

# 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: Associate of Arts Degree for Transfer, English

Academic Year: 2022-2023

Name of Faculty Submitter(s): Abe Aboud, Dr. Christie Firtha, Susan Nylander, Dr. Penny Shreve

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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:

What is the program mission?

The English Department at Barstow Community College prepares students to accomplish their academic, professional, and personal goals by providing them with opportunities to improve their **communication**, language, organization, and academic quality writing skills. The faculty, courses, and program provide opportunities for **global awareness** through access to literature, critical thinking through reading and writing, and personal and **professional growth** through communicating consistently, professionally, and respectfully. (2015-2016 PR)

What is the program vision?

Our vision is to provide quality education in writing, reading, **literature understanding** and overall English communication for our students to meet the expectations and guidelines of other community colleges, the universities to which our students will transfer, as well as potential employers in our community, the state and the country. (2015-2016 PR)

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Please provide a short program description:

The Associate of Arts-Transfer degree in English was approved by the Chancellor's office in 2013. The program offers students the opportunity to earn a transfer degree in English that is accepted at most CSU and UC campuses. (2015-2016 PR)

The English department consists of four full time and several part time instructors. The full time instructors **make the final decision on** materials such as textbooks that the department uses to maintain consistency. **However, part-time faculty input is often requested, and** part-time faculty can choose supplemental materials as well. There are common assessments for each level taught that were created by the full time instructors. **These are in eLumen and are recommended to be used for all Faculty in the core composition courses: ENGL 1A and ENGL 1C. This creates consistent and aggregated assessment of** student success and outcomes regardless of which instructor teaches the course. (2015-2016 PR)

The program has established several courses with OER and has a fully online, ZTC AA-T Pathway. A 2-year master schedule allows all of the literature **courses listed in the degree** to be offered at least once in a two-year cycle. **The cycle includes not only the courses to be offered, but primary instructors to be assigned as all English faculty are qualified to teach all English courses according to minimum qualifications, but not all English instructors have existing experience or depth of knowledge in all areas of literature.**

The program has a robust presence at Fort Irwin, online, on campus, and is **core to the Transitional College schedule which prepares high school students to more seamlessly enter college as well as graduate high school with over a year of community college units earned.**

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

## **Innovate to Achievable Equitable Student Success**

- **Promote the Program Degree:** The English AA-T program works with other areas to promote the program – Presented at student workshops on English degree and humanities areas (2019?).
- **PT Training and Collaboration:** Requested funding to pay part-time faculty for English area specific training: norming, changes and expectations in CORs that can impact evaluations. General evaluations expectations, and common shared assessments to use in eLumen
- **OER/ZTC:** Most courses have been revised to include OER option and English has a fully online, ZTC AA-T Pathways
- **Faculty Professional Development:** Faculty have continued professional development in culturally responsive teaching topics including humanizing courses, equitable teaching, and culturally responsive teaching. See Faculty Professional Development section below.
- **Equity and culturally sensitive response:** Susan Nylander presented on microaggressions to college faculty and tutors (2020)

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## Ignite a Culture of Learning and Innovation

- **EventBrite workshop series:** Started in 2021 with open EventBrite workshops on topics of interest to BCC students, staff, and people not associated with BCC. **The presenter topics were not on composition, but other areas of general interest such as Graphic Novels, Writing Haiku, Writing Confessional Poetry, How to get Published and two screenwriting workshops.** Workshops were presented by PT faculty and in collaboration with other disciplines including COMM and ARTS. **In most cases, attendance from non-BCC participants was equal or higher than BCC participants.**
- **PT Training and Collaboration:** Requested funding in 2021 to pay part-time faculty for English area specific training: norming, changes and expectations in CORs that can impact evaluations. General evaluations expectations, share OER materials to promote more OER text adoptions, and use common shared assessments in eLumen. English faculty were able to work in breakout groups in paid training in Spring 2022 on eLumen, and discussed shared assessments in eLumen.
- **PT Inclusion and Collaboration:** PT faculty are invited to department meetings. In Zoom, more PT faculty attend, but still usually only 10-20% of the total discipline PT faculty. Meetings cover topics such as plagiarism defense strategies, retention strategies, curriculum and outcomes revisions, role in Guided Pathways, tutors/writing center, and OER suggestions. These help create more consistency in teaching and sharing best practices with colleagues.

## Build Community

- **EventBrite workshop series:** Started in 2021 with open EventBrite workshops on topics of interest to BCC students, staff, and people not associated with BCC. The presenter topics were not on composition, but other areas of general interest such as Graphic Novels, Writing Haiku, Writing Confessional Poetry, How to get Published and two screenwriting workshops. **Several workshops were presented by PT faculty.**
- **Campus Events:** Promote heritage month and other events such as poetry month, black history month, Native American history month, and so on. Many of these events were side-lined during Covid. However, they have occurred since the last full program review for the program.
- **Dept Meetings:** The ENGL dept. meets anywhere from 2-4 times a semester as a general department meeting. PT faculty are invited to department meetings. In Zoom, more PT faculty attend, but still usually only 10-20% of the total discipline PT faculty. Meetings cover topics such as plagiarism defense strategies, retention strategies, curriculum and outcomes revisions, role in Guided Pathways, tutors/writing center, and OER suggestions. These help create more consistency in teaching and sharing best practices with colleagues.
- **PT Training and Collaboration:** Requested funding to pay part-time faculty for English area specific training: norming, changes and expectations in CORs that can impact evaluations. General evaluations expectations, and common shared assessments to use in eLumen

## Achieve Sustainable Excellence in all Operations

- **Writing Center** Spearheaded the creation of a starting writing center within tutorial center
- **Work Directly with Tutorial:** FT English faculty worked with tutors in training related to improving tutoring and insight into student issues: BCC resources available to students, growth mindset, helping with resumes, how to deal with difficult students, helping students write

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scholarship letters, as well as discipline specific questions. PT faculty work with tutorial on Direct Learning Activities and the Canvas shell resource for students and instructors

## 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

#### Course Success Rate by

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

Course Success Rate	2019-2020	2020-2021	2021-2022	Course Success Rate	2019-2020	2020-2021	2021-2022
All courses & modes	74.5%	69.4%	68.5%	African American	68.0%	57.7%	55.3%
# of students	954	787	749	# of students	128	97	114
Online only	73.8%	69.4%	68.2%	Hispanic	73.6%	71.2%	70.5%
# of students	604	787	737	# of students	455	378	363
Live/Traditional	84.60%	NA	NA	Pacific Islanders	69.2%	17.6%	43.8%
# of students	156	NA	NA	# of students	13	17	16
Hybrid/Blended	68.6%	NA	83.3%				
# of students	194	NA	12				
FT Faculty	74.30%	74.80%	75.50%	African American Males	75.9%	60%	57.6%
# of students	272	444	383	# of students	29	15	33
PT Faculty	74.60%	62.40%	61.20%				
# of students	682	343	366				

Looking at success numbers in the last 3 years, it is clear the impact of COVID on the department and students. The drop in success is evident. The overall course success dropped 5% in 2020-2021. This dip was not experienced in FT faculty classes, but only in PT faculty classes. This suggests that PT faculty may have been rushed into classes online (as almost all courses were only online in the last two years), especially those who have not regularly taught online prior. Also as a rule, PT faculty have less access or knowledge of the intervention resources or regular support or communication with peers to discuss and problem solve issues. This drop in PT faculty success continued into 2021-2022 dropping another 1%. This suggested that PT faculty need more support from the department and the college as well as experience with online student obstacles. The ethnic groups selected were based on BCC being a Hispanic serving college, a state trend of lower success with African American students, especially males, and a noted significant drop in 2020-2021 COVID year for Pacific Islander students. All groups dropped

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in 2020-2021, and all but Pacific Islanders continue to drop in 2021-2022. As most ENGL sections are taught by PT faculty, this matches the previous numbers.

In addition to the support stated above, a recurring discussion point at BCC and across the state is the significant increase in plagiarism from students. This would also impact success as students are usually awarded a grade of 0 for plagiarized assignments, and repeated plagiarism would usually result in an F in the class.

While the big drop of Pacific Islanders in 2020-2021 is surprising, discussion did not reveal any threats or specific factors to account for this other than COVID online courses. The actual number of Pacific Islanders is relatively small, so factors affecting only a few students would have a significant effect on data.

Success Rate - Lit				Retention Rate			
	2019-2020	2020-2021	2021-2022		2019-2020	2020-2021	2021-2022
All Lit courses & mod	80.9%	74.6%	84.2%	Black/African American	79.7%	76.3%	80.7%
<i># of students</i>	141	126	158	<i># of students</i>	128	97	114
Online only	80.9%	74.6%	84.2%	Hispanic	70.0%	77.8%	89.2%
<i># of students</i>	141	126	158	<i># of students</i>	61	54	74
Live/Traditional	NA	NA	NA	Pacific Islanders	100.0%	50.00%	50.0%
<i># of students</i>	NA	NA	NA	<i># of students</i>	2	2	4
Hybrid/Blended	NA	NA	NA				
<i># of students</i>	NA	NA	NA				
FT Faculty	82.6%	75.8%	85.0%	African American Males	100.0%	0.0%	60.0%
<i># of students</i>	121	120	140	<i># of students</i>	2	3	5
PT Faculty	70.0%	50.0%	77.8%				
<i># of students</i>	20	6	18				

Success rates ONLY on Literature classes (exclusign ENGL 1C and SPAN 1A) numbers are significantly improved

Overall lit trend show drop in 2020-21, but above pre-pandemic numbers in 2021-22

- Enrollment dropped 11% in 20-21; in 21-22 surpassed pre-pandemic numbers by 12%
- Success dropped 6% in 20-21; in 21-22 surpassed pre-pandemic numbers by 3%

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## Retention Rate by

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

Retention Rate	2019-2020	2020-2021	2021-2022	Retention Rate	2019-2020	2020-2021	2021-2022
All courses & modes	85.5%	82.3%	86.2%	Black/African American	79.7%	76.3%	80.7%
# of students	954	787	749	# of students	128	97	114
Online only	83.3%	82.3%	86.0%	Hispanic	85.7%	83.6%	88.2%
# of students	604	787	737	# of students	455	378	363
Live/Traditional	89.1%	NA	NA	Pacific Islanders	76.9%	35.30%	75.0%
# of students	156	NA	NA	# of students	13	17	16
Hybrid/Blended	89.70%	NA	100%				
# of students	194	NA	12	African American Males	89.7%	80.0%	75.8%
FT Faculty	85.3%	86.0%	89.0%	# of students	29	15	33
# of students	272	444	383				
PT Faculty	85.6%	77.6%	83.3%				
# of students	682	343	366				

As in the success area the drop in retention is significant in COVID year for PT faculty while the retention rate surprisingly increased for FT faculty. One possibility raised in discussion was the reduction of physically transporting to the work site or losing time between classes and committee with walking back and forth to meetings. Attendance at meetings and commitments did not reduce, but the time spent moving from location to location was saved, thus allowing for more time dedicated to students and the courses. Also by not being physically in class, instructors were more accessible to online students more often. While PT faculty retention dropped in COVID year 2020-2021, retention rose almost to pre-COVID numbers in 2021-2022.

With PT faculty teaching more sections usually this pattern aligned with the overall course retention. One noticeable trend was the increase of FT faculty enrollments and lowering of PT faculty enrollment. Clearly FT faculty were able to take and retain students. MOU on oversized classes did contribute to this. The ethnic groups were chosen as explained in the section above.

Retention rose in 2021-2022 for African Americans and Hispanic students – though success did not have an upward trend. Retention in fact exceeded pre-COVID retention numbers with those groups. More discussion on this is needed, but one factor was again related to having more time to respond and work with students during what was previously travel time (to BCC or between commitments). Another factor that was considered was the online office hours and zoom meetings that made students more comfortable reaching out than showing up in instructors office during set office hours. Online access seemed to be increased and students seemed more comfortable reaching out. Response time was also anecdotally improved – most responses were in 24 hours or less instead of the BCC policy of 48 hours or less.

The retention for Pacific Islanders again dropped the most in 2020-2021 COVID year, and rose in 2021-2022. However, unlike the Black/African American And Hispanic groups, the retention is still lower than pre-COVID numbers.

The Black/African American still is a downward trend in 2020-21 and 2021-22. However, this trend in retention is not as large in comparison to the success number for this group.

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While faculty could see no recognized correlation, the actual enrollment of this group doubled from 2020-21 to 201-22, and is now higher than Pre-COVID enrollment. Considering overall enrollment was still 200 lower than preCOVID in 2021-22, this seems significant and is relevant to later data sections.

Retention Rate - Lit	2019-2020	2020-2021	2021-2022	Retention Rate	2019-2020	2020-2021	2021-2022
All courses & modes	84.4%	82.5%	90.5%	Black/African American	77.8%	61.1%	77.3%
<i># of students</i>	141	126	158	<i># of students</i>	128	97	114
Online only	84.4%	82.5%	90.5%	Hispanic	82.0%	85.2%	94.6%
<i># of students</i>	141	126	158	<i># of students</i>	61	54	74
Live/Traditional	NA	NA	NA	Pacific Islanders	100.0%	50.00%	75.0%
<i># of students</i>	NA	NA	NA	<i># of students</i>	2	2	4
Hybrid/Blended	NA	NA	NA				
<i># of students</i>	NA	NA	NA				
FT Faculty	86.8%	83.3%	91.4%	African American Males	100.0%	0.0%	60.0%
<i># of students</i>	121	120	140	<i># of students</i>	2	3	5
PT Faculty	70.0%	66.7%	83.3%				
<i># of students</i>	20	6	18				

Overall lit trend show drop in 2020-21, but above pre-pandemic numbers in 2021-22

- Enrollment dropped 11% in 20-21; in 21-22 surpassed pre-pandemic numbers by 12%
- Retention dropped 2% in 20-21; in 21-22 surpassed pre-pandemic numbers by 6%

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## Section Count by

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

Program	Associate of Arts Degree for Transfer, English			
Course	(All)			
<b>Section Count by Instructional Method</b>				
	AY 2019-2020	AY 2020-2021	AY 2021-2022	Grand Total
Hybrid/ITV	10		2	12
Online	29	38	34	101
Traditional	8			8
Grand Total	47	38	36	121
<b>Section Count by Time of Day</b>				
	AY 2019-2020	AY 2020-2021	AY 2021-2022	Grand Total
Afternoon	4		2	6
Day	8			8
Evening	6			6
Online	29	38	34	101
Grand Total	47	38	36	121
<b>Section Count by Faculty Status</b>				
	AY 2019-2020	AY 2020-2021	AY 2021-2022	Grand Total
Full-Time	14	21	19	54
Part-Time	33	17	17	67
Grand Total	47	38	36	121

**Section count** for PT faculty has reduced in 2020-21 and 2021-22. This reduction fits with the loss of 200 students discussed in the previous retention section. The FT number of sections increase was extreme in 2020-21, COVID year. This seems to be due to the switch to online and not all PT faculty being able to quickly make the shift. The 2021-22 section number dropped closer to pre-COVID numbers.

**Section count by Faculty Status:** Understandably Online sections increased to replace the live classes, but total sections dropped during COVID year 2020-2021. Sections continued to drop in 2021-2022 to 11 sections fewer than Pre-COVID. Again the 200 fewer students is a near fit for that number of sections.

**Section count by Time of Day:** No discussion on times of offerings as only real data was pre-COVID 2019-2020; so there is no comparison or trend to discuss.



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## Enrollment Count by

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

Program	Associate of Arts Degree for Transfer, English			
Course	(All)			
<b>Enrollment Count by Instructional Method</b>				
	AY 2019-2020	AY 2020-2021	AY 2021-2022	Grand Total
Hybrid/ITV	193		13	206
Online	601	790	741	2,132
Traditional	155			155
Grand Total	949	790	754	2,493
<b>Enrollment Count by Time of Day</b>				
	AY 2019-2020	AY 2020-2021	AY 2021-2022	Grand Total
Afternoon	81		13	94
Day	151			151
Evening	116			116
Online	601	790	741	2,132
Grand Total	949	790	754	2,493
<b>Enrollment Count by Faculty Status</b>				
	AY 2019-2020	AY 2020-2021	AY 2021-2022	Grand Total
Full-Time	271	445	386	1,102
Part-Time	678	345	368	1,391
Grand Total	949	790	754	2,493

**Enrollment Count by Instructional Method and time of Day:** No discussion on times of offerings as only real data was pre-COVID 2019-2020; so there is no comparison or trend to discuss.

**Overall Enrollment Count** As discussed earlier, there is a drop of 200 students in English courses from pre-COVID 2019-2020.

With PT faculty teaching more sections usually this pattern aligned with the overall course retention.

**Enrollment Count by Faculty Status:** One noticeable trend was the increase of FT faculty enrollments and lowering of PT faculty enrollment. The MOU on oversized classes may have contributed to this.

PT faculty in the 3 year timeframe still teach more students than FT faculty, though that trend is changing in the unique COVID impacted years. This underscores the importance of PT faculty being well-educated on resources and students intervention options such as early alert, as well as norming and using same assessments in eLumen is important to the consistency of the discipline.

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## Class Size Average by

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

Program	Associate of Arts Degree for Transfer, English			
Course	(All)			
<b>Students per Section by Instructional Method</b>				
	AY 2019-2020	AY 2020-2021	AY 2021-2022	Grand Total
Hybrid/ITV	19.30		6.50	17.17
Online	20.72	20.79	21.79	21.11
Traditional	19.38			19.38
Grand Total	20.19	20.79	20.94	20.60
<b>Students per Section by Time of Day</b>				
	AY 2019-2020	AY 2020-2021	AY 2021-2022	Grand Total
Afternoon	20.25		6.50	15.67
Day	18.88			18.88
Evening	19.33			19.33
Online	20.72	20.79	21.79	21.11
Grand Total	20.19	20.79	20.94	20.60
<b>Students per Section by Faculty Status</b>				
	AY 2019-2020	AY 2020-2021	AY 2021-2022	Grand Total
Full-Time	19.36	21.19	20.32	20.41
Part-Time	20.55	20.29	21.65	20.76
Grand Total	20.19	20.79	20.94	20.60

**Student Per Section by Instructional Method and Time of Day:** No discussion on times of offerings as only real data was pre-COVID 2019-2020; so there is no comparison or trend to discuss.

Overall Class sizes have increased slightly each year during the three year time frame . Two of largest increases were as follows:

- 1) FT sections in COVID year 2020-2021 rose by approx. 2 students in each section
- 2) PT increase in Post-COVID year 2021-2022 rose by approx. 1.5 students in each section.

Again allowing MOU oversized classes, may be part of this. However, being fully online is probably an equally important factor as online classes tend to have higher enrollment than same sections live or hybrid. See **Student Per Section by Instructional Method** numbers for 2019-2020. Online sections usually had approx. 1.5 more students per section.

In discussion, the department recognizes the small numbers cannot inform trends. However, based on anecdotal evidence and trends in education across the state, it seems likely that standard traditional fully live classes will not be most students' choices in post-COVID era. Hybrid and more interactive online with set zoom meetings may be the most effective alternatives.

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## *Student Equity Data*

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

Goals to search out specific webinars and trainings focused on **Black/African American male** retention, success, and effectiveness and/or have speakers present at BCC

Though the enrollment, success and retention is much better in literature, retention and success are lower for **Black/African American male** than most demographic areas.

Find out if a learning community is still viable and ENGL 13A African-American Lit is a good fit for a learning community focused on this demographic group

Investigate retention success for **Pacific Islander** students , though in Literature the numbers were less than 25% of the total numbers, though the drop was from 100% to 0% success. This investigation will cover the overall, but primarily focus on ENGL 1C,

Currently 50% of FT have attended CVC CRT courses (through CVC or in-house)  
or other equity related trainings

We have no quantified data yet for PT on equity training

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Efficiency: WSCH, FTES

Program		Associate of Arts Degree for Transfer, English				
Course		(All)				
Efficiency by Faculty Status						
		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2019-2020	Full-Time	855	28.50	3.33	256	9
	Part-Time	2,655	88.51	8.68	306	10
	<b>Total</b>	<b>3,510</b>	<b>117.01</b>	<b>12.01</b>	<b>292</b>	<b>10</b>
AY 2020-2021	Full-Time	1,660	55.33	4.40	377	13
	Part-Time	1,374	45.80	4.47	308	10
	<b>Total</b>	<b>3,034</b>	<b>101.13</b>	<b>8.87</b>	<b>342</b>	<b>11</b>
AY 2021-2022	Full-Time	1,404	46.80	4.84	290	10
	Part-Time	1,454	48.47	4.56	319	11
	<b>Total</b>	<b>2,858</b>	<b>95.27</b>	<b>9.40</b>	<b>304</b>	<b>10</b>
Efficiency Targets:						
WSCH/FTEF = 525						
FTES/FTEF = 17.5						

English, especially composition courses, will always be lower FTES than other straight lecture content courses. While FT FTES will almost double in 2020-2021 from previous year, PT is almost 50% reduced. Again the quick unexpected drop in enrollments is a factor. The scheduling could not respond to that unknown shift to COVID protocols. Overall both FTES and WSCH have dropped 13% in COVID year, but only 5% more in 2021-2022. Data suggests the spiral of lost FTES and WSCH has slowed and hopefully will stabilize soon.

Despite those numbers, efficiently WSCH/FTEF has increased, and FTES/FTEF is stable.

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## *Curriculum – Course Outline of Record*

During the last 3 years, the English Dept. has submitted most CORs to the curriculum for modifications to add OER and some other issues as well.

Courses modified with OER option are as follows: ENGL 1A, 1C, 2, 3, 5, 7, 12, and 12B

Other curriculum actions for ENGL program and courses over last 3 years

- ENGL 5 approved for online
- ENGL 1A updated for AB 705 and approved for C-ID
- ENGL 12 updated to meet UC transfer approval - Approved
- ENGL 194 revised to assist in AB705
- ENGL 192 and 193 inactivated
- ENGL AA-T approved and PLOs revised

No one from ENGL is on the curriculum committee, Curriculum suggested that be a requirement or recommendation, but have not yet changed membership or reached out to ENGL FT faculty.

## *Overall Observation of Data on Courses*

This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Reflect on how your program data compares to the [Institution-set Standards](#). 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.”

Overall, enrollment has dropped in the last two years to almost 200 below pre-COVID. Offerings for hybrid and online in 2021-2022 and Fall 2022 have lower numbers than in the past. Current students are choosing online options. Composition classes are still feasible for hybrids, but fully live classes seem to not be as effective as in the past.

FT faculty are taking on larger enrollments and sections than in the past most likely because of less time spent on travel and transition, allowing for more student contact.

FT faculty retention and success is higher than PT especially during COVID years. Need for more support and helping PT faculty know interventions and resources is important.

The increase in plagiarism in the discipline as discussed anecdotally and from state wide discussion webinars also impacts success.

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**For Program Learning Outcomes Assessment data, summarize findings in the PLO section below.**

Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
<p>PLO 1. Write essays that demonstrate college-level composition skills, such as organization, a strong thesis, credible content, and appropriate citations..</p>	<p><b>Students and Expectations</b>            61 = Exceed Expectations            60 = Meets Expectations            23 = Do not meet Expectations</p> <p>Fall 21 is the semester with largest # of students assessed. The Expectation numbers are significantly different in ratio than other semesters. Only semester with less in Exceeds Expectations that the other two expectations added together.</p> <p>No assessed students in SPAN relate to ENGL PLOs. We know SPAN was assessed at least one semester, so either SPAN has not been mapped or CSLOs do map to ENGL PLOs</p>	<p>Find disaggregated data if possible</p> <p>Discuss expectations and if possible have general norming of the expectations</p> <p>Norming and discussion of expectations with PT faculty requires focused paid meetings</p> <p>What made Fall 21 unique. What have faculty done differently since then in preparing students, assessing, or other aspect</p> <p>Need focused time to discuss what elements of the composition skills aligning CSLOs to PLOs. What are main factors that determine exceeding, meeting, or not meeting expectation</p> <p>CSLOs aligning to PLO1 is primarily ENGL 1A composition. This seems valid for PLO and course focus.</p>
<p>PLO 2. Learn research and analytical techniques that will benefit them across many disciplines, including those needed for business and technical writing situations. In some classes, students will learn analysis of literature and writing in appropriate contexts.</p>	<p><b>Students and Expectations</b>            101 = Exceed Expectations            80 = Meets Expectations            2 = Do not meet Expectations</p> <p>Fall 21 is the semester with largest # of students assessed. The Expectation numbers are significantly different in ratio than other semesters. Only semester with less in Exceeds Expectations that the other two expectations added together.</p> <p>No assessed students in SPAN relate to ENGL PLOs. We know SPAN was assessed at least one semester, so either SPAN has not been mapped or CSLOs do map to ENGL PLOs</p>	<p>Find disaggregated data if possible</p> <p>Discuss expectations and if possible have general norming of the expectations</p> <p>Norming and discussion of expectations with PT faculty requires focused paid meetings</p> <p>Need focused time to discuss what PLO elements in the aligned CSLOs. What are main factors that determine exceeding, meeting, or not meeting expectation</p> <p>CSLOs aligning to PLO1 are primarily Literature courses. This fits best with 2nd part PLO, Most courses apply to varying degrees to 1st part on analysis – level may vary though.</p>
<p>PLO 3. NA</p>	<p>NA.</p>	<p>NA.</p>

# Instructional Program Review Template

## Program Data and Analysis

### Demographics

#### Enrollment, All program Courses

in overall numbers, most groups dropped during COVID year 2020-2021, but have started to rise again in 2021-2022

Areas that have not started to rise yet: Asian/Filipino. Hispanic, and white

	9-2020	2020-2021	2021-2022
Asian/Filipino	593	430	382
Black/African Am	3202	2460	2628
Hispanic	9175	7653	7393
Native Am	124	85	88
Pacific Island	337	250	259
Two or More	2233	1418	1470
White	5153	4354	3759

#### Enrollment, Literature Courses only (Excluding ENGL 1C and SPAN 1A)

In Literature specific courses, enrollments, success, retention numbers are higher in 2021-22 than in pre-pandemic years. This aligns with the increased declared majors as well.

Enrollment - Literature	2019-2020	2020-2021	2021-2022
Asian/Filipino	2	3	2
Black/African American	18	18	22
Hispanic	61	54	74
Pacific Islander/Hawaiian	2	2	4
Two or More	24	18	12
White	34	31	44
<b>ALL Literature courses</b>	<b>141</b>	<b>126</b>	<b>158</b>

The highest demographic group is Hispanic. This should be a consideration in selecting readings when possible.

# Instructional Program Review Template

## Award Count

Award Counts	2019-2020	2020-2021	2021-2022
English AA-T degrees	4	1	7

Award counts have almost doubled from 2019.

English as declared major has also increased 79% from 2019-20 to 2021-22

Student Declaring English AA-T			
Year	2019-2020	2020-2021	2021-2022
# students	72	93	129
Increase from previous year		29.2%	38.7%

## Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

African American and Hispanic groups in success and retention dropped in COVID year 2020-2021, but are rising again.

African American males are still significantly lower than other groups. The department needs to get more information and steps on how to connect, retain, and assist this group towards success.

The learning community intended for last year did not pan out due to admin changes. Connection to BRASS and other groups focusing specifically on Black/African American Males is suggested as well as being available for any future learning communities with this focus.

We see ENGL 13A as a solid venue to explore texts and concepts specific to the group as well

Other changes will include considering possible materials related to Black/African American males including the following new release specific to the High Desert for ENGL 11: *The High Desert: Black. Punk. Nowhere* by James Spooner

The above consideration will be given for the high number of Hispanic enrollment as well

## Student or Program Satisfaction Survey Results

No program surveys were administered.

Will work with a research office to determine if one is needed. If so in collaboration with research office, one will be created and administered with help of research office, A&R, and if needed all ENGL faculty in their sections



# Instructional Program Review Template

## *CTE-specific data*

- CTE Advisory Boards
- Labor Market data
- Program Viability

NA, CTE required.

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

NA, CTE required.

## *How is your program doing overall based on observation of program data?*

This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Reflect on how your program data compares to the [Institution-set Standards](#). 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.”

- Overall English AA-T is growing in declared majors and degrees awarded.
- Success and retention are on the upswing overall
- Literature courses are in most areas above pre-pandemic numbers in enrollment, retention, and success. Literature courses are the majority of course work and a way to see specific interest in English programs.
- Though numbers are positive in literature, ENGL 1C should have more focused review as a whole department. Also ENGL 1A as the prerequisite for all English courses in the program.
- Through anecdotal and state and educational reports, plagiarism is increasing, but BCC does not have specific data on this at this time.
- While most other areas consider English as a needed core, English is not as deeply connected in discussions or cross-over possible training as fits its role in educational journey.
- Equity and Culturally Responsive Teaching can help to improve success and retention overall, but especially disaggregated groups who most benefit from equity lens.
- Looking at PLO data, review on mapping and data especially PLO #2 may need faculty discussion to understand trends better.
- SPAN 1A may not fit in the program and should be reviewed as possible removal from the degree list. No PLO data and only connection to PLOs is one CSLO listed as introductory to one PLO.

# Instructional Program Review Template

## Guided Pathways and Response

*Name of the Guided Pathway that your program is a part of*

Humanities Cluster

*List the other programs that are part of your Guided Pathway*

- Associate of Arts Degree for Transfer, Philosophy
- Associate of Arts Degree, Humanities

*Provide a summary of how your program collaborates with other programs in your Guided Pathway*

- ENGL faculty have regular discussions with faculty in PSYC, COMM, MUSI, and TART on general instruction and best practices. Most of these are in related programs and/or in the local AA degree in Humanities with English.
- Faculty in ARTS and COMM presented for the ENGL EventBrite workshops
- Faculty in BIO and ENGL have had a learning community in the past and stay connected looking for more opportunities to cross-disciplines and/or build a new learning community.
- FT Faculty participated in planning a learning community cohort for Black/African American males with disciplines: Math, CHEM, COMM, and ETHN. However, when the admin organizer left BCC, the discussions stalled.
- ENGL faculty coordinated with PAC, TART and MUSIC faculty in 2019-2020 to try and start a summer Musical Theater Academy for middle school students. This was at a stage to look for grants and discuss funding other community funding when the COVID pandemic caused projects like this to stall. Also the change of Admin PAC director may cause this to be postponed even more.
- Many ENGL instructors offer extra credit to attend theater productions

## Faculty/ Program Staff Data and Analysis

*Faculty Load (FTEF)*

ENGL courses like other restricted CAP courses, are unlikely to ,meet the efficiency goals set as perfect efficiency by higher education

Based on BCC CAP and hours per week (course lecture hours), The ENGL Dept. Seems to be at max efficiency it can be at 10, 11, 10 for the past three years. See Table below

## Instructional Program Review Template

	A	B	C	D	E	F.
Perfect Efficiency goals	Section Enrollment	Course HRS per week Full term	Enr*Hrs	Course HRS % of FTEF load	column C/D	FTEF/FTEF (*.1)
Metrics	35	3	105	0.2	525	17.5
BCC standrds for ENGL	Max 27 in most sections (less than 10% have higher CAP)	Lecture hours are 4 (less than 15% have lower hrs)		4 lecture hrs impact LOAD	column C/D	FTEF/FTEF (*.1)
BCC English Metrics	27	4	108	0.27	400	10

This is a quick review, without separating out hors or Caps for the few courses at 3 hrs or higher CAPs.

- A) Lit classes (usually 4 or less offered each semester) Higher CAPs
- B) ENGL 194 (usually 2 or less offered each semester) Lower Course hrs

However, most sections are ENGL 1A and ENGL 1C - with 27 CAP and 4 lecture hours–The average sections offered over the last 2 years = 33 sections.

While the department hopes to improve enrollment in the Lit classes, this will tie into the Gaol of promoting the English AA-T degree.

### *FT/PT/OL Faculty Ratio*

In 2019-2020, one faculty was doing mostly non-instructional work in TLSC and committee release time. This resulted in lower FT FTEF for FT. This was also pre-COVID so PT FTEF was over twice as high as PT FTEF

FTEF		2019-2020	2020-2021	2021-2022	TREND
FT Faculty	FTEF	3.33	4.4	4.84	Still rising
FT Faculty	FTEF	28.50	55.33	46.8	Dip and rising
PT Faculty	FTEF	8.68	4.47	4.56	Dip and rising
PT Faculty	FTEF	88.51	45.8	48.47	Dip and rising
<b>TTL</b>	FTEF	12.01	8.87	9.40	Dip and rising
<b>TTL</b>	FTEF	117.01	101.13	95.27	Still downward

In following years of COVID the FT FTEF has been slightly higher than PT FTEF. With an increase of enrollment and FTES, this trend should change to higher PT FTEF.

Most areas dipped for 2020-2021, but have started to slightly rise in 2021-2022.

The two areas are not following that trend:

# Instructional Program Review Template

- 1) Rising FT Faculty FTEF. This seems to be due to MOUs and all faculty now primarily having instructional load
- 2) FTES overall still downward. This is in keeping with the lower enrollment FTES across the state and institution.

## *Faculty Professional Development*

### **Aboud**

- **Professional Events:**
  - Elumen Training (Jan, 16, 2020)
  - Faculty Evaluation Training (Sept. 2, 2020)
  - Strengthening Student Success (October 13-15, 2021)
  - Introduction to the Pathways to Equity Learning Series (Aug 31, 2021)
  - Ethnic Studies Summer Institute (Aug. 2, 2021)
  - Curricular Options for Supporting English Learners in College Composition (Aug. 27, 2021)
  - Faculty Evaluation Training (Sept. 17, 2021)
  - Faculty Evaluation Training (Aug 28, 2022)
  - Program Planning & Outcomes Assessment Faculty Training (May 5-7, 2022)
- **Subscriptions:**
  - Language Learning & Technology
  - Reading in a Foreign Language

### **Firtha**

- Awarded position of Faculty Coordinator of Distance Education and Instructional Technology
- Completed equivalency for Ethnic Studies and ESL
- Co-Instructor for BCC's Equity & Culturally Responsive Online Teaching - 4-week course (2022)
- Peralta Online Equity Conference (2022)
- Online Teaching Conference (2021)

### **Nylander**

- Online Teaching Conference (2021)
- Southwest Popular & American Culture (SWPACA) Conference presenter (2014-2020)
- Awarded publishing contract for second essay collection with McFarland
- Pacific and American Modern Language Association (PAMLA) Conference presenter (2019)
- Teaching Canvas with Equity in-house course (2022)
- Moderator for OAC mini-training (2022)

### **Shreve**

- Completed doctorate in Organizational Leadership (2021)
- Student Learning Outcomes Conference (2020-2021, presenter, 2022 participant)
- SLO statewide groups (COACHes) regular webinars and presenters (2019-2022)
- Student Learning Outcome AVID (2019)
- California Acceleration Project Community of Practice (2016 & 2019)

# Instructional Program Review Template

- Southwestern Popular Culture Conference (2018-2020, presenter)
- Equity & Culturally Responsive Online Teaching - CVC 4-week course (2022)
- Ethnic Studies Graduate Certificate - in progress (to be completed May 2023)

## Other Ethnic Studies Related University Courses

- ETST12 Rituals and Myths UCR, 2022
- AFST 645 Harlem Renaissance, SFSU, 2022
- AA S 542 Asian American Childrens' Literature, SFSU, 2022

## Short Trainings / Webinars related to teaching

- Meeting Students' Diverse Needs: Universal Design for Learning (CVC 2022)
- IARGS Series: Celebrating Diversity with Graphic Novels (Korean-American culture) (2022)
- Teacher Workshop: Ruth Asawa: Artist & Activist (Japanese artist and internment camps) (2022)
- Psychochronology Everyday Life: LGBTQ Author, Alison Bechdel, (Harvard Humanities Center 2022)
- Teacher Workshop, Colorful Stories: Teach Harlem Renaissance – National Portrait Gallery (2021)
- Using Persepolis to Teach About Middle East - Institute Regional & International Studies (2021)
- Science of a Diverse Community (2021)
- Race Conversations: Implicit Bias Training (2020)
- Cultural Collisions - **Certified Diversity Training (2020)**
- Dyslexia for a Day: A (Virtual) Simulation of Dyslexia - Dyslexia Training Institute (2020)
- Jane Elliott: Candid Conversation on Race and Privilege (2020)
- Racial Microaggressions Workshop (RECET 2020)
- Robin DiAngelo, Ph.D. - Author of "White Fragility" Event (2020)
- First Gen Identity and Resilience in Pop Culture Narratives (2020)
- Teacher Workshop, Inspiring Student Writing Current Events: African-American protests (2020)

## *Program Staffing and Support*

- FT faculty = 4
- PT faculty = 10 in spring 2022,
- PT faculty = approx. 20 pre-COVID 2019-2020

No staff support or student workers

Several faculty have used embedded tutors and/or embedded librarians

- Embedded support needs best practices to be sure faculty know what practices have worked best in other courses.
- Faculty and embedded support needs time earmarked to work together to be most effective
- Talk with librarian on how to have a viable library assignments/activity

# Instructional Program Review Template

## *Overall Observation of Data on Faculty*

This section provides an opportunity to tie in all the data about the faculty. 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.”

**Despite Lit improvement surpassing pre-pandemic numbers, the department has noted areas that need improvement overall.**

### **Culturally Responsive Teaching (CRT)**

- ENGL/Humanities dedicated training for faculty on addressing inequities by CRT type training preferably the in-house ECRT

### **Focus on improving success and retention of Black/African American Males**

- Rethink and create best practices for reading/texts and class structures / processes
- Build awareness and responsiveness to what motivates this group or derails them
- Attend state webinars, events, and conferences with this equity lens as feasible

### **Increase PT knowledge/awareness of BCC resources and processes**

- Request more discipline specific onboarding in Hiring process
- Ensure ENGL Canvas resources are up-to-date on normally needed resources, and are being used by PT faculty.
- Have regular PT training – especially with new hires on Dept expectations, resources, and available college resources.

### **Continuing FT faculty as majority of load and committees remotely**

- Overall, faculty saw they were more available to students remotely. Having days and blocks of time instructors do not commute or attend committees f2f allowed more accessibility
- While still having a physical presence, make effective use of time to allow faculty to be more accessible to student remotely with more stream-lined schedules
- This may include classes with synchronous ZOOM meeting instead of live lectures
  - Anecdotal evidence:
  - *Instructor Comments: Seems that more students prefer to reach out in email or text than ever before, instructor use of email apps and google texting allows faster responses to students; days without commuting allows more accessibility.*
  - *Student Comments: Fast replies, available zoom meeting is helpful; emailing and texting classes did not feel like an online class with students feeling isolated in learning.*

### **Strengthen plagiarism prevention (see goal #6)**

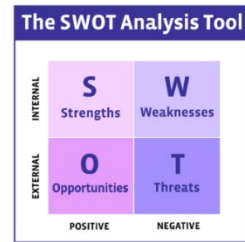
## Instructional Program Review Template

- Attend Trainings on strategies and create usable prompts and processes to reduce plagiarism
- Canvas module sharing strategies and state and BCC processes on plagiarism for new, incoming faculty, especially English
- Request scheduled all faculty meeting time to share plagiarism trends, additional tips for spotting plagiarism, as well as creating plagiarism resistant discussion and writing prompts
- Request accounts for plagiarism search tools and other available tool such as essay repository sites that make plagiarism easier for students on commonly assigned topics

# Instructional Program Review Template

## 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.



	<b>Positive/ Helpful</b>	<b>Negative/ Harmful</b>
<b>Internal</b>	<p><b>STRENGTHS</b></p> <p>FT faculty meet regularly and share work on required projects such as Program Review and curriculum updates</p> <p>Most English courses have OER options approved on CORs.</p> <p>Strong knowledge of college policy, practice, and changes in multiple areas as FT faculty are members of key college committees</p> <p>FT faculty on key committees able to bring info to the department: DEITC, OER, Senate</p>	<p><b>WEAKNESSES</b></p> <p>Not enough dedicated time to meet and have extended time to talk about the program, courses, or changes needed</p> <p>PT faculty often feel disconnected to the dept. and changes end up being more reactive on their parts than informed and proactive</p> <p>PT faculty not enough on-boarding with college resources, not dedicated department meetings (or Guided Pathway meeting) in larger all-Division and Best Practice meetings</p>
<b>External</b>	<p><b>OPPORTUNITIES</b></p> <p>Fully online, ZTC English AA-T program available to students and more OER options being made available for faculty and OER courses</p> <p>In-house equity training and CRT through ITC</p> <p>More free state equity training for faculty: Academic Senate, Chancellor's office, CVC, etc.</p>	<p><b>THREATS</b></p> <p>Student readiness - AB 705 improves overall program success, but courses still struggle with multiple levels especially in ENGL 1A and 1C</p> <p>Low enrollment trends</p> <p>Plagiarism violation increases</p> <p>OER access integration in Canvas difficulties</p>



# Instructional Program Review Template

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## III. Program Goals

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 **three to five Program Goals** to maintain or enhance program strengths, or to address identified weaknesses.
  - Some programs may only have three program goals while others may have four or five—that is okay.
  - Cite evidence from assessment data and/or other student achievement data, course, faculty, etc.
- Indicate how each Goal is **Aligned** with the College's [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.
- Identify specific **Actions, Tasks** to meet the objectives.
- Develop **Outcome** statements and appropriate measures for each objective.
- Identify specific **Resources** needed to meet goals and objectives.

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### GOAL #1 = P

**Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to the English AA-T.**

*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

#### *Objective 1*

Encourage more students to declare ENGL AA-T and complete the program

#### *Actions, Tasks*

- Engage with counseling and students to promote ENGL AA-T
- Attend counselor meetings when feasible or appropriate
- Provide incentives and guidance to students looking for opportunities and academic careers in the field.
- Retain declared majors. Get a list of declared majors and check class rosters for declared majors, make time for focused conversation on the major with students. Offer ongoing assistance and informal mentorship
- Coordinate with counseling and other college services to increase awareness and interest in the program through events such as the **Big Read**
- Look at viability of an English scholarship through BC foundation or other funding sources

# Instructional Program Review Template

## Outcomes, Measures, Assessment

Use A&R and OIR Data

### *Objective 2*

**Continue to emphasize equity-centered practices to continue improving student retention and success (see retention and success data)**

#### Actions, Tasks

- Foster a welcoming and supporting environment to students, and encourage a diverse and engaging academic climate that caters to a wide variety of students and learning styles
- Facilitate student success by cooperating with other facilities at the college to empower students to meet their goals
- **Discuss with management and related faculty on Learning Community for African American Men . The previous one was stalled. If this is viable, offer ENGL 13A African American Literature as a possible course in the Learning Community**
  - Other possible courses/instructors: Jennafer Worland (COMM), Peter Esperanza (Math), Bobby Seals (Ethnic Studies), and Ramon Vasconcellos (History/Econ).
- Desired Result: 100% FT and 50% PT attending opportunities in next 3 years of the PR cycle. This will be through promoting Equity and Culturally Responsive Teaching (CRT) opportunities for PT and FT faculty as well as requesting conference funding for events as they arise.
- Focused analysis of minority and underprivileged students, and offer support tailored to their needs and requirements
- Create / collaborate on PT on-boarding resources/ training – especially with new hires on English Dept expectations, resources, and available college resources.
- Continuous PT faculty training and resources
- 

#### Outcomes, Measures, Assessment

- Use A&R and OIR Data
- Faculty survey/attendance at Equity and Culturally Responsive Teaching (CRT) events
- Learning community outcomes analysis
- on-boarding or department module of Dept expectations, resources, and available college resources

### *Objective 3*

**Promote English courses, tutoring, and other services to students across academic and non-academic disciplines**

#### Actions, Tasks

- Create flexible course schedules to meet the needs of a wider pool of students
- Engage with tutoring and counseling to provide students with proper academic and emotional support

## Instructional Program Review Template

- Promote interest in English skills across disciplines on campus
- English related events to showcase positives of degree like the Big Read, benefits of the degree, or other related events

### Outcomes, Measures, Assessment

Use research office data and outcomes

Attendance at English focused events

Records of English specific training with Tutors, if available to ENGL program

### Resources Needed (for Goal 1)

- Funding for ENGL related events such as the big read of engaging events showcasing english degree, english topics, or interest
- Funding for appropriate Equity and Culturally Responsive Teaching training for FT and PT faculty.
- Funding to paye PT faculty to attend Campus training such as best practices on Equity and Culturally Responsive Teaching

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### GOAL #2 = A

**Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faculty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs**

*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
- **Strategic Priority 4:** Achieve Sustainable Excellence in all Operations

### Objective 1

Provide support for writing as an essential skill across disciplines

#### Actions, Tasks

- Focus on hiring quality tutors to offer students help with writing
- Increase support and funding for tutor training
- Maintain professionalism among tutor
- Promote PT faculty as mentors and resources in TLSC and for tutors

#### Outcomes, Measures, Assessment

A&R data

### Objective 2

Establish a writing center to provide tutoring in English

#### Actions, Tasks

- Seek funding and space for a writing center

## Instructional Program Review Template

- Train and hire staff and tutors with faculty supervision
- Make services available to students of all disciplines

Outcomes, Measures, Assessment

A&R data

### *Objective 3*

Focus on training for faculty and tutors responsible for writing

Actions, Tasks

- Offer opportunities for training and professional development
- Provide coaching and support to tutors and staff
- Cooperate with other departments and faculty to offer writing skills assistance

Outcomes, Measures, Assessment

A&R data

### Resources Needed

Click or tap here to enter text.

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### GOAL #3 = S

#### **College -Wide reading project that allows for community engagement as well**

Making reading and book discussions more college and community-wide, we have investigated and presented ideas on reading college and community wide from NEA Big Read project. (tentative suggestion at this point is *There, There* by Tommy Orange. NEA Big Read project. The Arts Council of San Bernardino County has offered to assist, but will need some college funding and support with faculty time and orientation in-service and other faculty meetings. A grant application will open in mid-October through the [National Endowment for the Arts Big Read | Arts Midwest](#) and we will apply.

Invite and host poets and other writers of note such as Sherman Alexie, Tommy Orange (author of one of the Big Read texts), etc. to visit and speak utilizing the PAC/Black Box theater to celebrate poetry month (April) or during African-American history month or women's history month or Native-American Heritage month.

Present live shows such as Ian Ruskin's one-man shows *To Begin the World Over Again: the Life of Thomas Paine* and/or *Magic and Lightning: Into the Mind of Nicola Tesla* at the PAC inviting students and faculty from a variety of classes to see a performance and engage with the actor/writer of these plays that can be linked to English composition, critical thinking, and literature courses..

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

- **Strategic Priority 2:** Ignite a Culture of Learning and Innovation

## Instructional Program Review Template

- **Strategic Priority 3: Build Community**

### *Objective 1*

Reading across the disciplines/Campus.

#### Actions, Tasks

Apply for The Big Read to be an official member of The Big Read and get buy-in from faculty and staff across the college and into the wider community by inviting the local public library and civic groups, city council, and other area leaders to join in this project.

#### Outcomes, Measures, Assessment

By inviting the wider college and Barstow area groups to join in reading a common text, creating reading discussion groups, and promoting the college throughout the region, we will be promoting literacy, highlighting the college's commitment to community and lifelong learning, and better connections between college groups and community members. We will measure this through college and community involvement in the project.

### *Objective 2*

Invite literary producers to visit the campus and book shows that connect to literary and historical figures.

#### Actions, Tasks

Create a list of writers, poets, and other literary figures to visit the college to present/read their works and/or offer lectures to students and the community. Work with the PAC manager for booking/logistics of talent.

#### Outcomes, Measures, Assessment

By bringing writers and others to the PAC, we are connecting our students and the community with literacy in action. The attendance of students and community members will allow us to identify which authors and shows most resonate with the campus and wider community.

### *Objective 3*

Book shows that have theatrical value as well as connect to literature will be most desired.

#### Actions, Tasks

Create a list of shows and work with the PAC manager for booking/logistics of talent.

#### Outcomes, Measures, Assessment

By working across the disciplines, i.e., bringing theatrical productions to the PAC that connect with literature, history, and other disciplines, we will be reaching across the campus to multiple departments and creating ways for our students and the community to better see the literature they are reading come to life on the stage. The attendance of students and community members will allow us to identify which authors and shows most resonate with the campus and wider community.

#### Resources Needed

- Funding for honorariums/possible lodging for guest speakers.

# Instructional Program Review Template

- Funding not covered by any potential grant money received for class sets of The Big Read texts and promotional materials for community promotion.

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GOAL #4 = P

**Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.**

*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

## *Objective 1*

Attendance of PT Faculty at ENGL meetings and other ENGL related events, and create accessible working documents corresponding with events

### *Actions, Tasks*

- Offer a Zoom option for ENGL dept meetings and other related events
- Invite PT faculty
- Record key meetings
- Canvas module with training materials and recordings

### *Outcomes, Measures, Assessment*

Attendance and annual survey to PT faculty on attendance, time availability, topics of interest to encourage attendance

## *Objective 2*

Norming and assessing faculty training/workshop with 50% or more of PT attendance

### *Actions, Tasks*

- Request funding to pay for attending and norming work
- Zoom meeting options with online sharing of materials.

### *Outcomes, Measures, Assessment*

Attendance, norming data, policies with PT input

## *Objective 3*

NA.

### *Actions, Tasks*

NA

# Instructional Program Review Template

Outcomes, Measures, Assessment

NA

## Resources Needed

- Funding for training and norming for PT faculty.
- Collaboration with TLSC for ENGL/tutoring training or dialogue

---

## GOAL #5 = C

**Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, and using more equity based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, maintaining the fully online ZTC English AA-T pathway.**

*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

### *Objective 1*

Increase use of OER and Low-cost textbooks to further promote the OER English AA-T program

### Actions, Tasks

- Encourage adoption of OER  
– work with sharing examples of OER readings and assignments with other ENGL faculty (professional development and/or online repository)
- Overdrive for library to ensure more equitable sharing of and access to course material
- Only one course, ENGL 11, does not have full OER options, but it is taught only once every two years and faculty will reflect on this becoming an OER option as well.
- Increase faculty participation in OER training/professional development BCC or other
- PT training and meetings to discuss OER best practices

### Outcomes, Measures, Assessment

- For the last PR update, we stated we'd like ENGL CORs to have OER options. We now have OER options for all English courses that are part of our ZTC AA-T pathway. OIR data on OER pathway and enrollment in OER sections to see trends
- Data on number many sections offered using OER for increases and trends
- Data on faculty participation in OER training/professional development BCC or other

### *Objective 2*

Maintain fully online, ZTC English AA-T pathway

### Actions, Tasks

- Work with counseling and curriculum to ensure courses required for AA-T keep OER options that are updates as needed for curriculum

# Instructional Program Review Template

- Work with FT/PT faculty to share content and uses of OER

## Outcomes, Measures, Assessment

- For the last PR update, we stated we'd like ENGL CORs to have OER options. We now have OER options for most English courses and have established a ZTC AA-T pathway for English. OIR data on OER pathway and enrollment in OER sections to see trends
- Data on number many sections offered using OER for increases and trends

## Objective 3

Continue to work with the online office to employ more targeted department training and develop more understanding of and resources for student technical abilities, including professional development on adding **diversity, humanizing, equity assessment, and addressing blocks for disproportionately impacted groups** in writing and literature classes. Content in OER for these specific groups and focuses

## Actions, Tasks

- Continue to offer Zoom option for ENGL meetings and other DEITC related events
- Create accessible working documents corresponding with events and projects
- Participate in more faculty training /workshops/discussions on equity/diversity
- When appropriate request PT pay for attending key training

## Outcomes, Measures, Assessment

- English meetings have all had Zoom options. Part-time faculty occasionally attend.
- DE faculty coordinator position is currently a funded position
- The Pilot Learning Community Aimed for African American Men did not develop as hoped due to some of the project leaders vacating their positions.
- Data of English faculty participation in the Equity & Culturally Responsive Online Teaching, both as students and instructors. Survey and attendance lists
- Data of English faculty participation in other Equity & Culturally Responsive Teaching training and opportunities - Survey and attendance lists

## Resources Needed

- Flex funding for training for part-time faculty
- Funding for FT/PT attending related events
- Funding to pay PT to attend related faculty best practices on related topics
- Additional instructional technology, including but not limited to items such as the following:

### **Ed Puzzle**

**Quizlet Pro** - Pro version has some cool tools shown in the 2022 summer conference, great ideas for student self-paced practices

**Plagiarism sites** -- not just Turnitin.com - but sites students use to get papers. Faculty can have the ability to search common sites. (Bartley, 123Helpme, etc.)

**Jamboard and Padlet** - Limited free version, but a pro version could be great or limited licenses

**Kahoots** - Limited free version, but a pro version could be great

**Doodle** - Making videos that might be more universal



# Instructional Program Review Template

## Harmonize

### GOAL #6 = A

**Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, and academic dishonesty, and lack of professionalism in student works**

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

- **Strategic Priority 1:** Innovate to Achieve Equitable Student Success
- **Strategic Priority 2:** Ignite a Culture of Learning and Innovation
- **Strategic Priority 4:** Achieve Sustainable Excellence in all Operations

#### *Objective 1*

Faculty increased focus and increased awareness of the harms of cheating and provided clear guidance and awareness to students early in multiple mediums and using just in time interventions and information.

#### *Actions, Tasks*

- Provide early and regular training and BCC guidelines on plagiarism and processes for faculty
- Clear guidelines and procedures easily and regularly available to all faculty for dealing with cases of plagiarism and cheating
- Work with counseling and other departments on awareness, detection, and strategies for reducing plagiarism in assignments

#### *Outcomes, Measures, Assessment*

- Documented tracking data and reports of plagiarism -
- English Instructor reported (survey)
- Deans of Instruction lists tracking violations reported across college if available

#### *Objective 2*

Emphasize the effects of having wide-spread plagiarism on academic performance, morale, and enrollment.

#### *Actions, Tasks*

- Focus on plagiarism as an ongoing problem in higher education which has been exacerbated during the Covid-19 Pandemic, especially in online courses (NPR report for 8/27/21).
- Highlight the fact that plagiarism is “contagious” and has the propensity to spread among students, which leads to low morale, false expectations, and lack of seriousness.

#### *Outcomes, Measures, Assessment*

- Documented tracking data and reports of plagiarism -
- English Instructor reported (survey)
- Deans of Instruction lists tracking violations reported across college if available

# Instructional Program Review Template

## Objective 3

Use of and additional exploration of more early detection software that make students aware of this before submissions for FT/PT faculty

### Actions, Tasks

- Make available any software that would help with early detection
- Share with faculty any techniques that would help catch plagiarism or prevent it
- Discuss policies that would help us deter students from resorting to plagiarism or repeating it

### Outcomes, Measures, Assessment

Counseling, library, online office, and administration data and/or monitoring /measuring of the software success or failure.

### Resources Needed

- Software and/or training
  - Additional related instructional technology, such as **plagiarism site accounts** -- not just Turnitin.com - but sites students use to get papers. Faculty can have the ability to search common sites. (Bartley, 123Helpme, etc.)
- 
- 

## IV. Resource Requests:

What does the program need to meet its goals and objectives? 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
- Other

For all resources listed below that require a Budget Allocation Proposal (BAP), programs should submit their requests utilizing the [Budget Allocation Proposal form](#) and submit with their program review. The BAP form may also be updated and submitted in Years Two and Three if needed.

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
Goal 1 Goal 4 Goal 5	Obj 2, Obj 1, 2, Obj 3	Funding for paid PT training: Norming, course expectations, OER, equity especially for	\$2,000 annually as needed	YES	Click or tap here to enter text.

## Instructional Program Review Template

		target groups needing extra assistance or awareness			
Goal 1 Goal 3	Obj 3 Obj 1, 2, 3	English focused events for college including speakers: Ruskin, Sherman, etc	\$3,000 - 4,000 annually	YES	Click or tap here to enter text.
Goal 1 Goal 3	Obj 3 Obj 1, 2, 3	<b>Big Read</b> funding for events, available texts for students on scholarship, and promotional materials	\$1,500	YES	Click or tap here to enter text.
Goal 4 Goal 5	Obj 1 Obj 3	Flex funding for part-time Dept. faculty to attend department meetings	\$1,500 annually as needed	YES	Click or tap here to enter text.
Goal 6	Obj 1,2,4	Pay for fighting <b>plagiarism</b> training and software as needed	\$2000-3000	YES	Click or tap here to enter text.



# BUDGET ALLOCATION PROPOSAL

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1. Why is the request being made?

Professional development including PT faculty in work and training including OER, diversity, humanizing classes, assessment guidelines the ensure equitable assessments and shared quantity elements so outcomes data is comparable and useful.

English department has usually 15 or more faculty of which only 4 are FT. So over 2/3rds of faculty are not usually paid or required to attend training as part of their paid hours. Paying for attending trainings is ethical and more effective for sharing information an maintaining course quality.

So, to ensure effective changes and norming, PT faculty must understand the expectation, work on all course-level norming and expectations including useful and comparable expectations. This will hep implement OER, equity-assessment and effective instructional techniques as well.

Paying for attendance is the right thing to do and more likely to get more engagement.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

**Program Review Annual Update - New Goals**

**Goal 1** - Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to English AA-T.

**Goal 2** - Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faulty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs

**Goal 4** - Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

**Goal 6** - Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, and academic dishonesty, and lack of professionalism in student works

## BUDGET ALLOCATION PROPOSAL

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- b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

Outcomes were not available in last 3 years due to no PR, but as part of the planned training is to establish assessment guidelines and having equitable and comparable assessments, future data will be more accurate and useful

- c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

This is connected to 5 of the 6 goals in the 2022 **Program Review Program Review Annual Update – See New Goals**

**Goal 1** - Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to English AA-T.

**Goal 2** - Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faculty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs

**Goal 4** - Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

**Goal 6** - Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, and academic dishonesty, and lack of professionalism in student works

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

Impact on online office as accessible repository and possible assistance in implementing changes in class assignments and language may be changed.

Reducing plagiarism could reduce impact on report academic honesty violations to Academic Affairs and/or reports of violations could be have reference to tools and materials created by department to assist individual students (or other departments) reduce plagiarism in the future. Can present in all-Division or Best Practice meeting

The part related to tutoring may impact tutoring in creating training times for writing tutors to work with faculty, faculty to explain their guidelines to tutors, and other interactions between tutors and faculty. Possible time and pay for training time from tutors.

Having speakers can impact PAC or other college spaces. PAC and MO needed assistance

## BUDGET ALLOCATION PROPOSAL

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4. a) How will this resource improve student success or institutional services?

English classes will engage more practices for equity, diversity, and disproportionately impacted groups

Improving student success and retention as well as meeting ILO on Communication

Help reduce plagiarism in English and other classes

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

The success and retention over a 2-3-year cycle will be used

Also creating an EOC in class survey for writing classes to be similar in specified questions to follow student perceptions on areas such as diversity, humanizing, etc.

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

As per the mission statement, faculty must be well-prepared in expertise, strong discipline goals to meet success and make available the tools to achieve personal goals and professional growth.

PT faculty need to be part of discussions on student success, changing pedagogy and options that address equity and BCC resources, and expectations.

This happens best with planned workshops and training for which people attending are paid for attending

Mission Statement:

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the **educational tools to achieve personal goals and professional growth**. To accomplish this, the college offers traditional and distance education courses, programs, and pathways **designed to enhance student success**, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.

2. [Strategic Priorities / Strategic Goals](#)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Some of the goals are directly related to equitable assessments, improved understanding with tutors and other faculty to align more guidelines so student have a more seamless feeling in at least the basic foundations in classes. Including more OER for students, faculty agreement on norming and assessments

Strategic Priority 2: Ignite a Culture of Learning and Innovation

## BUDGET ALLOCATION PROPOSAL

By improving collaborations between faculty and look closely at obstacles for disproportionately impacted groups, student engagements and retention should improve and allow more voices in the learning process

### Strategic Priority 3: Build Community

FT and PT faculty in the department will be more unified, have more regular communication building a department community.

### 3. [Educational Master Plan](#)

#### [From Comprehensive Master Plan \(Vision 2030\) -](#)

Activity #3: Have College wide and consistent focused training on best practices and college procedures. Expected Outcomes: Deployment of best practices and procedures. (16)

Activity #2: Employee training on the importance of diversity in the workforce. Expected Outcomes: A better understanding by the employee of the value of a diverse workforce. (2)  
While this is aimed at HR and hiring, diversity must be part of training in all parts of the job, not just hiring.

Integration of Student Success and Equity in a variety of areas, including training, planning and campus dialog (117)

Perceptions About Facilities English faculty members indicated that a writing center would be of great assistance to the basic skills program students. The writing center staff would require different training that is currently provided to tutors. (134)

#### [BCC Institutional Level Outcome \(110-111\)](#)

##### **Communication**

- A. Write 1. **Communicate thoughts, ideas, information, and messages in writing.**
2. Compose and create documents, such as: letters, reports, memoranda, manuals and graphs with correct **grammar, spelling, punctuation, and appropriate language, style and format.**
3. **Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar.**

Training including updating pedagogies and shared discussions on changes in expectations and students, helps this ILO more effectively be integrated into students' BCC experiences. Basic foundations are part of faculty expertise, but rules and K-12 standards change as well as access to technology that can impact the pedagogy and accessibility and engagement.

### 4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

#### [From the BCC Professional Development Plan \(2014\)](#)

- Overall philosophy: "Because of the College's **commitment to professional growth**, BCC administrative leadership will consistently budget professional development activities.
- BCC "encourages **all employees** to engage in activities that raise the level of expertise and professionalism."



## BUDGET ALLOCATION PROPOSAL

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- The BCC Professional Development Plan goal is to “provide and support activities and opportunities which will **enhance personal growth, job performance, and social interaction among all constituency groups**, thereby developing a sense of campus **community and retaining quality employees**” (2)
- One-way BCC does this for faculty is that “Each month the Academic Affairs Office holds a mandatory **Best Practices meeting with full-time and available adjunct faculty**” (4). Unfortunately, often PT faculty are not available for mid-day faculty meetings, or the standing meeting do not address in-class needs of the PT faculty especially in regards to working better with their department

With this commitment to professional growth, and desire to include all employees, it is important for PT faculty to feel part of the instructional expertise in a department, in college goals and policies, and most directly how to use these in their own classes. Discipline level professional development, discussions, and training are critical to consistency across the discipline, strong interactions, and using agreed upon guidelines.

# BUDGET ALLOCATION PROPOSAL

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## ADMINISTRATIVE USE

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

**BUDGET INFORMATION**  
*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# BUDGET ALLOCATION PROPOSAL

Date: <u>12/2/2022</u>	Originator: <u>English Dept</u>
Program or Department Name:	<u>English Dept and English AA-T</u>
Dean/Vice President/Supervisor:	<u>Dean Rodden</u>
What are you requesting? ( <i>Brief</i> )	<u>Funding for BIG READ events and materials</u>
Amount Requested: <u>\$1,500 (1-time)</u>	<input checked="" type="checkbox"/> One-time Funding <input checked="" type="checkbox"/> Ongoing Funding
Funding Source (if known):	_____

REQUEST TYPE:			
<input type="checkbox"/> Personnel/Staffing	<input type="checkbox"/> Technology Resource	<input type="checkbox"/> Facilities Resource	<input checked="" type="checkbox"/> OTHER
<small>Complete <i>Personnel/Staffing</i> section below</small>	<small>Complete <i>Technology</i> section below</small>	<small>Complete <i>Facilities</i> section below</small>	

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year    _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	
<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance	
Indicate the intended users:	
<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other	
Is training required? <input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____	
How will it be secured? <input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password	
Have you completed and attached the <a href="#">Technology Assessment Form</a> ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	
<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other	
Is maintenance required? <input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____	

# BUDGET ALLOCATION PROPOSAL

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1. Why is the request being made?

Making learning more of a community experience helps connect classroom learning .  
Engaging student in areas related to in-class lectures and concepts allows better access.

In addition, having different learning and degrees explored outside of class can interest  
student s in new learning experixcnes in and out of class.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

**Program Review - Goals**

**Goal 1** - Continue to grow program enrollment: Increase student engagement, retention, and success rate, especially with regard to the English AA-T.

**Goal 2** - Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faulty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs

Goal 4 - Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training ideas.

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

Outcomes were not available in last 3 years due to no PR to show connections between events and outcomes.

However, reading literature and analyzing is one of the PLOs for ENGL AA-T and in all literature classes. So stronger reading connections as a campus/community steps should have impact on the outcome.

A survey of ENGL classes using the shared book will be given and other classes willing to administer a survey with certain shared questions for data on effectiveness.

## BUDGET ALLOCATION PROPOSAL

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- c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

This is connected to 3 or the 5 new goals in the **Program Review - Goals**

**Goal 1** - Continue to grow program enrollment: Increase student engagement, retention, and success rate, especially with regard to the English AA-T.

**GOAL 3** - ENGL events that promote reading, writing, and other ENGL interests

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

- Enjoyment in reading and ENGL beyond writing essays is the main reason most student choose an ENGL degree. Exploring a book as a college can increase student enjoyment of reading, literature, and expand their horizons – as is the main goal of education
- The book selected will include a diversity aspect to add to diversity in engaging students
- Free or low-cost books for student can reduce impact on disproportionately impacted groups

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

Could have impact on PIO and PAC

Events will need to promoted on campus and in the community and online. Some events may be best presented in the PAC

ENGL has worked with PIO and in some smaller ways PAC.

In most cases, scheduling and communication will be involved. Some contracts with PAC may be involved for speakers or literature related plays or presentations.

A Big Read event would need to have time to promote and cross-discipline plan with other faculty – Time in standing faculty meetings and specifically targeted adjunct faculty meetings to have more college involvement

Bookstore and other text distribution resources: Making the books free or discounted to as many possible readers by at the college through gift, EOPS type distribution, or some specific scholarship would improve the effectiveness of the program.

4. a) How will this resource improve student success or institutional services?

Events increase visibility of college to the campus and community (live and online). The relation to ENGL interest such as poetry speakers, and plays, can add dimension to classes students already are enrolled or make them interested in trying new courses.

## BUDGET ALLOCATION PROPOSAL

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Having a college-Read – a book promoted by the college to read across the college across-disciplines, and in the community can connect to learning, reading, literature, feeder schools.

Cross discipline learning is an effective way to bridge learning and usually creates a firmer foundation if some content is shared across classes. This is part of why a Learning Community is effective.

Also, by connecting more students and employees to one book, a shared dialogue is created in class and outside of class.

b) **What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?**

The success and retention over a 2-3-year cycle can be used as implied, but most effective data will be attendance to related events, involvement, survey of participating students and faculty

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

- As per the mission statement, the college goals to meet success and make available the tools to achieve **personal goals and professional growth**.
- Access to learning in multiple ways and forms is part of the tools to engage students and helping them succeed.
- Also the importance of a collaboration in discussion and ideas that cross over and involve more people organically help **designed to enhance student success**, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.

**Mission Statement:**

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the **educational tools to achieve personal goals and professional growth**. To accomplish this, the college offers traditional and distance education courses, programs, and pathways **designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society**.

2. [Strategic Priorities / Strategic Goals](#)

**Strategic Priority 1: Innovate to Achieve Equitable Student Success**

By including diverse events and allowing a deeper longer understanding of a text throughout a year means student are more likely to have a schema and foundation of adding to in the classroom and outside the classroom

**Strategic Priority 2: Ignite a Culture of Learning and Innovation**

# BUDGET ALLOCATION PROPOSAL

Learning culture must exist outside the classroom as well as in the classroom. Experiencing more modes of learning means more opportunities to ignite a student's interest.

### **Strategic Priority 3: Build Community**

Not only will student connect in a shared community of learning through shared reading and events, the college continues to be a learning epicenter in the high desert area. This student and the outlying are can be builds stronger community bonds

### 3. [Educational Master Plan](#)

#### From [Comprehensive Master Plan \(Vision 2030\)](#) - BCC Institutional Level Outcome

Strategic Priority 5: Campus Culture- Build a diverse and committed campus culture that promotes engagement among students, staff (classified/management), faculty, and the college and the community.

- **GOAL #1: Support a variety of cultural activities and interactions among students, faculty, staff and the surrounding community.**
- **Activity #1:** Expand diverse student events and increase student involvement and engagement. **Expected Outcomes:** Increased student and community engagement and participation. Create a vibrant college culture.
- **Activity #2:** Encourage faculty and staff to participate in student activities through engagement both inside and outside the classroom. **Expected Outcomes:** Increased of faculty/staff participation and involvement in campus events. Create a vibrant college culture (16)

Public Information is considering alternative ways to improve calendaring and promotion of campus events and services. (142)

#### **Institutional Learning Outcomes (ILO) (110-111)**

- Communication
  - C. Read Comprehend and interpret various types of written information
- Global Awareness
  - C. Artistic Variety 1. Arts Awareness: Assess the visual arts, dance, music and literature of one or many cultures. 2. Critical Analysis: Analyze the methods used to create art and interpret its literal and/or symbolic meaning. 3. Creativity: Engage in artistic creative endeavors.

### 4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#) , [HR Staffing Plan](#) , [Professional Development Plan](#)

#### From [Strategic Plan \(2019-2024\)](#)

Strategic Intentions: Strengthen and Expand Educational Offerings by Leading the Work of Partnering Across Systems

- Continue to develop programming that welcomes and brings the community to the college to showcase the Performing Arts Center, the Wellness Center, Athletic contests and events that elevate the community and create awareness of college offerings and opportunity. (3-4)

# BUDGET ALLOCATION PROPOSAL

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## ADMINISTRATIVE USE

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

**BUDGET INFORMATION**  
*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_





# BUDGET ALLOCATION PROPOSAL

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1. Why is the request being made?

Making learning more of a community experience helps connect classroom learning. Engaging student in areas related to in-class lectures and concepts allows better access.

In addition, having different learning and degrees explored outside of class can interest students in new learning experiences in and out of class.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

**Connected to 3 of the 6 Program Review - Goals**

**Goal 1** - Continue to grow program enrollment: Increase student engagement, retention, and success rate, especially with regard to the English AA-T.

**Goal 2** - Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faculty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs

**Goal 4** - Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training ideas.

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

Outcomes were not available in last 3 years due to no PR to show connections between events and outcomes.

However, reading literature and analyzing is one of the PLOs for ENGL AA-T and in all literature classes. So stronger reading connections as a campus/community steps should have impact on the outcome.

A survey of ENGL classes using the shared book will be given and other classes willing to administer a survey with certain shared questions for data on effectiveness.

## BUDGET ALLOCATION PROPOSAL

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- c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

Directly connected to 3 or the 6 new goals in the **Program Review Goals**

**Goal 1** - Continue to grow program enrollment: Increase student engagement, retention, and success rate, especially with regard to the English AA-T.

**GOAL 3** - ENGL events that promote reading, writing, and other ENGL interests

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

- Enjoyment in reading and ENGL beyond writing essays is the main reason most student choose an ENGL degree. Exploring a book as a college can increase student enjoyment of reading, literature, and expand their horizons – as is the main goal of education
- The book selected will include a diversity aspect to add to diversity in engaging students
- Free or low-cost books for student can reduce impact on disproportionately impacted groups

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

Could have impact on PIO and PAC

Events will need to be promoted on campus and in the community and online. Some events may be best presented in the PAC

ENGL has worked with PIO and in some smaller ways PAC.

In most cases, scheduling and communication will be involved. Some contracts with PAC may be involved for speakers or literature related plays or presentations.

Speaker events need to be promoted (PIO) and should be cross-discipline plan when possible. So PIO and other departments will need to be involved. Time in standing faculty meetings and specifically targeted adjunct faculty meetings to have more college involvement

Bookstore and other text distribution resources: Making the books free or discounted to as many possible readers by at the college through gift, EOPS type distribution, or some specific scholarship would improve the effectiveness of the program. Collaboration with foundation is an option too

4. a) How will this resource improve student success or institutional services?

Events increase visibility of college to the campus and community (live and online). The relation to ENGL interest such as poetry speakers, and plays, can add dimension to classes students already are enrolled or make them interested in trying new courses.

## BUDGET ALLOCATION PROPOSAL

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Having a college-Read – a book promoted by the college to read across the college across-disciplines, and in the community can connect to learning, reading, literature, feeder schools.

Cross discipline learning is an effective way to bridge learning and usually creates a firmer foundation if some content is shared across classes. This is part of why a Learning Community is effective.

Also, by connecting more students and employees to one book, a shared dialogue is created in class and outside of class.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

The success and retention over a 2-3-year cycle can be used as implied, but most effective data will be attendance to related events, involvement, survey of participating students and faculty

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

- As per the mission statement, the college goals to meet success and make available the tools to achieve **personal goals and professional growth**.
- Access to learning in multiple ways and forms is part of the tools to engage students and helping them succeed.
- Also the importance of a collaboration in discussion and ideas that cross over and involve more people organically help **designed to enhance student success**, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.

**Mission Statement:**

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the **educational tools to achieve personal goals and professional growth**. To accomplish this, the college offers traditional and distance education courses, programs, and pathways **designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society**.

2. [Strategic Priorities / Strategic Goals](#)

**Strategic Priority 1: Innovate to Achieve Equitable Student Success**

By including diverse events and allowing a deeper longer understanding of a text throughout a year means student are more likely to have a schema and foundation of adding to in the classroom and outside the classroom

**Strategic Priority 2: Ignite a Culture of Learning and Innovation**

# BUDGET ALLOCATION PROPOSAL

Learning culture must exist outside the classroom as well as in the classroom. Experiencing more modes of learning means more opportunities to ignite a student's interest.

### **Strategic Priority 3: Build Community**

Not only will student connect in a shared community of learning through shared reading and events, the college continues to be a learning epicenter in the high desert area. This student and the outlying are can be builds stronger community bonds

### 3. [Educational Master Plan](#)

From [Comprehensive Master Plan \(Vision 2030\)](#) - BCC Institutional Level Outcome

Strategic Priority 5: Campus Culture- Build a diverse and committed campus culture that promotes engagement among students, staff (classified/management), faculty, and the college and the community.

- **GOAL #1: Support a variety of cultural activities and interactions among students, faculty, staff and the surrounding community.**
- **Activity #1:** Expand diverse student events and increase student involvement and engagement. **Expected Outcomes:** Increased student and community engagement and participation. Create a vibrant college culture.
- **Activity #2:** Encourage faculty and staff to participate in student activities through engagement both inside and outside the classroom. **Expected Outcomes:** Increased of faculty/staff participation and involvement in campus events. Create a vibrant college culture (16)

Public Information is considering alternative ways to improve calendaring and promotion of campus events and services. (142)

Institutional Learning Outcomes (ILO) (110-111)

- Communication
  - C. Read Comprehend and interpret various types of written information
- Global Awareness
  - C. Artistic Variety 1. Arts Awareness: Assess the visual arts, dance, music and literature of one or many cultures. 2. Critical Analysis: Analyze the methods used to create art and interpret its literal and/or symbolic meaning. 3. Creativity: Engage in artistic creative endeavors.

### 4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

From [Strategic Plan \(2019-2024\)](#)

Strategic Intentions: Strengthen and Expand Educational Offerings by Leading the Work of Partnering Across Systems

- Continue to develop programming that welcomes and brings the community to the college to showcase the Performing Arts Center, the Wellness Center, Athletic contests and events that elevate the community and create awareness of college offerings and opportunity. (3-4)

# BUDGET ALLOCATION PROPOSAL

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## ADMINISTRATIVE USE

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

**BUDGET INFORMATION**  
*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# BUDGET ALLOCATION PROPOSAL

Date: <u>12/01/2022</u>	Originator: <u>English Dept</u>
Program or Department Name: <u>English Dept and English AA-T</u>	
Dean/Vice President/Supervisor: <u>Dean Rodden</u>	
What are you requesting? ( <i>Brief</i> ) <u>Combat Plagiarism training, taskforce, technology</u>	
Amount Requested: <u>\$3,000</u>	<input type="checkbox"/> One-time Funding <input checked="" type="checkbox"/> Ongoing Funding
Funding Source (if known) : _____	
<b>REQUEST TYPE:</b>	
<input type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small>	<input type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>
<input type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input checked="" type="checkbox"/> OTHER

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year    _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password
Have you completed and attached the <a href="#">Technology Assessment Form</a> ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____

# BUDGET ALLOCATION PROPOSAL

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## 1. Why is the request being made?

There is a significant increase in plagiarism from students at BCC and across the state. Plagiarism can impact learning, ethical choices, and directly impact grades in classes and possibly programs

Having professional development including FT and PT faculty in combatting plagiarism through assignment building and other tools

English department has usually 15 or more faculty of which only 4 are FT. So over 2/3rds of faculty are not usually paid or required to attend training as part of their paid hours. Paying for attending trainings is ethical and more effective for sharing information and maintaining course quality.

Training will cross over to non-English through available means of faculty meetings and other delivery methods that are available

## 2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

### **Program Review Annual Update - New Goals**

**Goal 1** - Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to English AA-T.

Failing classes because of plagiarism impacts success in program overall.

**Goal 2** - Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faculty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs.

Well trained tutors can more successfully deal with possible plagiarism. Processes on dealing with possible plagiarism need to be developed.

**Goal 4** - Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using **more equity-based assessments**, as well as employing more targeted department training and working with the online off to develop **more understanding of and resources for student technical abilities** -- i.e. how to access tools, **just-in-time remediation**, creating the fully online ZTC English AA-T pathway.

**Goal 6** - Faculty training on methods **to reduce plagiarism**, and as needed adopt technology and shared strategies on **detecting plagiarism, and academic dishonesty, and lack of professionalism in student works**



## BUDGET ALLOCATION PROPOSAL

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- b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

Outcomes were not available in last 3 years due to no PR, but as part of the planned training is to establish assessment guidelines and reporting internally and request dean statistics on reported plagiarism.

- c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

This is connected to 5 of the 6 goals in the 2022 **Program Review Program Review Annual Update – See New Goals**

**Goal 1** - Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to English AA-T.

**Goal 2** - Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faculty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs

**Goal 4** - Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

**Goal 6** - Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, and academic dishonesty, and lack of professionalism in student works

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

Impact on online office as accessible repository and possible assistance in implementing changes in class assignments and language may be changed.

Reducing plagiarism could reduce impact on report academic honesty violations to Academic Affairs and/or reports of violations could be have reference to tools and materials created by department to assist individual students (or other departments) reduce plagiarism in the future. Can present in all-Division or Best Practice meeting, thus impacting Deans and other faculty

## BUDGET ALLOCATION PROPOSAL

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The part related to tutoring may impact tutoring in creating training times for writing tutors to work with faculty, faculty to explain their guidelines to tutors, and other interactions between tutors and faculty. Possible time and pay for training time from tutors.

May impact ITC and/or IT as new technology may be purchased or more training on existing training.

4. a) How will this resource improve student success or institutional services?

English classes will engage more practices for avoiding and detecting plagiarism

Having a process/intervention to educate students on how to avoid plagiarism will reduce frustrations, poor coping decision, and move students towards success

Improving student success and retention as well as meeting ILO on Communication

Help reduce plagiarism in English and other classes

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

The success and retention over a 2-3-year cycle will be used

Creating survey and future intervention and process / reporting data

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

As per the mission statement, faculty must be well-prepared in expertise, strong discipline goals to meet success and make available the tools to achieve personal goals and professional growth.

PT faculty need to be part of discussions on student success, changing pedagogy and options that reduce plagiarism choices.

This happens best with planned training, discussions, and projects. Training for which people attending are paid for attending

Mission Statement:

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the **educational tools to achieve personal goals and professional growth**. To accomplish this, the college offers traditional and distance education courses, programs, and pathways **designed to enhance student success**, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.

# BUDGET ALLOCATION PROPOSAL

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## 2. [Strategic Priorities / Strategic Goals](#)

### Strategic Priority 1: Innovate to Achieve Equitable Student Success

Plagiarism directly negatively impact students' ability to reach and demonstrate learning.

By creating plagiarism resistant assignments, and scaffolding as well have effective processes and training for tutors and other faculty to align more guidelines, student are less likely to attempt or unable to recognize plagiarism in their own work during the process.

### Strategic Priority 2: Ignite a Culture of Learning and Innovation

By improving collaborations between faculty and look closely at obstacles for that can result in plagiarism, student engagement and retention should improve and allow more confidence in the learning process

### Strategic Priority 3: Build Community

FT and PT faculty in the department will be more unified on process and more effective strategies to avoid and reduce plagiarism with knowledge of effective building of plagiarism resistant assignments as well as using tools through the process and in reviewing the final product.

## 3. [Educational Master Plan](#)

From [Comprehensive Master Plan \(Vision 2030\)](#) -

Activity #3: Have College wide and consistent focused training on best practices and college procedures. **Expected Outcomes:** Deployment of best practices and procedures. (16)

Integration of Student Success and Equity in a variety of areas, including training, on recognizing plagiarism and the BCC process for dealing with the situation (117)

Perceptions About Facilities English faculty members indicated that a writing center would be of great assistance to the basic skills program students. The writing center staff would require different training that is currently provided to tutors. (134)

BCC Institutional Level Outcome (110-111)

### **Communication**

- A. Write 1. **Communicate thoughts, ideas, information, and messages in writing.**
2. Compose and create documents, such as: letters, reports, memoranda, manuals and graphs with correct **grammar, spelling, punctuation, and appropriate language, style and format.**
3. **Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar.**

Training including updating pedagogies and shared discussions on changes in expectations and students, helps this ILO more effectively be integrated into students' BCC experiences Basic foundations are part of faculty expertise, but rules and K-12 standards change as well as access to technology that can impact the pedagogy and accessibility and engagement.

## BUDGET ALLOCATION PROPOSAL

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4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

**From the BCC Professional Development Plan (2014)**

- Overall philosophy: “Because of the College’s **commitment to professional growth**, BCC administrative leadership will consistently budget professional development activities.
- BCC “encourages **all employees** to engage in activities that raise the level of expertise and professionalism.”
- The BCC Professional Development Plan goal is to “provide and support activities and opportunities which will **enhance personal growth, job performance, and social interaction among all constituency groups**, thereby developing a sense of campus **community and retaining quality employees**” (2)
- One-way BCC does this for faculty is that “Each month the Academic Affairs Office holds a mandatory **Best Practices meeting with full-time and available adjunct faculty**” (4). Unfortunately, often PT faculty are not available for mid-day faculty meetings, or the standing meeting do not address in-class needs of the PT faculty especially in regards to working better with their department

With this commitment to professional growth, and desire, it is important that ALL faculty are part of the instructional expertise and avoid, recognize, and deal with academic violations in their own classes.

Discipline level professional development, discussions, and training are critical to consistency across the discipline, strong interactions, having access and training of helpful tools, and beign aware of and knowing the steps of any process on reporting on intervention

# BUDGET ALLOCATION PROPOSAL

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**ADMINISTRATIVE USE**

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

**BUDGET INFORMATION**  
*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# BUDGET ALLOCATION PROPOSAL

Date: <u>12/01/2022</u>	Originator: <u>English Dept</u>
Program or Department Name: <u>English Dept and English AA-T</u>	
Dean/Vice President/Supervisor: <u>Dean Rodden</u>	
What are you requesting? ( <i>Brief</i> )	Other related items – Outside of English DEPT, but related to our goals. This is to SUPPORT other areas' program Reviews and BAPS: Library Overdrive; Writing Center; TLSC; DEITC
Amount Requested: <u>\$3,000</u>	<input checked="" type="checkbox"/> One-time Funding <input type="checkbox"/> Ongoing Funding
Funding Source (if known) :	_____
<b>REQUEST TYPE:</b>	
<input checked="" type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small>	<input type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>
<input type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input checked="" type="checkbox"/> OTHER

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year    _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	
<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password
Have you completed and attached the <a href="#">Technology Assessment Form</a> ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____

# BUDGET ALLOCATION PROPOSAL

1. Why is the request being made?

Four funding items that are not under the ENGL area are listed in PR Annual update

1. Library Overdrive (helps with OER courses and programs)
2. Writing Center faculty position/release time of 50-100% (Est %50,000 annual)
3. Tutoring support/funding for tutors to attend training with BCC faculty and attend writing center trainings (EST \$2,000-6,000 Annual)
4. Need dedicated contact for DEITC for discussions on resources to help student with technical obstacles and faculty in 1) understanding the obstacles 2) strategies and pedagogy to overcome obstacles 3) awareness and access to resources to provide to students

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

**Program Review Goals**

1. Library Overdrive (helps with OER courses and programs)  
**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.  
\*\*\*\*\*
2. Writing Center faculty position/release time of 50-100%  
**Goal 1** - Continue to grow program enrollment: Increase student engagement, retention, and success rate, especially with regard to the English AA-T.  
**Goal 2** - Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faulty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs  
**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.  
\*\*\*\*\*
3. Tutoring support/funding for tutors to attend training with BCC faculty and attend writing center trainings

# BUDGET ALLOCATION PROPOSAL

**Goal 1** - Continue to grow program enrollment: Increase student engagement, retention, and success rate, especially with regard to the English AA-T.

**Goal 2** - Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faculty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

\*\*\*\*\*

4. Need dedicated contact for DEITC for discussions on resources to help student with technical obstacles and faculty in 1) understanding the obstacles 2) strategies and pedagogy to overcome obstacles 3) awareness and access to resources to provide to students

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

- b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

Outcomes were not available in last 3 years due to no PR

- c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

This is connected to 4 or the 5 new goals in the **Program Review Goals**

**1. Library Overdrive (helps with OER courses and programs)**

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

\*\*\*\*\*



# BUDGET ALLOCATION PROPOSAL

## 2. Writing Center faculty position/release time of 50-100%

**Goal 1** - Continue to grow program enrollment: Increase student engagement, retention, and success rate, especially with regard to the English AA-T.

**Goal 2** - Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faculty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs

**Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

\*\*\*\*\*

## 3. Tutoring support/funding for tutors to attend training with BCC faculty and attend writing center trainings

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\*\*\*\*\*

## 4. Need dedicated contact for DEITC for discussions on resources to help student with technical obstacles and faculty in 1) understanding the obstacles 2) strategies and pedagogy to overcome obstacles 3) awareness and access to resources to provide to students

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3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

# BUDGET ALLOCATION PROPOSAL

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

<p><b>1. Library Overdrive (helps with OER courses and programs)</b></p> <p>Impacts Library *****</p> <p><b>2. Writing Center faculty position/release time of 50-100%</b></p> <p>Impacts TLSC and tutoring specifically *****</p> <p><b>3. Tutoring support/funding for tutors to attend training with BCC faculty and attend writing center trainings</b></p> <p>Impacts TLSC and tutoring specifically *****</p> <p><b>4. Need dedicated contact for DEITC for discussions on resources to help student with technical obstacles and faculty in 1) understanding the obstacles 2) strategies and pedagogy to overcome obstacles 3) awareness and access to resources to provide to students</b></p> <p>Impacts College, faculty availability, and possibly online office</p>
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4. a) How will this resource improve student success or institutional services?

<p><b>1. Library Overdrive (helps with OER courses and programs)</b></p> <p>Improves equity by reducing cost of books and allows for more books to be checked out online without being on campus for DE students or those with limited transportation and availability</p> <p>Fort Irwin does not have a library, but limited TLSC with physical books *****</p> <p><b>2. Writing Center faculty position/release time of 50-100%</b></p> <p>Improve student support and specifically ILO 1 Communication *****</p> <p><b>3. Tutoring support/funding for tutors to attend training with BCC faculty and attend writing center trainings</b></p> <p>Improve student support, create more alignment between faculty and tutors, and specifically ILO 1 Communication *****</p> <p><b>4. Need dedicated contact for DEITC for discussions on resources to help student with technical obstacles and faculty in 1) understanding the obstacles 2) strategies and pedagogy to overcome obstacles 3) awareness and access to resources to provide to students</b></p> <p>Improves faculty clear connection and instructional insight in online teaching and online tools and resources</p>
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# BUDGET ALLOCATION PROPOSAL

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

The success and retention over a 2-3-year cycle will be used  
ENGL can gather data on uses and changes in retention and success when resources are implemented.  
However much of the data would be from the other areas

5) Describe how your request is aligned with as many of the college’s strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

Mission Statement:  
Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the **educational tools to achieve personal goals and professional growth**. To accomplish this, the college offers traditional and distance education courses, programs, and pathways **designed to enhance student success**, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.

**1. Library Overdrive (helps with OER courses and programs)**

- “providing our students, community, and military population with the educational tools”
- “To accomplish this, the college offers traditional and distance education courses, programs, and pathways”
- enabling all in the community to thrive in a changing global society.  
\*\*\*\*\*

**2. Writing Center faculty position/release time of 50-100%**

- “providing our students, community, and military population with the educational tools”
- “To accomplish this, the college offers traditional and distance education courses, programs, and pathways”
- “designed to enhance student success”  
\*\*\*\*\*

**3. Tutoring support/funding for tutors to attend training with BCC faculty and attend writing center trainings**

- “providing our students, community, and military population with the educational tools”
- “To accomplish this, the college offers traditional and distance education courses, programs, and pathways **designed to enhance student success**”  
\*\*\*\*\*

**4. Need dedicated contact for DEITC for discussions on resources to help student with technical obstacles and faculty in 1) understanding the obstacles 2) strategies and**

# BUDGET ALLOCATION PROPOSAL

**pedagogy to overcome obstacles 3) awareness and access to resources to provide to students**

- “providing our students, community, and military population with the educational tools”
- “To accomplish this, the college offers traditional and distance education courses, programs, and pathways”
- enabling all in the community to thrive in a changing global society.

2. [Strategic Priorities / Strategic Goals](#)

**1. Library Overdrive (helps with OER courses and programs)**

- Strategic Priority 1: Innovate to Achieve Equitable Student Success
- Strategic Priority 2: Ignite a Culture of Learning and Innovation  
\*\*\*\*\*

**2. Writing Center faculty position/release time of 50-100%**

- Strategic Priority 1: Innovate to Achieve Equitable Student Success
- Strategic Priority 2: Ignite a Culture of Learning and Innovation  
\*\*\*\*\*

**3. Tutoring support/funding for tutors to attend training with BCC faculty and attend writing center trainings**

- Strategic Priority 1: Innovate to Achieve Equitable Student Success
- Strategic Priority 2: Ignite a Culture of Learning and Innovation  
\*\*\*\*\*

**4. Need dedicated contact for DEITC for discussions on resources to help student with technical obstacles and faculty in 1) understanding the obstacles 2) strategies and pedagogy to overcome obstacles 3) awareness and access to resources to provide to students**

- Strategic Priority 1: Innovate to Achieve Equitable Student Success

3. [Educational Master Plan](#)

From [Comprehensive Master Plan \(Vision 2030\)](#) -

**1. Library Overdrive (helps with OER courses and programs)**

- Library The mission of the Learning Resource Center is to support the instructional programs of the college and to meet the information needs of the college. The Learning Resource Center is the center for study, research, and leisure reading. (86)
- BCC continues to move some physical environments into the cloud information technology, such as the library and the laser fiche. A new primary and secondary storage area network (SAN) is being implemented to address some of the aging information technology equipment. (93) LOL – time to move to the next step
- Integration of Student Success and Equity in a variety of areas, including training, planning and campus dialog (117)
- Adequacy of Resources The institution must demonstrate that it has the resources to realistically maintain the contemplated program at the level of quality described in the proposal. That includes funding for .... essential library and learning resources to support the instruction. (131)

# BUDGET ALLOCATION PROPOSAL

- Create and upload instructional materials to college learning management system so as to give distance education students better access to information literacy instruction. (139)

• BCC Institutional Level Outcome (110-111) Communication (see below)

\*\*\*\*\*

## 2. Writing Center faculty position/release time of 50-100%

- GOAL #2: Promote improvement in the success of underprepared and/or at-risk students through instructional support and college services. (12)
- The Plan identified subpopulations within the student body whose success is lagging and specific segments of the basic skills curriculum that are the most challenging. Funding from this Plan supported interventions such as early alert, supplemental instruction, acceleration instructional strategies, workshops, and tutoring services. (24)
- Integration of Student Success and Equity in a variety of areas, including training, planning and campus dialog (117)
- Perceptions About Facilities English faculty members indicated that a writing center would be of great assistance to the basic skills program students. The writing center staff would require different training that is currently provided to tutors. (134)
- It is anticipated that with the receipt of more categorical grant funds more students will be provided services and those service centers, such as the tutoring area, will no longer be of sufficient size. (143)
- BCC Institutional Level Outcome (110-111) Communication (see below)

\*\*\*\*\*

## 3. Tutoring support/funding for tutors to attend training with BCC faculty and attend writing center trainings

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- The Plan identified subpopulations within the student body whose success is lagging and specific segments of the basic skills curriculum that are the most challenging. Funding from this Plan supported interventions such as early alert, supplemental instruction, acceleration instructional strategies, workshops, and tutoring services. (24)
- Integration of Student Success and Equity in a variety of areas, including training, planning and campus dialog (117)
- Tutoring: Peer tutoring is provided to support and encourage the learning environment where students can learn effective study skills, become active participants in their learning process, and develop a positive approach toward learning. (83)
- Perceptions About Facilities English faculty members indicated that a writing center would be of great assistance to the basic skills program students. The writing center staff would require different training that is currently provided to tutors. (134)
- It is anticipated that with the receipt of more categorical grant funds more students will be provided services and those service centers, such as the tutoring area, will no longer be of sufficient size. (143)
- BCC Institutional Level Outcome (110-111) Communication (see below)

\*\*\*\*\*

# BUDGET ALLOCATION PROPOSAL

**4. Need dedicated contact for DEITC for discussions on resources to help student with technical obstacles and faculty in 1) understanding the obstacles 2) strategies and pedagogy to overcome obstacles 3) awareness and access to resources to provide to students**

- Activity #3: Have College wide and consistent focused training on best practices and college procedures. Expected Outcomes: Deployment of best practices and procedures. (16)
- The College is somewhat unique in that a significant portion of the enrollments are distance education classes as opposed to the classes on the campus. (59)  
SEE DE headcount before COVID expected to increase as many course switch to online or hybrid after COVID
- Because so much of the instructional program is delivered through online classes, the College hired a Dean for Distance Education and Learning Support who will provide leadership and expertise in promoting best practices to increase student success and to enrich the pedagogy used by faculty members teaching in this modality. (113)
- Future students are promised online learning readiness materials, tutoring and basic skills support, counseling/advising, and streamlined access (149)

BCC Institutional Level Outcome (110-111) Communication

**Communication**

- A. Write 1. **Communicate thoughts, ideas, information, and messages in writing.**
2. Compose and create documents, such as: letters, reports, memoranda, manuals and graphs with correct **grammar, spelling, punctuation, and appropriate language, style and format.**
3. **Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar.**

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#) , [HR Staffing Plan](#) , [Professional Development Plan](#)

1. **Library Overdrive (helps with OER courses and programs)**  
\*\*\*\*\*
2. **Writing Center faculty position/release time of 50-100%**  
\*\*\*\*\*
3. **Tutoring support/funding for tutors to attend training with BCC faculty and attend writing center trainings**
  - Professional Development Plan
  - provide and support activities and opportunities which will enhance personal growth, job performance, and social interaction among all constituency groups, thereby developing a sense of campus community and retaining quality employees. (2)  
\*\*\*\*\*
4. **Need dedicated contact for DEITC discussions on resources for student with technical obstacles and faculty in 1) understanding obstacles 2) strategies and pedagogy to overcome obstacles 3) awareness / access to resources to help students**

From the Integrated Plan (2017-19)

## BUDGET ALLOCATION PROPOSAL

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- For Fall 2016 the course success rate for face to face courses was 78.3% and for Distance Education courses it was 64.6% (6)
- Collaboration between the SSEC and the Distance Education Committee to identify and develop areas of improvement in online education. (8)
- Course Completion a. African Americans are not completing their courses at Barstow Community College b. Distance Education Course Completion:
  - 18-24-year olds are having the hardest time completing and being successful online ii. African Americans, American Indian/Alaskan Native, Pacific Islanders are disproportionately impacted (1)
- GOAL #21: ESL and Basic Skills Course Completion: Support sustainable long-term progress for DE target students.
- PROGRESS #21: The Distance Education Committee and the Dean of Distance Education have led a number of efforts related to improving outcomes for DE students. These efforts include training instructors in teaching in Canvas and adopting a course design rubric. (4)

# BUDGET ALLOCATION PROPOSAL

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**ADMINISTRATIVE USE**

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

**BUDGET INFORMATION**  
*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_