
We have recently been able to purchase a full class set of textbooks for both level one and level two IMMT textbooks(20 count each). This will allow students that are not financially able to purchase the textbook to be able to utilize the text book while in class for course work.

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. Safely use tools and equipment commonly used in the trades.	All results were above 94% in 2023 and slightly raised to 95.9% in 2025	Increase number of students assessed. Quality assessments.

B. Do basic layout on a jobsite using scribing and quantitative skills	Assessment scores were high for this PLO. All results were above 81.5% in 2023 and slightly raised to 95.9% in 2025	Continue to focus on quality applications of skills.
C. Work with various types of piping on the jobsite	Assessment scores were high for this PLO. All results were above 81.5% in 2023 and slightly raised to 95.9% in 2025	Update some applications of performance profiles. Quality assessments to be similar to industry applications.
D. Work with various types of valves and perform basic hydrostatic and pneumatic testing on the jobsite	Assessment scores were high for this PLO. All results were above 81.5% in 2023 and slightly raised to 95.9% in 2025	Update some applications of performance profiles. Quality assessments to be similar to industry applications.
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?

I believe 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?

It appears that all ethnicity groups have increased in the success rate from 2023 to now other than the two or more ethnic group had a decline from 67% to 58%. Hispanic group was the lowest group in the groups that increased in success rate from 61% to 69%.

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

We would like to focus more on the Hispanic group to ensure the increase success rates are equitable to the rest of the groups. Discover what obstacles they are presented with and help in their success.

Program Data and Analysis

A. Award Count

3 awarded in 2022-2023, 2 awarded in 2023-2024, 1 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 20 and 49; There were 4 male and 1 female students who were awarded degrees during this time. 0 white, 5 hispanic, 1 black, 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. Zero whites or 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 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 doing well, but there is always room for improvement. The program success rates are all coming up above 70.3%, and the student base seems to be very consistent.
2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.
   Students that start the program are sticking with it and completing courses as retention rates are high. Most low indicators are for student absenses.
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. I can give a focused efforts on spending more time on these skills.

Instructional Program Review Template

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.

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

Full-time 2022-2023: 1.19; 2023-2024: 2.30; 2024-2025: 1.77

Part-time 2022-2023: 1.47; 2023-2024: 0.33; 2024-2025: 1.60

B. FT/PT/OL Faculty Ratio

FT/PT/OL 2022-2023: 42.4%/55.1%/0.0%; 2023-2024 79.7%/12.7%/0.0%; 2024-2025: 52.5%/47.5%/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 program has lost some staffing. Lost one full-time to retirement and his role was backfilled, and we lost 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.

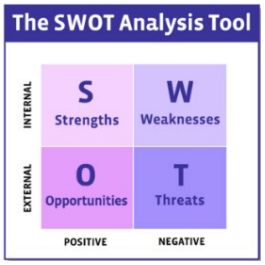
Provide an analysis of the "big picture."

Looking at the new faculty efficiency data, the big picture shows steady growth in total FTES and WSCH, paired with fluctuating faculty load distributions. In AY 2022–2023, part-time faculty carried the majority of the load (55.1%), but by AY 2023–2024, full-time faculty accounted for nearly 80% of instruction, driving efficiency upward. By AY 2024–2025, the distribution is more balanced, with full-time at 52.5% and part-time at 47.5%, reflecting a strategic shift toward shared responsibility. Overall efficiency improves slightly over time (from 6.3 to 6.9), though it still falls short of the target of 17.5, indicating courses remain under-enrolled relative to faculty resources. Notably, full-time faculty achieve their highest efficiency in AY 2023–2024 (6.8), while part-time faculty show consistently solid efficiency, especially in AY 2024–2025 (6.6). The program is growing in output and stabilizing faculty ratios, but achieving efficiency targets will require continued attention to scheduling, class sizes, and enrollment management.

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..
External	OPPORTUNITIES	THREATS

	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.	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.

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.
2. 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 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 an 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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Instructional Program Review Template

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