

Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: AA; AS; AA-T; AS-T; Certificate

Program Name: Child Development, Associate Teacher Level-I

Academic Year: 2023

Name of Faculty Submitter(s): Dr. Sarah ShaBazz-Ugwumba

I. Program Description

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

- A. What is the program mission and how does it support the institutional mission?
We are dedicated to helping students build a strong foundation for their careers in early childhood care and education. We empower them to become effective teachers and leaders, valuing their unique perspectives and contributions. Our program aims for ongoing improvement and excellence in early childhood care and education.
- B. What is the program vision and how does it support the institutional vision?
Our vision is to provide quality education in the early childhood field for our students to meet the expectations and guidelines of the State of California and other Community Colleges, as well as potential employers in our community, the State of California, and our country.

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

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C. Please provide a short program description:

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

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

Foster innovative approaches to ensure every student can succeed equitably.

Cultivate a culture of learning and innovation through inspiration.

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

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

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

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)

Online is the only option. All courses are 67.4%. This marks an 10.1% increase from 2021/2022 57.5., but a notable decrease compared to 2020/2021 (72.6). According to the data 76.4 percent full tme and 57.6% part time faculty.

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B. Retention Rate by

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

All courses retention rates have increased. (2020/2021) 80.2%, (2021/2022) 80.2%, and (2022/2023) 86.0%

C. Section Count by

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

Online: 2020/2021 (16), 2021/2022 (14) 2022/2023 (13) total 43

Faculty:

D. Enrollment Count by

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

	2020/2021	2021/2022	2022/2023
ONL	16	14	13
FT	8	0	6
PT	8	14	7
Total	16	14	13

E. Class Size Average by

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

	2020/2021	2021/2022	2022/2023
	32	29	43

F. Efficiency: WSCH, FTES, FTEF

	2020/2021	2021/2022	2022/2023
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FT	50%	0	48.9%
ONL		100%	
PT	50%		52.1%

Student Equity Course Data

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

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Multiple options for knowledge acquisition | <input checked="" type="checkbox"/> Presentation of resources from campus departments | <input checked="" 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 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 checked="" 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.
 Course Retention 83.9 % B/AA compared to 87.5% H and 91.1% W success rate the difference is not much.
- C. What innovative plans or projects will help to close these gaps?
 Individuals of Black and African American (B/AA) backgrounds tend to exhibit enhanced responsiveness when they encounter individuals who share similar racial or ethnic characteristics. Consequently, augmenting the representation of B/AA faculty and staff within Barstow Community College may yield considerable benefits. It is essential to complement this effort with sustained and robust support mechanisms, including the establishment of a Black Student Union, the implementation of the Umoja Program, and the provision of community mentors. These initiatives should ideally be led by individuals who serve as relatable role models for our students, fostering a sense of belonging and engagement within the B/AA student community. Course Retention

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?
 Unknown/This information is not reflected in the data.
- D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).
 Click or tap here to enter text.

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. Begin to understand how to research theories,	83.7% Meets or exceeds expectation. 16.3 does not meet expectation	Provide more support to all students. Refer to tutors and

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social interrelationships and create developmentally age appropriate activities, implement teaching strategies, and develop a curriculum based on observations and assessments that contribute toward the development of the young child.		learning support centers if earning grade less than 80%.
B. Begin the journey of becoming an advocate for young children, understand how to seek appropriate resources that support best practices for young children.	83.7% Meets or exceeds expectation. 16.3 does not meet expectation	Provide more support to all students. Refer to tutors and learning support centers if earning grade less than 80%.
C. Articulate the components of a learning environment that supports the emotional, cognitive, language, physical and social domains of the child.	83.7% Meets or exceeds expectation. 16.3 does not meet expectation	Provide more support to all students. Refer to tutors and learning support centers if earning grade less than 80%.
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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?

Unknown, Unable to locate data reflecting this information.

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

Results were the same for all three PLOs.

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

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

All areas can benefit from improvement. Students in this program usual do well. They are high level students who have completed previous certificates to get to this level.

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- What actions can help grow or improve these areas moving forward?
Fostering a sense of belonging for students and making sure they are informed about the available support resources.

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

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

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

There is not a significant difference and all percents exceed 80%

88.9	68.9	83.3
H Females	B/AA Females	W Females

Hispanic and white female students still achieve slightly above Black/African female students. At this level all achieve a success rate which exceed 80%.

Offering sufficient support to enhance the success rate of Black/African American students will contribute to a more positive overall outcome.

Program Data and Analysis

A. Demographics

		Ethnicity	
B/AA	N/A	77	68.9
H	N/A	81.0	88.9
W	7N/A	100.0	83.3
2020/2021		2021/2022	2022/2023

Student success rate

B. Award Count

The award count has been very low with one award in 2020 and one in 2021. Eleven certificates were earned in 2022/2023

2020/2021 7	2021/2022 0	2022/2023 5
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C. Student Equity Program Data

- Specifically discuss any equity gaps that have surfaced in the data. These gaps have been addressed previously (B/AA students, older/returning students ages 25-29).
- What innovative plans or projects will help to close these gaps?
 Individuals of Black and African American (B/AA) backgrounds tend to exhibit enhanced responsiveness when they encounter individuals who share similar racial or ethnic characteristics. Consequently, augmenting the representation of B/AA faculty and staff within Barstow Community College may yield considerable benefits. It is essential to complement this effort with sustained and robust support mechanisms, including the establishment of a Black Student Union, the implementation of the Umoja Program, and the provision of community mentors. These initiatives should ideally be led by individuals who serve as relatable role models for our students, fostering a sense of belonging and engagement within the B/AA student community

D. Student or Program Satisfaction Survey Results

No data available

E. CTE-specific data

- CTE Advisory Boards
 - Labor Market data
 - Program Viability
- Not available

F. Comparative data (compared to BCC and/or compared to other programs)

There has been an increase in earned certificate within the last year.

G. 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.

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

This is a higher level certificate. It is level four, there certificates have to be earned before students are on this level. More students are achieving this level.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	74%	76%	
Certificates	81	97	

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Degrees	437	524	
Transfers	213	287	
*Licensure Exam Pass Rates	70%	79%	
*Employment Rates	60%	73%	

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

This is a higher level certificate. The rate has improved significantly and is expected to continue to increase.

**Applicable to CTE*

Guided Pathways and Response

- A. Name of the Guided Pathway that your program is a part of
Public Service and Education
- B. List the other programs (clusters) that are part of your Guided Pathway
Child Development, Early Childhood (ADT), Elementary Education (ADT), Administration of Justice, Administration of Justice (ADT), Corrections, Emergency Medical Technicians, Liberal Arts, Pre Allied Health Science.
- C. Provide a summary of how your program collaborates with other programs (clusters) in your Pathway.

Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.

Meetings, conferences, professional development.

Faculty/ Program Staff Data and Analysis

- A. **Faculty Load (FTEF)**
13 FT 16 PT
- B. **FT/PT/OL Faculty Ratio**
32.8:43.3

1.47:1.93
- C. **Faculty Professional Development**
 1. Please list any professional development that faculty members have participated in (Standard 3.2)
ACCCTEP Conference, SEPI Conference, CCTE Span Conference
 2. Please list any professional development that faculty members would benefit from (Standard 3.2)
NAEYC Conference, ECE Conference, CAAEYC Conference, (All related to early childhood education).

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- Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
No, More staffing and support is needed.

D. Overall Observation of Data on Faculty

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

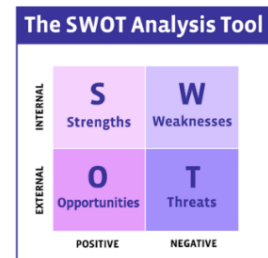
Provide an analysis of the “big picture.”

Click or tap here to enter text.

SWOT Analysis

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

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



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

III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

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

GOAL #1

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

A. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

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

Choose an item.

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

C. Relationship to Guided Pathways

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

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

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Mentoring and Support:

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

Community Building and Inclusivity:

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

Feedback Mechanisms:

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

E. Please list outcome statements for each objective.

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

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

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participating in social and cultural events will increase, contributing to a vibrant and diverse campus community.

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

F. Briefly explain how you will measure the outcome.

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

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

People to provide support and guidance is the most needed resource. Students need a sense of acknowledgement, belonging, and support. Student groups and organization on campus lead by people who look like them and they can relate to. An effective method to give students a voice so they can explain what they need to be successful.

GOAL #2

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

B. This Goal is

New

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- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

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

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

- D. Relationship to Guided Pathways

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

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

Community involvement and collaboration, to obtain a location on the campus or on close proximity to the college.

Committee to work on the plan

Admin support to make this possible

- I. Please list outcome statements for each objective.

Click or tap here to enter text.

- J. Briefly explain how you will measure the outcome.

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

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

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

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GOAL #3

Click or tap here to enter text.

C. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

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

Choose an item.

Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

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

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

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

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Click or tap here to enter text.

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

Click or tap here to enter text.

Previous Goals/Outcomes

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

Unaware of any previous goals or outcomes.

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IV. Resource Requests:

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. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
Goal # 1	Click or tap here to enter text.	Personnel/staffing Umoja Specialist, Black Student Union Lead, 2 nd Full time Child Development Faculty, additional part-time faculty.	\$72,000 \$250,000	Yes	N/A
Goal #2	Click or tap here to enter text.	Facility to house child care center/lab	\$3,000,000	Yes	N/A
Goal # 1	Click or tap here to enter text.	Professional Development via conferences and work shops	\$5000	No	CTE PD
Goal # 1	Click or tap here to enter text.	All material an supplies need to adequately stock a well equipped childcare facility.	\$60,000	Yes	N/A

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Goal # 2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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