

# 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, AS

Academic Year: 2023

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

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## I. Program Description

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

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

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

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C. Please provide a short program description:

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

Foster innovative approaches to ensure every student can succeed equitably.

Cultivate a culture of learning and innovation through inspiration.

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

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

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

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## II. Program Effectiveness

*The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.*

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

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

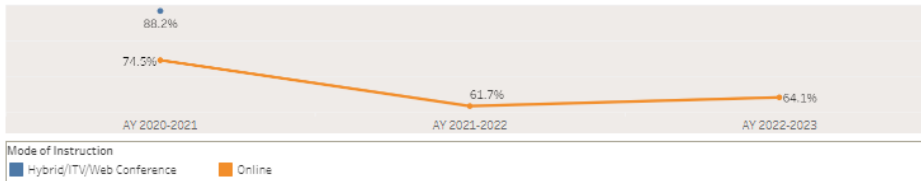
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## Course Data and Analysis

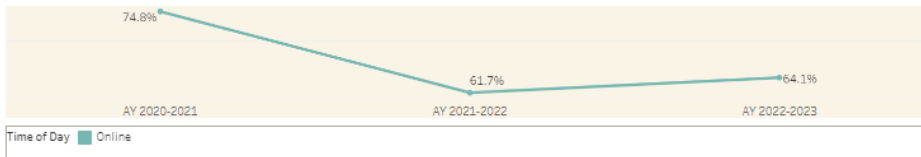
### A. Course Success Rate by

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

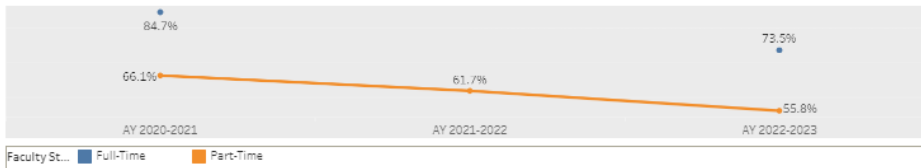
Method of Instruction



Time of Day



Faculty Status



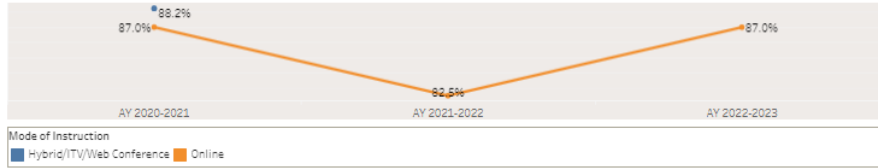
CHLD 4 (a core class taken by students in various disciplines) which is a beginning class Online is 70.0%, CHLD 49 (specific to early childhood majors) which is a final class is 95.7%. Online is the only option. All courses are 64.1%. This marks a notable decrease compared to prior years. This decline might be indicative of students who, despite experiencing a decline in attendance and participation, were not dropped from the courses after the census date and subsequently received failing grades. The professor was previously unaware of the possibility of dropping students after the census date. According to the data 73.5 percent full time and 55.8 part time faculty. These numbers exceeds 100%. Unsure of what this illustrates.

### B. Retention Rate by

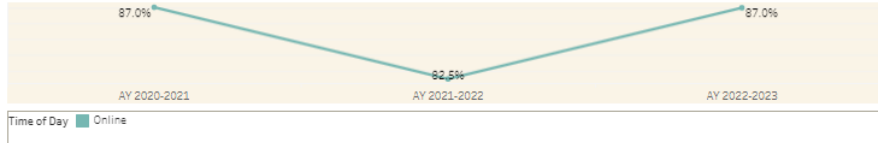
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

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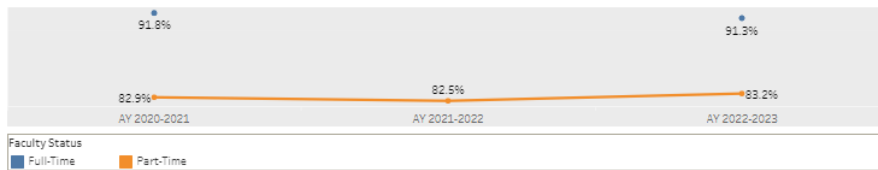
Method of Instruction



Time of Day



Faculty Status



All courses, modes of instruction and faculty status are 87 percent.

## C. Section Count by

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

Section Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing	1			1
Online	27	23	23	73
Grand Total	28	23	23	74

Section Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Online	28	23	23	74
Grand Total	28	23	23	74

Section Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	12		11	23
Part-Time	16	23	12	51
Grand Total	28	23	23	74

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## D. Enrollment Count by

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

Enrollment Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing	17			17
Online	835	640	740	2,215
Grand Total	852	640	740	2,232

Enrollment Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Online	852	640	740	2,232
Grand Total	852	640	740	2,232

Enrollment Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	391		346	737
Part-Time	461	640	394	1,495
Grand Total	852	640	740	2,232

## E. Class Size Average by

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

Students per Section by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferen..	17.00			17.00
Online	30.93	27.83	32.17	30.34
Grand Total	30.43	27.83	32.17	30.16

Students per Section by Time of Day

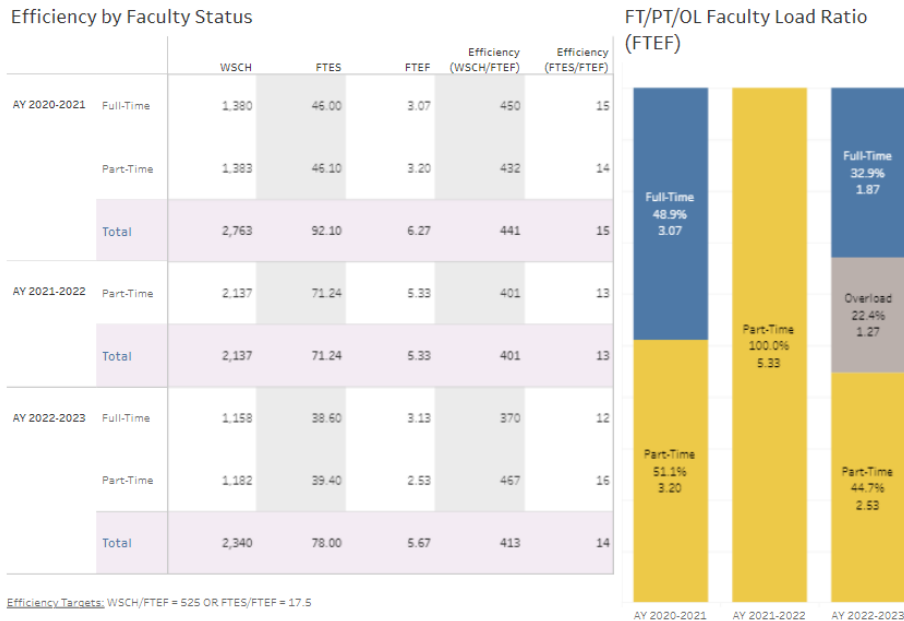
	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Online	30.43	27.83	32.17	30.16
Grand Total	30.43	27.83	32.17	30.16

Students per Section by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	32.58		31.45	32.04
Part-Time	28.81	27.83	32.83	29.31
Grand Total	30.43	27.83	32.17	30.16

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## F. Efficiency: WSCH, FTES, FTEF



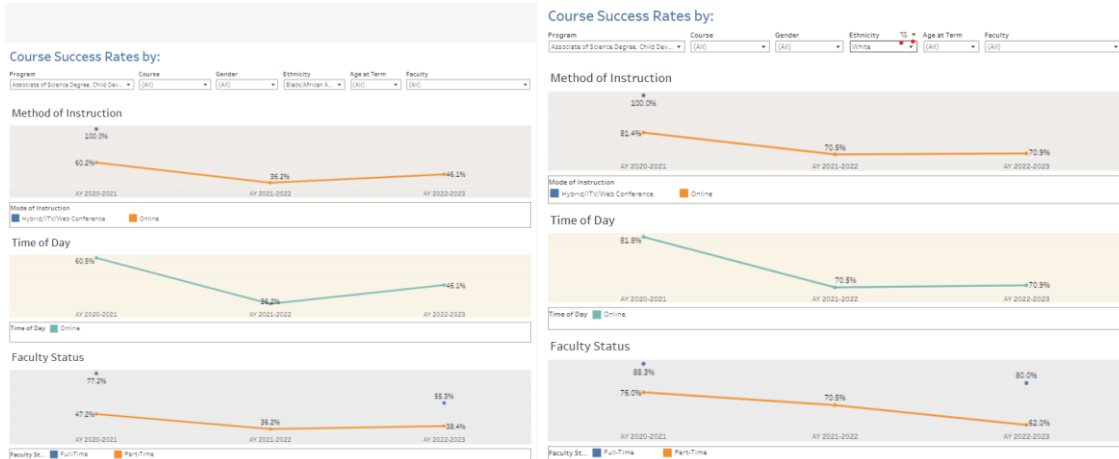
## Student Equity Course Data

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:<br>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.



46.1% B/AA compared to 70% W success rate

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

Individuals of Black and African American (B/AA) backgrounds tend to exhibit enhanced responsiveness when they encounter individuals who share similar racial or ethnic characteristics. Consequently, augmenting the representation of B/AA faculty and staff within Barstow Community College may yield considerable benefits. It is essential to complement this effort with sustained and robust support mechanisms, including the establishment of a Black Student Union, the implementation of the Umoja Program, and the provision of community mentors. These initiatives should ideally be led by individuals who serve as relatable role models for our students, fostering a sense of belonging and engagement within the B/AA student community.

## Curriculum

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

Yes  No

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

Yes  No

Click or tap here to enter text.

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).

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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. Apply research theories, social interrelationships and developmentally age appropriate activities, teaching strategies, and develop a curriculum based on their observations and assessment that contribute toward the development of the young child.	White students 80 percent, all others <62%.	Provide more support to all students. Refer to tutors and learning support centers if earning grade less than 80%.  Suggestion: Increase faculty/staff diversity to mirror the African American student demographic.
B. Advocate, identify and implement policies, principles, and laws which support infants and toddlers, or preschool age children or children with special needs, or after-school aged children.	White students 80 percent, all others <62%.	Provide more support to all students. Refer to tutors and learning support centers if earning grade less than 80%.
C. Demonstrate skills learned to create a high quality learning environment that facilitates the emotional, cognitive, language and social domains of the child.	White students 80 percent, all others <62%.	Provide more support to all students. Refer to tutors and learning support centers if earning grade less than 80%.
D. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
E. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?

Unknown, Unable to locate data reflecting this information.



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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. Overall score should exceed 70%.

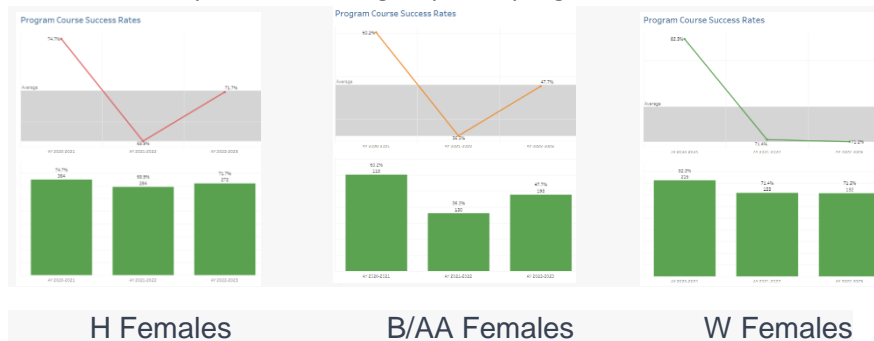
- What actions can help grow or improve these areas moving forward?  
Fostering a sense of belonging for students and making sure they are informed about the available support resources.

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

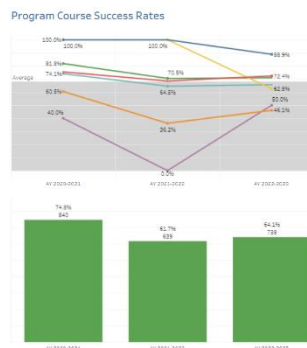
- What actions can the program take to support equitable outcomes?

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?



Despite a notable decrease, Hispanic and white female students still achieve scores above 70%, while Black/African female students achieve a success rate of just 47%, which is below 50%. This data highlights the necessity for providing extra support to Black/African American female students to enhance their chances of success.



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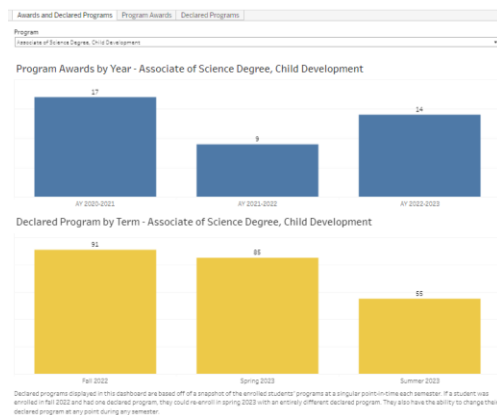
The success rate of Black/African American students is adversely affecting the college's overall performance. Offering sufficient support to enhance the success rate of Black/African American students will contribute to a more positive overall outcome.

## Program Data and Analysis

### A. Demographics



### B. Award Count



### 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

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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**

Click or tap here to enter text.

**E. CTE-specific data**

- CTE Advisory Boards
- Labor Market data
- Program Viability

Click or tap here to enter text.

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

Click or tap here to enter text.

**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?  
Click or tap here to enter text.
2. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.  
Click or tap here to enter text.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	<b>74%</b>	<b>76%</b>	
Certificates	<b>81</b>	<b>97</b>	
Degrees	<b>437</b>	<b>524</b>	
Transfers	<b>213</b>	<b>287</b>	
*Licensure Exam Pass Rates	<b>70%</b>	<b>79%</b>	
*Employment Rates	<b>60%</b>	<b>73%</b>	

*\*Applicable to CTE*

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## 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)

Click or tap here to enter text.

### B. FT/PT/OL Faculty Ratio

Click or tap here to enter text.

### 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).
3. 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.”

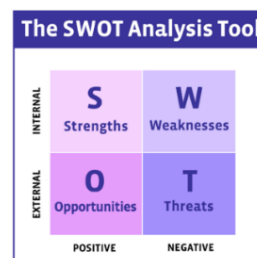
Click or tap here to enter text.

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## SWOT Analysis

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

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



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

### III. Program Goals, Objectives, and Outcomes

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

As you develop goals and objectives,

- Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).
- indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)
- Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).
- Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).
- 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

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- 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.

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.

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E. Please list outcome statements for each objective.

By implementing these support strategies, the college can significantly enhance the success and retention of students, ultimately helping them achieve their educational goals. Mentoring will improve academic performance, higher retention rates and Increased graduation rates.

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

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

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

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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.

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## GOAL #2

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

B. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

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



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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

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*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.

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## **Previous Goals/Outcomes**

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

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 <sup>nd</sup> Full time Child Development Faculty, additional part-time faculty.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Goal #2	Click or tap here to enter text.	Baby Think it Over doll	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Goal # 2	Click or tap here to enter text.	Facility to house child care center/lab	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Goal # 1	Click or tap here to enter text.	Professional Development via conferences and work shops	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Goal # 2	Click or tap here to enter text.	All material an supplies need to adequately stock a well equipped childcare facility.	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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