

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: Management

Academic Year: 2025-2026

Name of Faculty Submitter(s): Denise Pasley

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 Certificate of Achievement in Management prepares students for entry-level positions in industry and service occupations, including payroll, accounts receivable, accounts payable, and management roles. The program's mission is to equip students with the knowledge and skills necessary to succeed in these positions, supporting the college's broader mission of fostering career readiness and professional development.

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

The vision of the Management Certificate is to continue providing rigorous and relevant course content that promotes the professional growth of students, whether they are currently employed or seeking employment in entry-level management roles. By focusing on practical, career-oriented skills, the program ensures that students are prepared to meet the demands of today's workforce.

C. Please provide a short program description:

The Certificate of Achievement in Management prepares students for entry-level positions in industry and service occupations, including payroll, accounts receivable, accounts payable, and management. The program provides practical, career-focused skills that support professional development and align with Barstow College's commitment to equity, creativity, and workforce readiness.

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

The Management Certificate aligns with Barstow College Strategic Priorities #1 and #2. As part of the Business and Industry Guided Pathway, the program emphasizes student equity, creativity, and innovative thinking. Completing this program equips students to confidently transition into entry-level management positions and contribute effectively to organizational success.

- 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)

• By Mode of Instruction

- Hybrid/HyFlex: **62.2%**
- Online: **71.8%**
- Traditional: **56.3%**

All instructional modes demonstrated an increase in success rates compared to the previous year.

• By Time of Day

- Afternoon: **67.2%**
- Evening: **0%** (no enrollments reported for the current year)
- Online: **71.8%**

Afternoon and online modalities showed improved success rates from the prior year. Evening data were not available due to lack of course offerings.

• By Faculty Status

- Full-time: **63.9%**

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- Part-time: **71.2%**
Both full-time and part-time faculty success rates increased compared to the previous year.

Summary:

Across all measures—mode of instruction, time of day, and faculty status—course success rates for the Business Management Certificate of Achievement improved from the previous year. Online courses consistently demonstrate the highest success rates, while traditional instruction and afternoon scheduling remain lower but show positive gains.

B. Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)
- **By Mode of Instruction**
 - Hybrid/HyFlex: **83.5%**
 - Online: **88.5%**
 - Traditional: 87.5%
- **By Time of Day**
 - Afternoon: **86.2%** (no courses offered in this time slot)
 - Evening: **0%**
 - Online: **88.5%**
- **By Faculty Status**
 - Full-time: 86.1%;
 - Part-time: **88.0%**

C. Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)
- **By Mode of Instruction**
 - Hybrid/HyFlex: **3**
 - Online: **10**
 - Traditional: 2

- **By Time of Day**

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- Afternoon: **4**
- Evening: **1**
- Online: **2**

- **By Faculty Status**
 - Full-time: **6**
 - Part-time: **9**

D. Enrollment Count by

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

- **By Mode of Instruction**
 - Hybrid/HyFlex: **3 sections**
 - Online: **10 sections**
 - Traditional: **2 sections**
- **By Time of Day**
 - Afternoon: **4 sections**
 - Evening: **1 section**
 - Online: **10 sections**
- **By Faculty Status**
 - Full-time: **6 sections**
 - Part-time: **9 sections**

Summary:

Section offerings for the Business Management Certificate of Achievement continue to be concentrated in the online modality, which accounts for the majority of courses. Hybrid/HyFlex and traditional sections provide additional in-person options, though at smaller scale. Afternoon scheduling remains steady, while evening scheduling expanded slightly. Full-time faculty increased their teaching load, while part-time faculty maintained their contribution.

E. Class Size Average by

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

- **By Mode of Instruction**
 - Hybrid/HyFlex: **81 students**

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- Online: **305 students**
- Traditional: **16 students**
- **By Time of Day**
 - Afternoon: **60 students**
 - Evening: **37 students**
 - Online: **305 students**
- **By Faculty Status**
 - Full-time: **110 students**
 - Part-time: **292 students**

Summary:

Enrollment in the Business Management Certificate of Achievement is concentrated in online courses, though this modality experienced a notable year-over-year decline. Hybrid/HyFlex enrollment also decreased slightly, while traditional sections grew modestly. By time of day, afternoon enrollment fell significantly, evening enrollment reappeared with modest growth, and online enrollment dropped. Enrollment declines affected both full-time and part-time faculty, with part-time faculty sections experiencing the greater reduction.

F. Efficiency: WSCH, FTES, FTEF

Class Size Average – Business Management Certificate of Achievement

- **By Mode of Instruction**
 - Hybrid/HyFlex: **27 students**
 - Online: **30.5 students**
 - Traditional: **8 students**
- **By Time of Day**
 - Afternoon: **15 students**
 - Evening: **37 students**
 - Online: **30.5 students**
- **By Faculty Status**
 - Full-time: **18.33 students**
 - Part-time: **32.44 students**

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Summary:

Average class sizes for the Business Management Certificate of Achievement declined across most instructional modes, times of day, and faculty status categories. Online sections continue to carry the largest class sizes on average, though they experienced a notable reduction from the prior year. Evening sections showed a significant increase in class size, reflecting renewed student demand in that time slot. Full-time faculty carried smaller class sizes than part-time faculty, with both groups showing year-over-year declines.

Student Equity Course Data

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

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

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

Analysis of program data for the Business Management Certificate of Achievement reveals several equity gaps. Success and retention rates are consistently higher in online courses, while hybrid and traditional formats lag behind, suggesting that students who prefer or need in-person options may face barriers to engagement, flexibility, or instructional support. Course offerings by time of day also highlight equity concerns, as evening classes are very limited, leaving working adults and other non-traditional students with fewer opportunities for access. Additionally, outcomes differ by faculty status: part-time faculty sections report higher success and retention rates than those taught by full-time faculty, indicating that there may be instructional practices worth sharing across the program. Finally, class size and enrollment trends show that online classes, while dominant, are shrinking, whereas traditional and evening sections are smaller and less stable, raising questions about consistency and access for students who benefit from face-to-face learning environments.

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

To address these gaps, three innovative projects are proposed. First, the creation of a **Flexible Learning Lab** would support students enrolled in hybrid and traditional formats by offering embedded tutoring, peer mentoring, and flexible study resources, both on-campus and online. This initiative would help improve engagement and reduce barriers for students in non-online courses, where success rates are currently lower. Second, an **Evening Pathway Expansion** developed in partnership with local employers would establish a guaranteed rotation of evening courses, organized in shorter modules to accommodate working professionals and non-traditional students. This pathway would not only improve access but also strengthen alignment with regional workforce needs. Third, a **Faculty Innovation Exchange** would provide a structured professional development program where part-time and full-time faculty share high-impact teaching strategies such as online engagement tools, culturally responsive practices, and flexible assessment methods. Incentivizing participation through mini-grants or recognition would encourage broad adoption of effective approaches and help close outcome gaps between faculty groups.

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?

In the ENTR 1 course within this certificate program, the curriculum was revised to address equity gaps and enhance student success. A vision board project replaced the previous assignment, which had proven challenging for students. This change provides a more engaging and accessible learning experience while supporting the program's mission to prepare students for entry-level business roles and aligning with the institutional goals of promoting equity, student achievement, and workforce readiness.

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

NA

Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Apply a comprehensive understanding of 21 st century workforce skills as they relate to success in the modern business environment.	Success rates are high overall, with Asian (100%), White (94.4%), and Hispanic (93.6%) students performing strongly. African American students (84.6%) trail slightly, while American Indian and Pacific Islander/Hawaiian groups show 0%, likely due to low or no enrollment. By age, students 19 or younger, 35–39, and 50+ achieved 100% success, while the 25–29 age group showed the lowest rate at 72.4%. Female students (92.8%) outperformed male students (87.8%).	Target support for African American students, investigate barriers for 25–29-year-olds (e.g., balancing work and family), and expand engagement strategies to close the gender gap.
B. Collaborate successfully and develop successful group or team relationships that support organizational goals in both the public and private sectors.	Most groups show strong results, with Asian and White students at 100% and Hispanic/Unknown Ethnicity students at 95.2%. African American students (75%) and American Indian/Pacific Islander students (0%) performed lower. By age, students under 19, 20–24, 35–39, and 50+ achieved	Focus on improving outcomes for African American students and the 25–29 age group, while also providing targeted strategies to increase male student performance.

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	100%, while the 25–29 age group again had the lowest success rate at 66.7%. Female students (96.3%) outperformed males (85.7%).	
C. Implement of Emotional intelligence/Soft skills for managing themselves and others in the work environment.	Results mirror PLO #2, with Asian and White students at 100% and Hispanic/Unknown Ethnicity at 95.2%. African American students remain lower at 75%, and American Indian/Pacific Islander groups report 0%. By age, students under 19, 20–24, 35–39, and 50+ achieved 100%, while the 25–29 group again lagged at 66.7%. Female students (96.3%) continued to outperform males (85.7%).	Consistent with PLO #2, targeted interventions for African American students, the 25–29 age group, and male students are needed, along with outreach to very small or underrepresented ethnic populations.
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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 am not aware of any changes that have been made since the last program review other than in the ENTR 1 course that teach. Since last year's update the project assignment was changed this year.

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

Based on the assessment results, several areas for student-centered improvement have been identified. Courses connected to PLO #1 could incorporate additional scaffolding and tutoring to better support African American students, while flexible delivery options such as hybrid or online formats may help address the lower success rates of students aged 25–29. Learning outcomes in PLOs #2 and #3 could be strengthened by adding more active learning strategies and collaborative projects to increase engagement, particularly for male students. In addition, integrating culturally responsive teaching practices and offering targeted advising or check-ins across the program would help close equity gaps and ensure all students have the opportunity to succeed.

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

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

In the absence of faculty collaboration, it is challenging to assess what curriculum changes have been implemented, how they were applied, and whether they have positively impacted student outcomes.

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

To improve the program, faculty collaboration should be prioritized to review and share curriculum changes, assess their implementation, and evaluate their impact on student outcomes. Regular meetings, coordinated planning, and data-informed discussions will help ensure that modifications are effective and lead to measurable improvements in student success.

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

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

To make the program more equitable, targeted support should be provided for underrepresented and at-risk students, including tutoring, mentoring, and personalized advising. Integrating culturally responsive teaching practices, active learning strategies, and flexible course delivery can help meet the diverse needs of learners. Faculty professional development focused on inclusive pedagogy, combined with ongoing monitoring of student outcomes, will ensure that interventions are effective and that all students have equal opportunities to succeed.

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

Please see D above.

Program Data and Analysis

A. Award Count

For the year 2024-2025, awards decreased

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

The overall number of awards in the program decreased from 11 to 9 compared to the previous year, reflecting a decline across most age, gender, and ethnic groups. By age, only the 25–29 group saw an increase in awards (1 to 2), while all other age groups experienced decreases, with the largest drops among students 35–39, 40–49, and 50+ (each decreasing to 0). Female students accounted for most of the awards, but their total decreased from 10 to 7, while awards to male and unknown/unreported students dropped to 0. By ethnicity, Black/African American students maintained their award count at 2, Hispanic awards decreased from 4 to 2, White awards decreased from 4 to 3, and “Two or More” increased from 0 to 1. Awards remained at 0 for Asian, Native American/Alaskan, Pacific Islander/Hawaiian, and Unknown/Unreported categories. Overall, while some demographic groups maintained or slightly improved award representation, the data indicates a general decline in awards across most populations,

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suggesting a need to examine how recognition and support practices may be adjusted to ensure equitable opportunities for all students.

C. Student Equity Program Data

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

The award data reveals several equity gaps within the program. Students in older age groups (35–50+) and male students received no awards in the current year, while certain ethnic groups, including Asian, Native American/Alaskan, Pacific Islander/Hawaiian, and Unknown/Unreported, were also not recognized. Hispanic and White students saw declines in awards, and the overall total decreased from 11 to 9. These trends suggest disparities in recognition and indicate a need to examine award practices and support strategies to ensure equitable opportunities for all student groups.

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

To help close equity gaps in awards, the program could implement targeted recognition programs for underrepresented groups, including male students, older learners, and certain ethnic populations. Mentorship and peer support initiatives could guide students toward award opportunities, while workshops on applications, portfolios, and showcasing achievements would build skills for success. Additionally, data-driven outreach, collaborative projects with embedded recognition, and reviewing award criteria for inclusivity can ensure that all students have equitable access to recognition and acknowledgment of their accomplishments.

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

Click or tap here to enter text.

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?

There were no high level themes or recommendations offered in the meeting for this program.

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

NA

Labor Market data

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

The job outlook for management in the Inland Empire is strong, with steady growth projected in leadership, operations, and entrepreneurial roles. Regional labor market reports indicate that from 2022 to 2027, the San Bernardino subregion is expected to add more than 83,000 jobs, with management and business occupations contributing a significant portion. Positions relevant to the Management Certificate, including operations managers, administrative supervisors, and other entry- to mid-level management roles,

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represent a substantial number of annual openings. Average earnings in these fields meet or exceed the local living wage, highlighting strong opportunities for students pursuing sustainable careers in management.

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

Recent labor market data for the Inland Empire indicates a strong employment outlook for management-related occupations. Between 2017 and 2022, total jobs in the San Bernardino Metro Subregion grew by approximately 13.7%, reflecting steady regional expansion in leadership, operations, and supervisory roles. Projected growth from 2022 to 2027 anticipates an additional 83,000 new or replacement jobs, representing roughly a 10.7% increase over five years. Positions aligned with the Management Certificate, such as operations managers, administrative supervisors, and management analysts, are expected to see the largest gains, while support-level roles, including administrative assistants and bookkeeping staff, show moderate growth, demonstrating ongoing demand for foundational management and organizational skills.

Management-related careers also intersect with accounting, finance, and business operations pathways, which continue to demonstrate sustained regional demand. Over the next decade, openings for supervisory and mid-level management positions are projected to remain strong, with total job demand in the tens of thousands across the region. Emerging areas in entrepreneurship, e-commerce, and specialized business functions—currently underserved by local training programs—offer additional opportunities for students completing the Management Certificate. Overall, the employment outlook for management careers in the Inland Empire is positive, supporting both program growth and the long-term employability of graduates.

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*

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1. How is your program doing overall based on observation of program data?
Overall, the Management Certificate program is performing well, with strong student success among most age, gender, and ethnic groups, and high achievement on program learning outcomes. Labor market data supports the program's relevance, showing strong regional demand for management-related careers. However, gaps exist for African American students, male students, and learners aged 25–29, as well as underrepresented ethnic groups, highlighting opportunities for targeted support. Addressing these areas with equity-focused strategies will help ensure that all students have the opportunity to succeed.
2. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.
The Management Certificate program aligns well with institutional standards for student achievement and workforce readiness, with high success rates and mastery of key skills across most student groups. Labor market data reinforces the program’s relevance, showing strong demand for management and supervisory roles. However, gaps remain for African American students, male students, learners aged 25–29, and certain underrepresented ethnic groups, indicating a need for targeted equity interventions. Overall, the program is effective and relevant, but addressing these gaps will be essential to fully meet institutional goals for equitable student outcomes.
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?
To enhance the program, targeted interventions should be implemented to support underrepresented and at-risk student groups, including African American students, male students, and learners aged 25–29. Faculty should collaborate to review and refine curriculum, integrate culturally responsive teaching practices, and incorporate active learning strategies to increase engagement and success. Flexible course delivery, mentorship programs, and regular advising or check-ins can help address barriers faced by older and mid-career students. Additionally, reviewing award and recognition practices for equity, along with ongoing monitoring of student outcomes, will ensure that all students have equal opportunities to succeed and fully benefit from the program.

Guided Pathways and Response

- A. Name of the Guided Pathway that your discipline is a part of
Business and Entrepreneurship
- B. List the other disciplines that are part of your Guided Pathway
Accounting, Business, Business Administration, Computer Business Information Systems, Cosmetology, Entrepreneurship, Management, Warehouse and Logistics
- 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.
Cosmetology is the only area where there has been some discussion about potential collaboration, but nothing concrete has emerged to date.

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Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

10.8

B. FT/PT/OL Faculty Ratio

Full-Time = 33.3%; OL = 16.7% Part-Time = 50.0% The faculty workload distribution for the business administration program shows a significant dependence on part-time instructors, who handle 50% of the teaching responsibilities. This reliance on contingent faculty can affect continuity, program stability, and student engagement, particularly in areas like advising and mentorship, which are critical for student success in this field. The heavy use of part-time faculty may also pose challenges in maintaining a consistent learning experience across courses.

Full-time faculty represent 33.3% of the workload, providing institutional memory, curriculum oversight, and student support. While their contributions are essential for program stability, the relatively low proportion of full-time instructors may limit the program's ability to consistently ensure instructional quality, develop new courses, or implement expansion initiatives. Strengthening this segment could help improve both student outcomes and program growth.

Online faculty account for 16.7% of the load, indicating some investment in remote or hybrid instruction. This allows for greater flexibility and access for students, but the relatively small share suggests there is room to expand online offerings. Overall, the current faculty distribution highlights potential challenges in sustaining long-term curriculum development, advising, and program consistency, and suggests that increasing full-time and online faculty could enhance stability, growth, and accessibility.

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in

(Standard 3.2)

NACCE Conference, Online Teaching Conference

2. Please list any professional development that faculty members would benefit from

(Standard 3.2)

NACCE Conference, Online Teaching Conference

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)

No

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D. Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

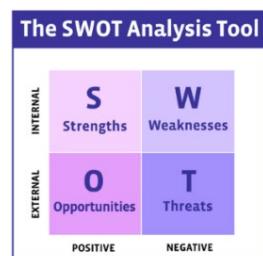
Provide an analysis of the “big picture.”

The data highlights key aspects of our Management Certificate program. Part-time faculty carry approximately half of the teaching load, providing flexibility but making it more challenging to maintain continuity and strong advising—both critical in a program where mentorship and student support are essential. Full-time faculty cover about a third of the load and serve as the backbone of curriculum, program stability, and growth; however, their limited share constrains our ability to expand courses or introduce new initiatives. Online faculty account for roughly 17% of instruction, reflecting our commitment to flexibility and access, yet this area has untapped potential. With strategic investment, we could expand online offerings to better support students balancing work, family, and school. Looking ahead, increasing the proportion of full-time faculty while growing online capacity will strengthen program stability, ensure alignment with accreditation standards, meet workforce needs, and enhance long-term student success.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	<p>STRENGTHS</p> <ul style="list-style-type: none">Strong Student Success: High success rates among most age, gender, and ethnic groups, particularly younger students, older learners, female students, and White, Hispanic, and Asian students.	<p>WEAKNESSES</p> <ul style="list-style-type: none">Equity Gaps: Lower success rates for African American students, male students, and learners aged 25–29, as well as underrepresented ethnic groups.Faculty Distribution: Heavy

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	<ul style="list-style-type: none"> - Relevant Curriculum: Program learning outcomes align well with industry needs and labor market demand for management, operations, and supervisory roles. - Labor Market Alignment: Regional demand for management careers is strong, supporting graduate employability and program relevance. - Flexible Instruction: Part-time and online faculty provide flexibility and access for diverse student populations. - 	<ul style="list-style-type: none"> reliance on part-time faculty limits continuity, advising, and program growth; full-time faculty are underrepresented. - Limited Online Capacity: Online offerings exist but are underutilized, limiting access for students balancing work and family. - Recognition Disparities: Declines in awards for older students, male students, and certain ethnic groups suggest gaps in equitable recognition -
External	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> - Program Expansion: Potential to grow online courses and hybrid offerings to reach more students. - Targeted Support Programs: Mentoring, advising, and workshops can address equity gaps for at-risk groups. - Emerging Industry Areas: Growth in entrepreneurship, e-commerce, and specialized management roles provides opportunities to update curriculum 	<p>THREATS</p> <ul style="list-style-type: none"> - Equity-Related Attrition: Persistent gaps in outcomes for certain student groups may affect retention, completion, and program reputation. - Labor Market Shifts: Rapid changes in management roles or local industry demand could impact program relevance if curriculum does not adapt. - Resource Limitations: Insufficient full-time faculty and support resources may hinder

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	<p>and develop new pathways.</p> <ul style="list-style-type: none">- Faculty Development: Increased full-time faculty and professional development on equity-focused teaching could strengthen program stability and outcomes-	<p>program expansion or innovation.</p> <ul style="list-style-type: none">- Competition: Other local programs or online certificates may attract students if the program does not enhance accessibility and recognition opportunities.-
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III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- *Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).*
- *indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)*
- *Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).*
- *Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).*
- *List at least one **objective** for reaching each goal.*
- *Develop an **outcome** statement for each objective.*
- *Explain how you will **measure** the outcome.*
- *List any **resources** that will be needed to achieve the goal.*

GOAL #1

Close Equity Gaps and Support At-Risk Students

- Increase Success Rates for Underrepresented Groups:** Implement targeted mentoring, tutoring, and advising to help African American students, male students, and learners aged 25–29 achieve comparable outcomes to other student groups.
- Integrate Culturally Responsive Practices:** Ensure that teaching strategies, course materials, and assessments reflect diverse perspectives and promote an inclusive learning environment.

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Monitor and Respond to Data: Regularly track student outcomes by demographic group to identify gaps early and implement timely interventions.

A. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Based on the data this goal is modified to address the current student population.

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

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.

- **Increase Success Rates for Underrepresented Groups: Implement targeted mentoring, tutoring, and advising to help African American students, male students, and learners aged 25–29 achieve comparable outcomes to other student groups.**
- **Integrate Culturally Responsive Practices: Ensure that teaching strategies, course materials, and assessments reflect diverse perspectives and promote an inclusive learning environment.**
- **Monitor and Respond to Data: Regularly track student outcomes by demographic group to identify gaps early and implement timely interventions**

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E. Please list outcome statements for each objective.

Outcomes:

- Increased course completion and program success rates for African American students, male students, and learners aged 25–29.
- Reduced performance disparities among underrepresented ethnic and demographic groups.
- Improved student satisfaction and engagement, as measured by surveys, advising feedback, and retention rates.

F. Briefly explain how you will measure the outcome.

To measure progress in closing equity gaps, the program will track course completion, retention, and success rates for African American students, male students, learners aged 25–29, and other underrepresented groups. Performance data will be disaggregated by demographic factors to identify disparities and monitor improvements over time. In addition, student engagement and satisfaction will be assessed through surveys and advising reports, providing insight into how well the program is supporting these populations and guiding further interventions.

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

To achieve this goal, the program will need resources such as tutoring and mentoring programs staffed by trained personnel or peer mentors who can provide targeted support to underrepresented students. Dedicated academic advisors will be required to monitor student progress and guide at-risk learners. Workshops and training materials focused on study skills, time management, career readiness, and culturally responsive practices will support student development. Additionally, data tracking systems will be essential to collect, disaggregate, and analyze student outcomes by demographic group to identify and address equity gaps effectively.

GOAL #2

Goal 2: Strengthen Faculty Support and Program Stability

Progress toward strengthening faculty support will be measured by tracking the proportion of courses taught by full-time versus part-time faculty each semester. Curriculum alignment and consistency will be monitored through review of syllabi, program learning outcomes, and faculty meeting documentation. Faculty engagement in professional development activities, particularly those focused on equity-minded teaching

Instructional Program Review Template

and mentorship, will also be tracked, along with evidence of implementation in the classroom, such as peer observations or self-reported application of new strategies.

B. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Based on the data this goal is modified to address the current student population

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

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

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.

Outcomes:

- Increased course completion and program success rates for African American students, male students, and learners aged 25–29.
- Reduced performance disparities among underrepresented ethnic and demographic groups.
- Improved student satisfaction and engagement, as measured by surveys, advising feedback, and retention rates.

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I. Please list outcome statements for each objective.

Outcome Statements:

- Higher proportion of courses taught by full-time faculty, ensuring continuity and consistent program delivery.
- Improved alignment and coordination across curriculum, evidenced by consistent student performance across courses and faculty collaboration reports.
- Enhanced faculty competency in equity-minded teaching and student mentorship, reflected in professional development participation and application in classroom practices.

J. Briefly explain how you will measure the outcome.

Progress toward strengthening faculty support will be measured by tracking the proportion of courses taught by full-time versus part-time faculty each semester. Curriculum alignment and consistency will be monitored through review of syllabi, program learning outcomes, and faculty meeting documentation. Faculty engagement in professional development activities, particularly those focused on equity-minded teaching and mentorship, will also be tracked, along with evidence of implementation in the classroom, such as peer observations or self-reported application of new strategies.

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

This goal requires additional full-time faculty hires to provide continuity in teaching, advising, and program leadership. Professional development programs, including workshops or online training, will be necessary to enhance faculty skills in equity-minded teaching, mentorship, and active learning strategies. Resources to facilitate collaboration—such as scheduled planning meetings, shared digital tools, and communication platforms—will support curriculum alignment and consistency. Assessment and evaluation tools will also be important to monitor program learning outcomes, review curriculum effectiveness, and ensure instructional strategies are applied successfully.

GOAL #3

Expand Program Access and Flexibility

C. This Goal is

Instructional Program Review Template

- New
- Continued
- Modified

If modified please list how and why.

Based on the data this goal is modified to address the current student population

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*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

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.

Objectives:

- **Increase Online and Hybrid Offerings:** Develop and expand online and hybrid courses to accommodate students balancing work, family, and school responsibilities.
- **Improve Flexible Learning Options:** Introduce asynchronous modules, micro-courses, or modular learning opportunities to make the program more accessible.
- **Enhance Student Engagement:** Utilize technology and innovative instructional approaches to maintain high-quality interaction, participation, and support in flexible course formats.

M. Please list outcome statements for each objective.

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Outcomes:

- Increased enrollment and retention in online and hybrid courses.
- Higher completion rates among students balancing work, family, or other commitments.
- Positive student feedback on accessibility, flexibility, and engagement in program offerings.

N. Briefly explain how you will measure the outcome.

To evaluate the expansion of program access and flexibility, enrollment and retention rates in online, hybrid, and flexible course offerings will be monitored. Completion and graduation rates for students balancing work, family, or other commitments will also be tracked to assess the effectiveness of flexible course designs. Additionally, student feedback collected through surveys and course evaluations will provide qualitative measures of accessibility, engagement, and satisfaction, helping to guide improvements in program delivery

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

Resources Needed:

- **Online course platforms and technology:** Learning management systems, software, and IT support for hybrid and asynchronous courses.
- **Faculty training for online teaching:** Professional development to design engaging and accessible online learning experiences.
- **Flexible course materials:** Development of modular content, recorded lectures, and interactive digital resources.
- **Student support services for online learners:** Access to advising, tutoring, and technical support tailored to remote and flexible learning environments.

Previous Goals/Outcomes

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

None of the previous goals are being carried forward because the program has undergone significant updates to align more closely with current student needs, labor market demands, and institutional priorities. Changes in curriculum, student demographics, and workforce trends have created new areas of focus, particularly around equity, faculty support, and program access.

Instructional Program Review Template

Additionally, previous goals may have been met, partially addressed, or rendered less relevant due to shifts in program structure and enrollment patterns. As a result, the program is establishing new, targeted goals that better reflect current challenges and opportunities to enhance student success, ensure program stability, and respond to emerging workforce needs.

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
Click or tap here to enter text.					
Click or tap here to enter text.					
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