

# 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: English as a Second Language

Academic Year: 2023-24

Name of Faculty Submitter(s): Jill Murphy

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## I. Program Description

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

- A. What is the program mission and how does it support the institutional mission?  
The mission of the ESL department of Barstow Community College is to provide quality instruction in the fundamentals of learning to students of diverse skills, abilities, and backgrounds. We offer a strong foundation in communication in the areas of Oral Communication, Reading and Writing, and Grammar in order to prepare students for opportunities in a global community.
- B. What is the program vision and how does it support the institutional vision?  
The ESL department of Barstow Community College subscribes to the belief that language and culture co-exist in communication. We, therefore, teach students language in context. We are committed to preparing our students with the communicative skills necessary for them to be successful in their endeavors, whether those be to pursue academic goals, to be competitive in the workplace, or to find personal enrichment in their everyday lives.
- C. Please provide a short program description:  
The ESL department offers classes at all levels of English, from literacy level to one level below transfer (English 1A), thereby preparing students to explore and be successful in their endeavors, whether their goal be to pursue a college education or build lifelong learning experiences.

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

The ESL department, with its coursework and pedagogical approach, aligns to the BCC Strategic Priorities of Innovate to Achievable Equitable Student Success, Ignite a Culture of Learning and Innovation, and Build Community in multiple ways.

First, we serve immigrants from all around the world, and we work hard to listen to our students, addressing their needs and goals through course curriculum and assignments, contextualizing learning through content-based instruction, including but not limited to Health, Learning to Earn, and U.S. History. Electives round out the communicative instruction with Pronunciation, ESL: The Language of Math, American Culture and Film, and Citizenship.

Pedagogically, the approach to instruction focuses on engaging students, asking them to risk being wrong as they develop and share their voices in English. Assignments, especially as we move to more Advanced levels, ask students to participate in the creation of assignments, with the idea of creating a partnership between instructor and students in which students have time in the driver's seat, choosing topics of interest or need that benefit them and focus on their own goals.

Underlying all instruction is a belief that students will be more successful and engaged if they see the stake they have in their own learning, if assignments address, directly or indirectly, their own values, the values that surround them in their lives in the United States, and self/group identified strategies to respond to life's challenges here in the U.S. It's all about finding their own voices and building confidence to express themselves in context.

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

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## II. Program Effectiveness

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

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

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

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## Course Data and Analysis

### A. Course Success Rate by

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

Course success rates for 2020-21 and 2021-2 are high: 80-100% with an outlier of 0 for African American in 2020-1 because apparently there were no African Americans students. In 2022-3, it looks like the success rates dropped a bit: 57.1% for African Americans and 60% for Asian Filipino, though rates for other groups remained higher. The analysis could be difficult, though, because numbers of students from those backgrounds would likely be very small. Our larger student populations in ESL are Spanish speaking peoples and those of Middle Eastern/North African background, or “two or more.” Those rates are consistently high.

Scheduling: courses are generally scheduled in the mornings through the week because the majority of our existing ESL population are parents with kids at school, so mornings have been traditionally best for them. Efforts are being made to expand and potentially offer at least some courses in the evening. Results are to be determined.

Faculty Status: The numbers above represent the success rates for classes taught by the fulltime instructor. Our one part time instructor teaches levels 1-2 noncredit classes only.

### B. Retention Rate by

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

Mode of instruction: course retention rates are high consistently over the 3 year period, between 84-100% with the outlier, again, being the year 2020-1 in which there were no African American students in our classes. Courses were taught online via Zoom during COVID, and then when we returned to campus, ESL courses have been taught as HyFlex on Teams for Beginning and Intermediate levels, and they remained online, synchronous and hybrid with Zoom and Canvas for the Advanced courses.

Scheduling: again, courses are taught in the mornings.

Faculty Status: Retention rates were generally high, but in 2020-1, retention rates for Hispanic students was down to 75%, back up to 93-94% in the following 2 years.

### C. Section Count by

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

Mode of Instruction: the vast majority of sections were taught as hybrid with synchronous online instruction, most of which were taught by the fulltimer. Sections taught as hybrid with synchronous online instruction, then as Hyflex with a face to face option, were 19 (2020-1), 15 (2021-2), and 17 (2022-3). The part timer taught several sections face to face through 2021-

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2023, though this information needs to be confirmed because I believe that there was a HyFlex option offered for those courses during those years, so these courses wouldn't have been strictly traditional.

## D. Enrollment Count by

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

Enrollment count dropped to approximately 200 in 2020-1 and 2021-2, largely likely because of COVID and the fact that so many of our students have had little to no computer experience when they started with us. Enrollment increased to 322 in 2022-3.

Enrollment is low in ESL because of multiple factors, including COVID, marketing challenges, Guided Self placement ready but not implemented, and other factors. Barstow is also a small town, so though there are many potential prospective students, we need to work on better ways to onboard them in the program.

In the past, we did not have an institutionalized system in place for marketing and onboarding ESL students. Historically, the fulltime instructor did the marketing, creating and distributing flyers. The instructor, with student worker and counselor assistance, primarily did the onboarding process, until she was instructed by administration to stop helping students with onboarding, despite the fact that there was not an institutional system in place. A Welcome Center was getting started, but the primary assistance was for Spanish speakers, and we have students representing many languages and cultures. It is unknown how many prospective students were unable to receive help to apply and register.

Marketing has been a challenge because the PIO office took on this responsibility, and little to no marketing materials for ESL have gone out in the past 3 years. Also, ESL offers noncredit courses at all levels, many of which are mirrored with credit courses, and there has been a lack of clarity about responsibilities and roles with the Adult Ed office, so there have been times when ESL students have been directed away from ESL classes.

Currently, we still do not have an institutionalized onboarding system in place for ESL students, and the AB705 Guided Self Placement recommendations developed by the ESL department several years ago have not been implemented in Student Services. There is one amazing Student Success Advisor in the Welcome Center and one wonderful Counselor who work with the fulltime instructor to onboard and place ESL students in the right classes for them.

There is some work to be done in this area that is outside the scope of instructors' responsibilities.

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## E. Class Size Average by

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

Mode of Instruction: Courses in this 3 year period were taught as hybrid synchronous, first with Zoom and Canvas, then Teams/HyFlex and Canvas. In 2020-1 and 2021-2, class size average was about 10, rising to 13 in 2022-3. Again, following COVID, enrollment and class size average are growing again.

Schedule: again, classes are taught in the mornings. There has been some expressed interest in evening classes, but we are limited by location and qualified instructors.

Faculty Status: the class size average for the fulltime instructor for this 3 year period ranged from 9 in 2020-1 to 11 in 2022-3. For the part time instructor, class size average was 13 in 2020-22 and 29 in 2022-3. Reasons for this again vary, but the most likely explanation for this is that the part time instructor teaches the beginning classes only, and not all students elect to move on to Intermediate and Advanced. Also, sometimes with ESL students in particular, they get into a comfort zone with an instructor and prefer to stay with that instructor.

In any case, as you see with retention and success rates above, once ESL students enroll in ESL classes, they generally stay and find success. The challenge/opportunity for growth is in the marketing and onboarding processes here at the college.

In the past, we did not have an institutionalized system in place for marketing and onboarding ESL students. Historically, the fulltime instructor did the marketing, creating and distributing flyers. The instructor, with student worker and counselor assistance, primarily did the onboarding process, until she was instructed by administration to stop helping students with onboarding, despite the fact that there was not an institutional system in place. A Welcome Center was getting started, but the primary assistance was for Spanish speakers, and we have students representing many languages and cultures. It is unknown how many prospective students were unable to receive help to apply and register.

Marketing has been a challenge because the PIO office took on this responsibility, and little to no marketing materials for ESL have gone out in the past 3 years. Also, ESL offers noncredit courses at all levels, many of which are mirrored with credit courses, and there has been a lack of clarity about responsibilities and roles with the Adult Ed office, so there have been times when ESL students have been directed away from ESL classes.

Currently, we still do not have an institutionalized onboarding system in place for ESL students, and the AB705 Guided Self Placement recommendations developed by the ESL department several years ago have not been implemented in Student Services. There is one amazing Student Success Advisor in the Welcome Center and one wonderful Counselor who work with the fulltime instructor to onboard and place ESL students in the right classes for them.

There is some work to be done in this area that is outside the scope of instructors' responsibilities.

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## F. Efficiency: WSCH, FTES, FTEF

Numbers affecting efficiency in the ESL department at BCC are low across the board, ranging from 3.3 to 6.2 for the part timer in 2022-3. The average is 4.2.

Again, there is definite room for growth, and again, there are factors affecting these numbers which are outside the scope of instructors' responsibilities.

In the past, we did not have an institutionalized system in place for marketing and onboarding ESL students. Historically, the fulltime instructor did the marketing, creating and distributing flyers. The instructor, with student worker and counselor assistance, primarily did the onboarding process, until she was instructed by administration to stop helping students with onboarding, despite the fact that there was not an institutional system in place. A Welcome Center was getting started, but the primary assistance was for Spanish speakers, and we have students representing many languages and cultures. It is unknown how many prospective students were unable to receive help to apply and register. BCC is still working on this area.

Marketing has been a challenge because the PIO office took on this responsibility, and little to no marketing materials for ESL have gone out in the past 3 years. The PIO currently appears to do nothing to market/support ESL. There is room for future growth here.

Also, ESL offers noncredit courses at all levels, many of which are mirrored with credit courses, and there has been a lack of clarity about responsibilities and roles with the Adult Ed office, so there have been times when ESL students have been directed away from ESL classes. There is room for growth should the roles and responsibilities be clearly defined and all parties do their part to support and direct ESL students to the classes they need.

Currently, we still do not have an institutionalized onboarding system in place for ESL students, and the AB705 Guided Self Placement recommendations developed by the ESL department several years ago have not been implemented in Student Services. There is one amazing Student Success Advisor in the Welcome Center and one wonderful Counselor who work with the fulltime instructor to onboard and place ESL students in the right classes for them.

There is some work to be done in this area that is outside the scope of instructors' responsibilities.

Curricular changes are in progress that should hopefully increase numbers and efficiency: the development of a new course: ESL 1A, an equivalent to English 1A, and the development of noncredit CDCP certificates for ESL. Once those are in place, the full time instructor, working with administration and colleagues in other disciplines, will focus on the development of credit certificates and cohorts as students develop their communicative skills and move toward college level classes or CTE programs.

## Student Equity Course Data

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

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

- B. Specifically discuss any equity gaps that have surfaced in the data.  
 No equity gaps are perceived here. Students from around the world are welcomed, and instruction is designed to serve students from all over with all levels of knowledge of English. Curriculum and pedagogy focus on student need, and the the department has been committed to conten-based instruction so that students learn communicative skills through content that will serve them in life, whatever their goals are. Of course, there is always room to grow. The key is that we need to continue to listen to students. They are the learners.
- C. What innovative plans or projects will help to close these gaps?  
 ESL 1A and noncredit CDCP certificates are in progress. Credit certificates will follow.

**Curriculum**

- A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)?  
 If no, please name the course and when it is scheduled for peer review.
- Yes                                       No
- 
- B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).
- Yes                                       No
- Click or tap here to enter text.

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- C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?

When COVID hit, instruction had to really change so that we could continue to serve students, and, of course, it was especially a challenge in ESL because most of our student population was not well versed in the use of computers. We lost a lot of students when we had to go online. Courses and instruction were adapted and adjusted, and we started offering synchronous instruction, “face to face,” via Zoom, with assignments online in Canvas. It was a rocky road, but we had committed students who learned along with us and figured it out.

When we are able to return to campus, ESL instructors volunteered to pilot HyFlex, working with new equipment and a new program, Teams, to teach students both in the classroom and at home/distance. This allowed us to continue to serve students not comfortable with returning to the classroom and students living at a distance, such as Ft Irwin, who couldn’t come to campus for a variety of reasons. This has been great because we are able to reach more ESL students. But it has also had its challenges because our HyFlex tech system is not without its hiccups.

And, again, ESL 1A has been developed and is in the curricular process, with a minor revision required. The noncredit CDCP certificate for the Beginning courses has successfully been approved, and the Intermediate and High Intermediate CDCP certificates await a minor revision to continue on through the approval process.

Why? Students have indicated a desire to achieve certificates so that they manifest evidence of their success. The goal is to encourage them to continue learning and achieving more and more success.

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

Click or tap here to enter text.

### Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

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

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Beginning ESL noncredit certificate	No data yet available. It just got approved.	Collect data and analyze need for future plans.
B. Intermediate ESL noncredit certificate	In process	Collect data and analyze need for future plans.
C. High Intermediate noncredit certificate	In process	Collect data and analyze need for future plans.
D. Advanced ESL noncredit certificate	pending	Collect data and analyze need for future plans.
E. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



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

ESL 1A has been created and is awaiting minor revisions.

CDCP certificates for Beginning ESL, Intermediate ESL, and High Intermediate ESL have been submitted to curriculum. The Beginning ESL certificate was approved. The Intermediate ESL and the High Intermediate ESL certificates required revisions to PLO4, which address the electives offered. This is in process.

Also, mode of instruction, HyFlex/TEAMS and Zoom with Canvas have allowed us to continue to reach ESL students and support their learning. This change went through the curricular process as well.

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

PLO data for these certificates has yet to be collected as they are still in process.

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

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

Yes, the department would like to make a minor revision to our course, ESL: The Language of Math, to narrow the scope of course content, which will then more accurately reflect student need as experienced by the last 3-4 times of teaching it.

Also, students have expressed a desire to have an ESL Computer/Technology class. The department has plans to develop this and include it in the offerings of electives for the certificates.

- What actions can help grow or improve these areas moving forward?  
ESL instructors need to work on this curriculum.

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

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

We serve students of all ethnicities, races, and cultures, as well as gender. We will continue to listen to students and adapt curriculum and instruction accordingly. We are here to serve students, all who walk through our physical and figurative doors.

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

No, we serve everyone. We cannot control which students or student groups come to us. This is more something the Administration or Student Services and the PIO can impact.

## Program Data and Analysis

- A. **Demographics**

To be determined.

- B. **Award Count**

To be determined.

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**C. Student Equity Program Data**

- Specifically discuss any equity gaps that have surfaced in the data.  
None that we see. It is only a question of student numbers.
- What innovative plans or projects will help to close these gaps?  
None that we see. It is only a question of student numbers.

**D. Student or Program Satisfaction Survey Results**

Student satisfaction numbers have consistently been high.

**E. CTE-specific data**

- CTE Advisory Boards
  - Labor Market data
  - Program Viability
- Click or tap here to enter text.

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

Click or tap here to enter text.

**G. Institution-Set Standards and the Big Picture**

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

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

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

*\*Applicable to CTE*

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## Guided Pathways and Response

- A. Name of the Guided Pathway that your program is a part of  
Humanities and Student Support
- B. List the other programs (clusters) that are part of your Guided Pathway  
English, Art, TART, etc.
- C. Provide a summary of how your program collaborates with other programs (clusters) in your Pathway.

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

We prepare students for success in college-level classes, should they choose that pathway.

## Faculty/ Program Staff Data and Analysis

### A. Faculty Load (FTEF)

FTEF over the last 3 years has been 4-4.5.

Again, factors that affect this are beyond the scope of instructor responsibilities. Instructors in this department have always done and will continue to do all they can to meet student need.

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

1:1

### C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)

In the last 3 years, under COVID and beyond, there hasn't been an opportunity for professional development.

2. Please list any professional development that faculty members would benefit from (Standard 3.2)

CATESOL conference

There is a Skills in the Workplace follow up training that would be beneficial.

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

Yes, in the department, but there is room to grow in department participation in onboarding/guidance of ESL students to the best courses for them.

### D. Overall Observation of Data on Faculty

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

Provide an analysis of the "big picture."

Faculty, both full and part time, are committed to students and student success. As you see from success and retention rates, students who come to us generally complete and are

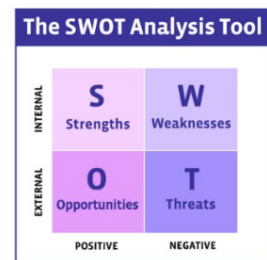
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successful. The barriers that the ESL department faces are not within the department but from without, barriers that don't allow for student outreach and effective onboarding, institutionalized processes that will allow for growth in the department. These barriers that so greatly impact ESL student numbers and the efficiency of the faculty are outside the scope of faculty responsibility, and when faculty were doing it (because otherwise it didn't happen), faculty were instructed to stand down. There is hope that in the future, more efficient institutionalized processes will be put into place. That has to happen with Administration, Student Services and other departments.

## SWOT Analysis

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

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



	Positive/ Helpful	Negative/ Harmful
<b>Internal</b>	<b>STRENGTHS</b> <ol style="list-style-type: none"> <li>1. Adaptation to mode of instruction and technology to meet student need (Zoom/HyFlex/Canvas)</li> <li>2. Focus on listening to students as they are the learners</li> <li>3. Adapting instruction for the students we have sitting in our "classrooms"</li> <li>4. Content-based instruction that reflects student need/goals</li> </ol>	<b>WEAKNESSES</b> <p>Time: delay in certificate development (which is now being addressed/corrected)</p>
<b>External</b>	<b>OPPORTUNITIES</b> <ol style="list-style-type: none"> <li>1. Development of an effective institutionalized onboarding system in Student Services, incorporating Guided Self Placement recommendations offered by the ESL department years ago.</li> <li>2. More collaboration/communication</li> </ol>	<b>THREATS</b> <ol style="list-style-type: none"> <li>1. No marketing</li> <li>2. Other departments/BCC staff steering prospective ESL students away from ESL classes.</li> </ol>

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	<p>between instructional faculty and counseling about changes in offerings in ESL.</p> <p>3. Development of an ESL Success Center staffed by ESL Coordinator and a staff member trained to onboard and guide ESL students to the right path.</p>	
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### III. Program Goals, Objectives, and Outcomes

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

As you develop goals and objectives,

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

#### GOAL #1

Complete noncredit CDCP certificates at all levels.

A. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

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

Strategic Priority 1: Innovate to Achieve Equitable Student Success

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Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

C. Relationship to Guided Pathways

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

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

Revise Intermediate ESL certificate, PLO4.  
*Revise High Intermediate ESL certificate, PLO4*  
*Draft and submit Advanced ESL certificate*

E. Please list outcome statements for each objective.

All certificates get approved by curriculum and then offered at BCC

F. Briefly explain how you will measure the outcome.

All certificates get approved by curriculum and then offered at BCC

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

Click or tap here to enter text.

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## GOAL #2

Click or tap here to enter text.

B. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

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Work to develop credit certificates in ESL.

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

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

- D. Relationship to Guided Pathways

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

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

Draft credit ESL certificates

*Collaborate with Academic Affairs administration on logistics*

*Collaborate with other faculty on content and cohort planning and support*

- I. Please list outcome statements for each objective.

Certificates get approved and offered.

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

Certificates get approved and offered.

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

Time and collaboration with colleagues

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## GOAL #3

Click or tap here to enter text.

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C. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

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

Choose an item.

Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

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

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

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

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

Click or tap here to enter text.



# Instructional Program Review Template

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## **Previous Goals/Outcomes**

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

Completed or still in progress.

# Instructional Program Review Template

## IV. Resource Requests:

*What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.*

*Resources may be requested from the following categories:*

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

*For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.*

<b>Goal #</b>	<b>Objective #</b>	<b>Resource Required</b>	<b>Estimated Cost</b>	<b>BAP Required? Yes or No</b>	<b>In No, indicate funding source</b>
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.