

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 AA-T

Academic Year: 2025-26

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

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 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. (No change from 2022-2023 Full PR)

B. What is the program vision and how does it support the institutional 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. (No change from 2022-2023 Full PR)

C. Please provide a short program description:

Associate of Arts Degree for Transfer, English (Catalog Description 2025-2026)

The Associate in Arts in English for Transfer Degree AA-T helps prepare students for transfer to a 4-year institution by developing strong writing and revision skills, research skills, critical thinking and problem-solving skills, discussion skills, and the overall ability to organize, analyze, and present ideas. In addition, the skills and abilities cultivated by the study of English are excellent preparation for any field which requires wide literacy and solid writing ability, including teaching/education, advertising, law, public relations, and work in print and electronic media.

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Upon completion of the English AA-T, students will have a strong academic foundation in the field and be prepared for upper-division baccalaureate study. Students who have completed the English AA-T will have satisfied the lower division requirements for transfer into English or a similar major for many campuses in the California State University system.

Students must complete the following Associate Degree for Transfer requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including:

(A) The California General Education Transfer Curriculum (Cal-GETC) requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0. ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is an acceptable grade for courses in the major

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

- **Innovate to Achievable Equitable Student Success**
 - **Skills** - Writing, college-level reading, and critical thinking skills are critical to success and excellence in future education and can add to students' passions and perspectives
 - **OER/ZTC**: English has a fully online, ZTC AA-T Pathways. All courses have been revised to include OER option (except for ENGL 11).
 - **Materials /Training** - A) Faculty continue to attend equity trainings on and off campus (SEE Pro Dev) B) offer a wide spectrum of diverse texts and perspectives
 - **Ignite a Culture of Learning and Innovation**
 - **Build Community**
 - **Campus Events**: English dept spearheads the Barstow Reads program that is aimed at a shared experience of reading one college book: There There by Tommy Orange (2023-2024), Sitting Pretty by Rebeka Tassing (2024-2025)
 - English classes often use or refer to the annual Barstow Reads
 - **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.

Course Data and Analysis

A. Course Success Rate by

- Mode of instruction
- Scheduling - - All Lit courses are online, so scheduling is not an issue for that data.
- Faculty Status (PT vs FT)

Success rates are listed as the whole ADT course and as literature-only courses

Since ENGL 1C is required for all degrees, and SPAN 1A is outside of the department

Course Success Rate - ALL ADT Course	2022-2023	2023-2024	2024-2025	Course Success Rate - Lit ONLY	2022-2023	2023-2024	2024-2025
All courses and modes	68.8%	71.40%	75.0%	All courses and modes	82.6%	76.70%	72.4%
# of students	744	804	819	# of students	132	146	123
Online only	70.1%	72.1%	75.8%	Online only	82.6%	76.70%	72.4%
# of students	652	702	650	# of students	132	146	123
Live/Traditional	57.1%	80%	NA	Live/Traditional	NA	NA	NA
# of students	14	10	NA	# of students	NA	NA	NA
Hybrid/Blended	60.3%	65.20%	71.6%	Hybrid/Blended	NA	NA	NA
# of students	78	92	169	# of students	NA	NA	NA
FT Faculty	73.5%	72.5%	74.9%	FT Faculty	92.1%	86.1%	90.0%
# of students	355	360	271	# of students	355	360	271
PT Faculty	64.5%	72.5%	75.0%	PT Faculty	84.1%	87.8%	84.7%
# of students	389	444	548	# of students	389	444	548

Course Success by Ethnicity - All ADT Course	2022-2023	2023-2024	2024-2025	Course Success by Ethnicity - Lit ONLY	2022-2023	2023-2024	2024-2025
Asian/Filipino	83.3%	92.3%	90.0%	Asian/Filipino	94.4	92.30%	90%
# of students	18	13	10	# of students	18	13	10
Black/African American	59.3%	63.8%	62.1%	Black/African American	87.8%	81.0%	77.9%
# of students	123	116	95	# of students	123	116	95
Hispanic	69.0%	71.4%	75.6%	Hispanic	88.4%	90.2%	87.4%
# of students	371	388	414	# of students	371	388	414
Native American/Alaskan Native	100%	100%	NA	Native American/Alaskan Native	100%	100%	NA
# of students	1	1	NA	# of students	13	8	NA
Pacific Islanders	30.8%	62.5%	NA	Pacific Islanders	53.8%	75.0%	NA
# of students	13	8	NA	# of students	0	0	NA
Two or More	72.9%	65.9%	76.0%	Two or More	88.1%	78.9%	86.2%
# of students	59	123	167	# of students	59	123	167
Unknown	NA	NA	88.9%	Unknown	NA	NA	100%
# of students	NA	NA	9	# of students	NA	NA	9
White	75.5%	79.7%	79.7%	White	88.7%	89.5%	89.4%
# of students	159	153	123	# of students	159	153	123

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Course Success by GENDER - All ADT Course	2022-2023	2023-2024	2024-2025	Course Success by GENDER - Lit ONLY	2022-2023	2023-2024	2024-2025
Female	67.5%	70.9%	75.6%	Female	77.0%	78.2%	73.3%
# of students	507	550	565	# of students	100	101	86
Male	72.3%	71.9%	73.4%	Male	94.3%	69.4%	65.9%
# of students	224	231	237	# of students	35	36	41
Unknown	61.5%	78.3%	76.5%	Unknown	75.0%	88.9%	100.0%
# of students	13	23	17	# of students	4	9	3
Course Success GENDER/ETHN - All ADT Course	2022-2023	2023-2024	2024-2025	Course Success GENDER/ETHN - Lit ONLY	2022-2023	2023-2024	2024-2025
Black/African American Females	59.3%	64.4%	62.7%	Black/African American Females	63.6%	85.7%	50.0%
# of students	91	90	75	# of students	11	7	10
Black/African American Males	61.3%	66.7%	58.8%	Black/African American Males	100%	50.0%	NA
# of students	31	24	17	# of students	1	2	NA
Pacific Islander Females	33.3%	66.0%	NA	Pacific Islander Females	NA	NA	NA
# of students	9	3	NA	# of students	NA	NA	NA
Pacific Islander Males	25.0%	60.0%	NA	Pacific Islander Males	NA	100%	NA
# of students	4	5	NA	# of students	NA	1	NA

B. Retention Rate by

- Mode of instruction
- Scheduling - All Lit courses are online, so scheduling is not an issue for that data.
- Faculty Status (PT vs FT)

Retention rates are listed as the whole ADT course and as literature-only courses

Since ENGL 1C is required for all degrees, and SPAN 1A is outside of the department

Retention Rate - ALL ADT Course	2022-2023	2023-2024	2024-2025	Retention Rate - Lit ONLY	2022-2023	2023-2024	2024-2025
All courses and modes	87.9%	86.9%	86.4%	All courses and modes	94.2%	90.40%	88.5%
# of students	744	804	819	# of students	139	146	130
Online only	87.9%	87.6%	87.4%	Online only	94.2%	90.4%	88.5%
# of students	652	702	650	# of students	139	146	130
Live/Traditional	85.7%	100%	NA	Live/Traditional	NA	NA	NA
# of students	14	10	NA	# of students	NA	NA	NA
Hybrid/Blended	88.5%	80.4%	82.8%	Hybrid/Blended	NA	NA	NA
# of students	78	92	169	# of students	NA	NA	NA
FT Faculty	92.1%	86.1%	90.0%	FT Faculty	94.2%	93.2%	88.5%
# of students	355	360	271	# of students	139	132	130
PT Faculty	84.1%	87.6%	84.7%	PT Faculty (ENGL 6 only)	NA	64.3%	NA
# of students	389	444	548	# of students	NA	14	NA

Course Retention by Ethnicity - All ADT Course	2022-2023	2023-2024	2024-2025	Course Retention by Ethnicity - Lit ONLY	2022-2023	2023-2024	2024-2025
Asian/Filipino	94.4%	92.3%	90.0%	Asian/Filipino	100%	100%	100%
# of students	18	13	10	# of students	1	1	3
Black/African American	87.8%	81.0%	77.9%	Black/African American	92.3%	88.9%	81.8%
# of students	123	116	95	# of students	13	9	11
Hispanic	88.4%	90.2%	87.4%	Hispanic	94.3%	93.3%	84.7%
# of students	371	388	414	# of students	70	75	72
Native American/Alaskan Native	100%	100%	NA	Native American/Alaskan Native	NA	100	NA
# of students	1	3	NA	# of students	NA	1	NA
Pacific Islanders	53.8%	75.0%	0%	Pacific Islanders	NA	100	NA
# of students	13	8	1	# of students	NA	1	NA
Two or More	88.1%	78.9%	86.2%	Two or More	76.9%	57.7%	65.2%
# of students	59	123	167	# of students	13	26	23
Unknown	NA	NA	100%	Unknown	NA	NA	NA
# of students	NA	NA	9	# of students	NA	NA	NA
White	88.7%	89.5%	89.4%	White	90.5%	87.9%	85.7%
# of students	159	153	123	# of students	42	33	21

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Course Retention by GENDER - All ADT Course	2022-2023	2023-2024	2024-2025	Course Retention by GENDER - Lit ONLY	2022-2023	2023-2024	2024-2025
Female	86.0%	87.6%	87.6%	Female	77.0%	78.2%	73.3%
# of students	507	550	565	# of students	100	101	86
Male	92.0%	84.8%	84.0%	Male	100%	86.1%	85.4%
# of students	224	231	237	# of students	35	36	41
Unknown	92.3%	91.3%	82.4%	Unknown	100%	100%	100%
# of students	13	23	17	# of students	4	9	3
Course Success GENDER/ETHN - All ADT Course	2022-2023	2023-2024	2024-2025	Course Success GENDER/ETHN - Lit ONLY	2022-2023	2023-2024	2024-2025
Black/African American Females	85.7%	83.3%	78.7%	Black/African American Females	90.9%	100%	80.0%
# of students	91	90	75	# of students	11	7	10
Black/African American Males	93.5	79.2%	76.5%	Black/African American Males	100%	50.0%	NA
# of students	31	24	17	# of students	1	2	NA
Pacific Islander Females	66.7%	100%	NA	Pacific Islander Females	NA	NA	NA
# of students	11	7	NA	# of students	NA	NA	NA
Pacific Islander Males	25%	60%	NA	Pacific Islander Males	NA	100%	NA
# of students	4	5	NA	# of students	NA	1	NA

C. Section Count by

- Mode of instruction
- Schedule - All Lit courses are online, so scheduling is not an issue for that data.
- Faculty Status (PT vs FT)

Section Count by Instructional Method (Mode of Instruction)

ALL ADT courses

Section Count by Instructional Method

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Hybrid/ITV/Web Conferencing	7	11	13	31
Online	34	28	27	89
Traditional	2	1		3
Grand Total	43	40	40	123

Lit ONLY courses

Section Count by Instructional Method

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Hybrid/ITV/Web Conferencing	1	1	2	4
Online	13	9	9	31
Traditional		1		1
Grand Total	14	11	11	36

Section Count by Time of Day

ALL ADT courses

Section Count by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	6	4	3	13
Day	2	5	6	13
Evening	1	3	4	8
Online	34	28	27	89
Grand Total	43	40	40	123

Lit classes ONLY

Instructional Program Review Template

Section Count by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Evening	1	2	2	5
Online	13	9	9	31
Grand Total	14	11	11	36

Section Count by Faculty Status

ALL ADT courses

Section Count by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	22	21	17	60
Part-Time	21	19	23	63
Grand Total	43	40	40	123

Lit classes ONLY

Section Count by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	10	6	6	22
Part-Time	4	5	5	14
Grand Total	14	11	11	36

D. Enrollment Count by

- Mode of instruction
- Schedule - - All Lit courses are online, so scheduling is not an issue for that data.
- Faculty Status (PT vs FT)

Enrollment Count by Instructional Method

ALL ADT courses

Enrollment Count by Instructional Method

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Hybrid/ITV/Web Conferencing	79	92	169	340
Online	646	703	653	2,002
Traditional	14	10		24
Grand Total	739	805	822	2,366

Lit classes ONLY

Enrollment Count by Instructional Method

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Online	139	146	132	417
Grand Total	139	146	132	417

Enrollment Count by Time of Day

ALL ADT courses

Instructional Program Review Template

Enrollment Count by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	60	28	27	115
Day	15	40	70	125
Evening	17	34	72	123
Online	647	703	653	2,003
Grand Total	739	805	822	2,366

Lit classes ONLY

Enrollment Count by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Online	139	146	132	417
Grand Total	139	146	132	417

Enrollment Count by Faculty Status

ALL ADT courses

Enrollment Count by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	350	361	273	984
Part-Time	389	444	549	1,382
Grand Total	739	805	822	2,366

Lit classes ONLY

Enrollment Count by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	139	132	132	403
Part-Time		14		14
Grand Total	139	146	132	417

E. Class Size Average by

- Mode of instruction
- Schedule - - All Lit courses are online, so scheduling is not an issue for that data.
- Faculty Status (PT vs FT)

Students per Section by Instructional Method

ALL ADT courses

Students per Section by Instructional Method

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Hybrid/ITV/Web Conferen..	11.29	8.36	13.00	10.97
Online	19.00	25.11	24.19	22.49
Traditional	7.00	10.00		8.00
Grand Total	17.19	20.13	20.55	19.24

Lit classes ONLY

Instructional Program Review Template

Students per Section by Instructional Method

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Online	13.90	20.86	22.00	18.13
Grand Total	13.90	20.86	22.00	18.13

Students per Section by Time of Day

ALL ADT courses

Students per Section by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Afternoon	10.00	7.00	9.00	8.85
Day	7.50	8.00	11.67	9.62
Evening	17.00	11.33	18.00	15.38
Online	19.03	25.11	24.19	22.51
Grand Total	17.19	20.13	20.55	19.24

Lit classes ONLY

Students per Section by Time of Day

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Online	13.90	20.86	22.00	18.13
Grand Total	13.90	20.86	22.00	18.13

Students per Section by Faculty Status

ALL ADT courses

Students per Section by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	15.91	17.19	16.06	16.40
Part-Time	18.52	23.37	23.87	21.94
Grand Total	17.19	20.13	20.55	19.24

Lit classes ONLY

Students per Section by Faculty Status

	AY 2022-2023	AY 2023-2024	AY 2024-2025	Grand Total
Full-Time	13.90	22.00	22.00	18.32
Part-Time		14.00		14.00
Grand Total	13.90	20.86	22.00	18.13

Instructional Program Review Template

F. Efficiency: WSCH, FTES, FTEF

ALL ADT Classes						
Year	Status	WSCH	FTES	FTEF	(Efficiency) WSCH/FTEF	(Efficiency) FTES/FTEF
AY 2022-2023	Full-Time	1261	42.03	5.20	242	8
	Part-Time	1556	51.88	5.78	269	9
	Total	2817	93.91	10.98	257	9
AY 2023-2024	Full-Time	1312	43.73	5.20	252	8
	Part-Time	1586	52.87	5.00	317	11
	Total	2898	96.60	10.20	284	9
AY 2024-2025	Full-Time	960	32.91	4.13	232	8
	Part-Time	2196	75.29	6.13	358	12
	Total	3156	108.21	10.27	307	11

Lit Only Classes						
Year	Status	WSCH	FTES	FTEF	(Efficiency) WSCH/FTEF	(Efficiency) FTES/FTEF
AY 2022-2023	Full-Time	417	13.20	2.0	208.5	7
	Part-Time	0	0	0	0	0
	Total	417	13.20	2.00	208.5	7
AY 2023-2024	Full-Time	396	13.20	1.20	330	11
	Part-Time	42	1.40	0.20	210	7
	Total	438	14.60	1.40	312.9	10.4
AY 2024-2025	Full-Time	396	13.58	1.20	330	11.3
	Part-Time	0	0.00	0.00	0	0
	Total	396	13.58	1.20	330	11.3

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.

The boxes are not working for checkmarks. The all English faculty reported using all practices across the department in a survey sent in Fall 2025

Instructional Program Review Template

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

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

A survey was sent to English faculty. Those who responded reported using ALL of the equitable practices mentioned above. No respondents added any additional practices. Use of graphic organizers and early alert received the fewest reports of use.

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

There are no gaps in the department If an early alert system becomes institutional, the faculty will use it more.

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

English 6–Bible as Literature has not been taught in the two-year timeframe by the English faculty. It is being taught by the Philosophy faculty. We are also beginning the process of deactivating the course to remove it from the purview of the English department.

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

Yes, there have been changes.

- English 1A name change to English C1000 (AB 1111 common course numbering)
- English 1B, 2, 3, 5, 12A, 12B, and 13A - revised for DE and textbooks (including OER/ZTC).

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- English 1C name change to English C1001 (AB 1111) = still under revision
- English 1B (English C1002) = still under revision
- ENGL 5 - revised for texts, objectives, and SLOs, and in peer review process (2024-2025)

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

Need to evaluate and revise English 4 for articulation/ADT

Other ENGL courses scheduled in the peer review cycle will be noted and revised as needed:

- 2025/2026 = ENGL 12B, 13A, and 1000C
- 2026/2027 = ENGL 2, 3, and 7
- 2027/2028 = Non English classes

Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

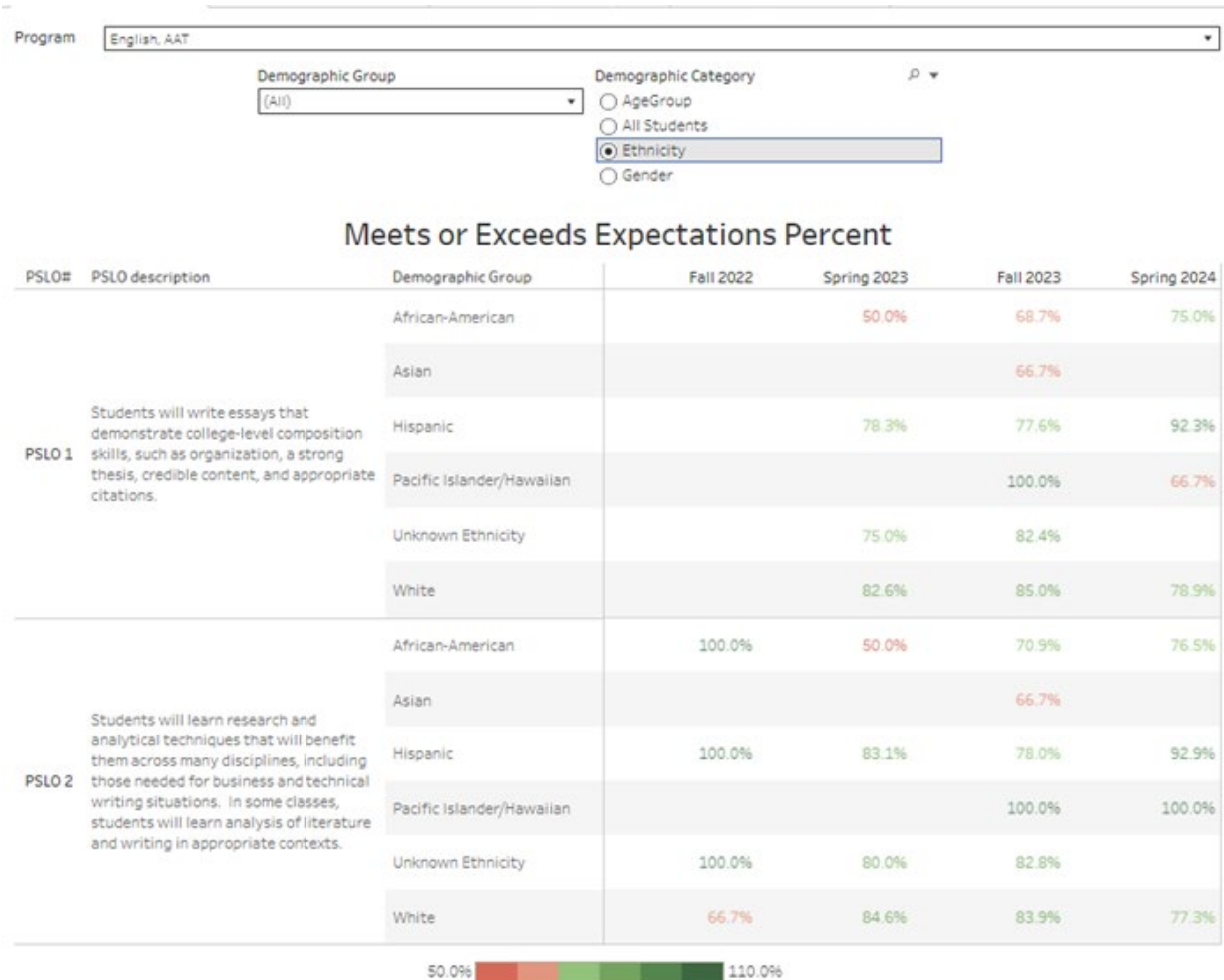
Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
PLO 1 - Students will write essays that demonstrate college-level composition skills, such as organization, a strong thesis, credible content, and appropriate citations.	2021/2022 Fall 2021 = 75.2% Spring 2022 = 94.2% 2022/2023 Fall 2022 = Not Available Spring 2023 = 78.8% 2023/2024 Fall 2023 = 77.9% Spring 2024 = 84.6% 2024/2025 = Not Available	Results meet min. Expectation, but PLO 1 is consistently lower than PLO 2 (slightly) The department will discuss this difference for quantitative data and methods of assessment
PLO 2 - Students will 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.	2021/2022 Fall 2021 = 74.4% Spring 2022 = 94.4% 2022/2023 = Fall 2022 = 94.1% Spring 2023 = 82.4% 2023/2024 Fall 2023 = 78.4% Spring 2024 = 86.9% 2024/2025 = Not Available	This PLO may have two aspects, so discussion on what is used in rubrics will help clarify which part of the PLO might have a greater impact 1 - Research / Analytic 2 - Analyzing Literature These can work together, but the discussion will allow a clearer view and possibly better reflection in the assessment. Students will 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, as BCC plans to move to Canvas Insights

Instructional Program Review Template

- A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?
- PLOs have not been changed
 - The ENGL Dept discussed PLO data after the last PR
 - Intentional changes in materials to be more inclusive
- B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
- PLO success is above the minimum expectation. Classes have built-in standardization: essays are a standard assessment form, and the assessment is a later work after several direct faculty interactions
 - ENGL FT faculty have regular formal and informal communication that helps unify classes in key ways.
- 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?
 - PLO 1 - Look at slightly lower PLO success, as it is more foundational than PLO 2
 - What actions can help grow or improve these areas moving forward?
 - Awareness of faculty assessment/rubrics - similarities/differences
 - Share best practices to best improve the overall %
- D. Please reflect on assessment data trends based on ethnicity, race, and gender.
- What actions can the program take to support equitable outcomes?
- SEE DATA based on ETHNICITY Below

Instructional Program Review Template



No particular PLO and group stand out consistently, except for in PLO 1 among African American students in Spring and Fall 2023. However, that success increases in Spring 2024 to above the minimum goals.

In 2022, the department's aim was to increase the success and retention of certain groups, including African American male students. This improvement may have been due to those efforts, but no direct support to prove that intervention.

- Are there specific student groups the program would like to focus their efforts on? Though the Black/African American success/retentions have improved, this area, and the Asian and Pacific Islander groups, have incidents of results below "Meets Expectations."

However, it is clear from the data in the Success/Retention numbers that the number of Asian/Filipino and Pacific Islander students is lower in numbers, so it can be easily skewed.

The enrollment numbers for these groups are 0-18 over 2022-2025

Instructional Program Review Template

So while the department will discuss this, the focus will continue on Black/African American students. This cycle, the focus will not delineate gender, as data shows both male and female Black/African American students would benefit from focused exploration and action.

It is reasonable that ENGL 1C may be the gatekeeper for this data.

As the data without ENGL 1C and SPAN were significantly lower, up to 90% less enrollment.

Course Success GENDER/ETHN - All ADT Course	2022-2023	2023-2024	2024-2025	Course Success GENDER/ETHN - Lit ONLY	2022-2023	2023-2024	2024-2025
Black/African American Females	59.3%	64.4%	62.7%	Black/African American Females	63.6%	85.7%	50.0%
# of students	91	90	75	# of students	11	7	10
Black/African American Males	61.3%	66.7%	58.8%	Black/African American Males	100%	50.0%	NA
# of students	31	24	17	# of students	1	2	NA

Program Data and Analysis

A. Award Count

Award Counts	2022-2023	2023-2024	2024-2025
English AA-T degrees	1	7	2

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

The is less than 1%

NOTE: The percentage data is at risk of being confused/inaccurate for three reasons:

- Once a major is declared, it takes years to achieve
- The program has had strong growth in declared majors.
- In the declared data, it is unclear if the spring/fall each academic year is unduplicated

However, the spring/fall will also be added together for year-to-year comparison

Declared Major	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
English AA-T Major Declared	72	59	62	61	86	86
	131		123		172	
Declared Major	2019-2020		2020-2021		2021-2022	
English AA-T degrees	72		93		129	
Award Counts	2022-2023		2023-2024		2024-2025	
English AA-T degrees	1		7		2	
Award Counts	2019-2020		2020-2021		2021-2022	
English AA-T degrees	4		1		7	

Instructional Program Review Template

C. Student Equity Program Data

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

Course Success by Ethnicity - All ADT Course	2022-2023	2023-2024	2024-2025	Course Success by Ethnicity - Lit ONLY	2022-2023	2023-2024	2024-2025
Asian/Filipino	83.3%	92.3%	90.0%	Asian/Filipino	94.4	92.30%	90%
# of students	18	13	10	# of students	18	13	10
Black/African American	59.3%	63.8%	62.1%	Black/African American	87.8%	81.0%	77.9%
# of students	123	116	95	# of students	123	116	95
Hispanic	69.0%	71.4%	75.6%	Hispanic	88.4%	90.2%	87.4%
# of students	371	388	414	# of students	371	388	414
Native American/Alaskan Native	100%	100%	NA	Native American/Alaskan Native	100%	100%	NA
# of students	1	1	NA	# of students	13	8	NA
Pacific Islanders	30.8%	62.5%	NA	Pacific Islanders	53.8%	75.0%	NA
# of students	13	8	NA	# of students	0	0	NA
Two or More	72.9%	65.9%	76.0%	Two or More	88.1%	78.9%	86.2%
# of students	59	123	167	# of students	59	123	167
Unknown	NA	NA	88.9%	Unknown	NA	NA	100%
# of students	NA	NA	9	# of students	NA	NA	9
White	75.5%	79.7%	79.7%	White	88.7%	89.5%	89.4%
# of students	159	153	123	# of students	159	153	123

Course Success by GENDER - All ADT Course	2022-2023	2023-2024	2024-2025	Course Success by GENDER - Lit ONLY	2022-2023	2023-2024	2024-2025
Female	67.5%	70.9%	75.6%	Female	77.0%	78.2%	73.3%
# of students	507	550	565	# of students	100	101	86
Male	72.3%	71.9%	73.4%	Male	94.3%	69.4%	65.9%
# of students	224	231	237	# of students	35	36	41
Unknown	61.5%	78.3%	76.5%	Unknown	75.0%	88.9%	100.0%
# of students	13	23	17	# of students	4	9	3
Course Success GENDER/ETHN - All ADT Course	2022-2023	2023-2024	2024-2025	Course Success GENDER/ETHN - Lit ONLY	2022-2023	2023-2024	2024-2025
Black/African American Females	59.3%	64.4%	62.7%	Black/African American Females	63.6%	85.7%	50.0%
# of students	91	90	75	# of students	11	7	10
Black/African American Males	61.3%	66.7%	58.8%	Black/African American Males	100%	50.0%	NA
# of students	31	24	17	# of students	1	2	NA
Pacific Islander Females	33.3%	66.0%	NA	Pacific Islander Females	NA	NA	NA
# of students	9	3	NA	# of students	NA	NA	NA
Pacific Islander Males	25.0%	60.0%	NA	Pacific Islander Males	NA	100%	NA
# of students	4	5	NA	# of students	NA	1	NA

- What innovative plans or projects will help to close these gaps?
- Will recommend Barstow Reads texts that might better engage students suffering from the data gap.
- Surveys on students' needs - at start of class and/or mid/end of class might give us important data.

D. Student or Program Satisfaction Survey Results (if applicable) **NOT Applicable**

Click or tap here to enter text.

E. CTE-specific data (CTE programs only) - **NOT Applicable**

- Did you participate in the advisory boards?
Click or tap here to enter text.
- What were the high-level themes and recommendations from the advisory board meetings specific to your program?
Click or tap here to enter text.
- What advisory recommendations have you implemented or do you plan to implement?
Click or tap here to enter text.

Labor Market data

- What is the job outlook in the region for your program area?
Click or tap here to enter text.
- What is the percent increase or decrease trend for job employment in this field?
Click or tap here to enter text.

Instructional Program Review Template

F. Institution-Set Standards and the Big Picture

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

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data For all 3 years
Course Completion Rates	70%	73%	87.1%
Certificates	80	100	NA
Degrees	440	525	10
Transfers	165	210	Not Available
*Licensure Exam Pass Rates	70%	79%	NA
*Employment Rates	60%	73%	NA

**Applicable to CTE*

- How is your program doing overall based on observation of program data?
 - Overall good in success /retention (some groups should be explored to improve)
 - The declared to awarded degrees need to be investigated
 - How many years is the average from declaring to be awarded degrees
 - How many transfers do not complete the declared degree
- Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.
 - Course completion (retention) is above the Institution's set and stretch goals.
 - Degrees would be part of the whole, so unclear how to compare this part.
- If your program is falling below on any of these areas, what corrective actions do you plan on taking to bring your outcomes up to standard?

Not Applicable

Guided Pathways and Response

- Name of the Guided Pathway that your discipline is a part of
Arts, Communication, and Humanities
- List the other disciplines that are part of your Guided Pathway
Art History, Studio Arts, Communication Studies, Theater Arts, Philosophy, Humanities
- Provide a summary of how your discipline collaborates with other disciplines in your Pathway.
Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.
In the past few years, the GP lead has delivered information about the Pathway via email but there have been no formal meetings or professional development opportunities for the whole Pathway.

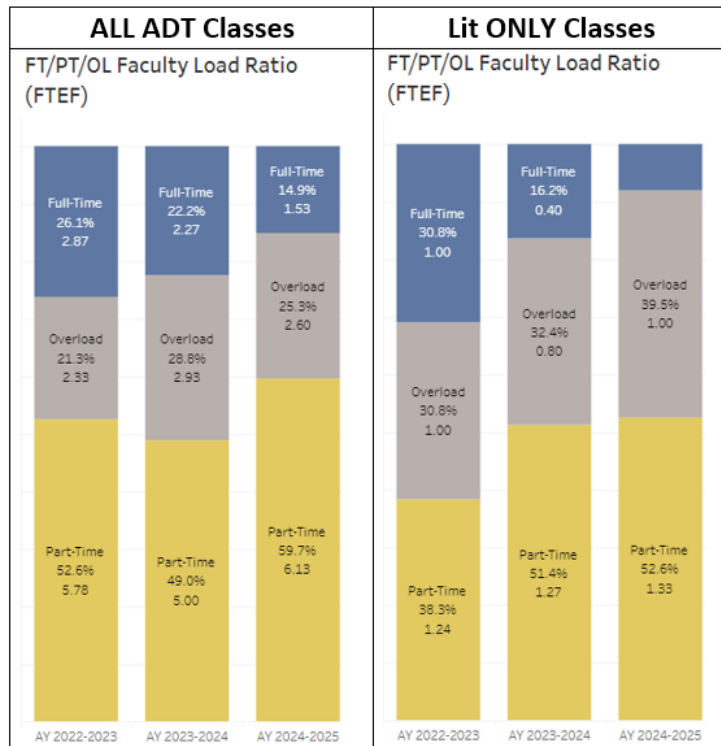
Instructional Program Review Template

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

		ALL ADT Classes	Lit Only Classes
Year	Status	FTEF	FTEF
AY 2022-2023	Full-Time	5.20	2.00
	Part-Time	5.78	0
	Total	10.98	2.00
AY 2023-2024	Full-Time	5.20	1.20
	Part-Time	5.00	0.2
	Total	10.20	1.40
AY 2024-2025	Full-Time	4.13	1.20
	Part-Time	6.13	0
	Total	10.27	1.20

B. FT/PT/OL Faculty Ratio



Instructional Program Review Template

C. Faculty Professional Development -

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

- Aboud
 - ASCCC Brown Act Professional Development (Sept 5, 2025)
 - Webinar: Back to School: What's new in Education (Aug 22, 2024)
 - Common Course Numbering Faculty Convening(June 12, 2024)
 - Work Transformation Summit (May 15, 2024)
 - Elumen Training workshops (April 2022)
 - 3CSN: Caring Classrooms Zoom Series (October 21 and 28, 2022)
 - SLO Talk - Santa Ana College (Dec 9, 2022)
 - Digital Solutions for Your Online Classroom From CCC TechConnect (Jan 13, 2023)
 - 10th Annual SLO Symposium - Fresno college (Jan 27- Jan 28, 2023)
 - Webinar on equity and assessment hosted by CAE (January 19, 2023)
 - Webinar: What Do We Tell Students about ChatGPT? Finding and Building English
 - Open Educational Resources (OER) about Artificial Intelligence (AI) Writing Assistance (Feb 24, 2023)
 - Harnessing the Power of Social Annotation for Large Enrollment Courses (December 13, 2023)
 - Webinar: How to Stop ChatGPT & AI Tools During Online Exams (June 20, 2023)
 - What higher education faculty really think about generative AI (Dec 6, 2023)
 - The Next-generation of the Connected Campus with Utah State (Mar 21, 2024)
 - 2. Objectives for next review period
 - • June 2024 Online Teaching Conference
 - • Continue to participate in workshops, conferences, and recent academic discussions to provide the best instruction and reap better results
- Firtha
 - Attended Distance Education Coordinators meetings and online conferences.
 - Completed POCR training
 - Attended Distance Education RSI Information Webinar by CCCCCO
 - Added a version of English C1000 and C1001 to CVC +
- Nylander
 - ASCCC Brown Act Professional Development (Sept 5, 2025)
 - Attended Online Teaching Conference (summer 2024)
 - Common Course Numbering Faculty Convening(June 12, 2024)
 - Author and co-editor of forthcoming edited collection McFarland Publishers
 - Southwest Popular/American Culture Conference Albuquerque (2023 & 2024)

Instructional Program Review Template

- Shreve
 - SLO Symposium (2022, 2023, 20204, 2025)
 - SLO statewide groups (COACHes) regular webinars and presenters (2019-2022)
 - Completed Ethnic Studies Post-Secondary Certificate (Spring 2023)
 - Online Teaching Conference (2024)
 - Curriculum Institute (2025)
 - AI in Education Conference ASSSC (2025)
 - Comic Arts Conference (2023-2025)
 - Southwest Popular/American Culture Association (SWPACA) (2023-2025) Attendee
 - Online product training: Hypothesis, PlayLab, Canva
 - Canvas Insights Training
 - Essay pending publication in McFarland essay collection
 - CVC Courses: Assessment in Digital Learning, Equitable Grading, ADA Compliance & Equitable Delivery with Instructional Technology
 - National Portrait Gallery - Teaching sessions: Soldier Stories, Religious Women, Indigenous Portraits from the Edge, Celebrating Identity: Portraits of Arab Americans, Exploring Untold Stories, Portraits of LGBTQ+ Americans
 - Workshops on AI: Academic Integrity and AI, Use of AI in Education for Teachers & Parents; AI For Education: Applying Artificial Intelligence In Teaching & Learning
 - Workshops on Art and Diversity: Black History Month Series (2025); Art history 1-1: Velazquez; How to Become an Art Historian, End Game: The Art of Marcel Duchamp; Curatorial Artist Roundtables; Power=try writing using Rap techniques
 -
 -

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

- POCR training
- RSI training
- AI training: General use, use in writing classes, PlayLab ChatBots
- Equitable Grading

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

Needs:

- We need more flex-time support for faculty, especially part-time faculty, norming and discussion of concerns, changes, and best practices

Instructional Program Review Template

- Dedicated time for department/area faculty in college faculty meetings when appropriate
- **Program Staffing and Support**
 - Faculty
 - FT faculty = 4
 - PT faculty = 13 (2025 Spring)
 - Support Staff
 - No dedicated staff to the English department of the Arts and Humanities Pathway

D. Overall Observation of Data on Faculty -

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

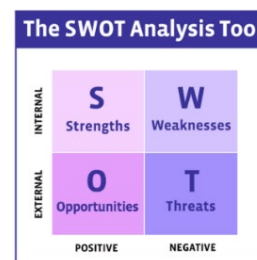
Provide an analysis of the “big picture.”

Click or tap here to enter text.

SWOT Analysis—Everyone

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

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



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS The English Department faculty are very active across campus in areas such as DE, Guided Pathways, Barstow Reads More involvement with tutoring (TLSC) offers a great opportunity to engage with students, tutors, and other faculty on campus. OER classes and Zero-Cost pathway	WEAKNESSES Not enough formalized meetings with part-time faculty The lines of communication across campus and to part-time faculty need to be improved. Since Canvas is used by all faculty, some issues arose and adversely affected the college, especially in relation to proper online engagement.
External	OPPORTUNITIES Learn more about AI Explore ways to use AI ethically in instruction. Barstow Reads allows us to reach out to the community in ways that encourage lifelong learning and literacy. FT faculty on key committees allow for deeper awareness of trends at BCC and	THREATS AI is changing how we teach very quickly. AI is a clear threat to academic honesty and learning when misused. Lit classes are only offered as fully online AB 1111 - Some issues with approvals in the system

Instructional Program Review Template

	state that impact the department t or can improve or get ahead of changes	
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Instructional Program Review Template

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–

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

- ☐ 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**
- **Strategic Priority 2: Ignite a Culture of Learning and Innovation**
- **Strategic Priority 3: Build Community**

- 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.

Objective 1 - Encourage more students to declare ENGL AA-T and complete the program/Courses

Objective 2 - Continue to emphasize equity-centered practices to continue improving student retention and success (see retention and success data)

- E. Please list outcome statements for each objective.

Objective 1 - Encourage more students to declare ENGL AA-T and complete the program/Courses

Instructional Program Review Template

- Make Department promotion materials available earlier in the process, such as student testimonials, brochures, available at events, and in counseling.
- Literature/Writing events or opportunities to appeal to more students (online and live)

Objective 2 - Continue to emphasize equity-centered practices to continue improving student retention and success (see retention and success data)

- Foster a welcoming and supportive environment for students. Encourage a diverse and engaging academic climate that caters to a wide variety of students and learning styles
- Promote ENGL 13A African American Lit in more areas: ETHN 6, BRASS, Sister Shades.....
- Look at the feasibility of more ethnic literature courses: Latino/Chicano lit, Asian lit ...
- Create department-level online communication opportunities on best practices and wins in areas such as diverse voices and texts.

F. Briefly explain how you will measure the outcome.

Objective 1 - Encourage more students to declare ENGL AA-T and complete the program/Courses

- Measured by the increase in ENGL ADT degree completion of awards
- Measured by the increase in ENGL ADT success in the courses

Objective 2 - Continue to emphasize equity-centered practices to continue improving student retention and success (see retention and success data)

- Measured by faculty surveys = qualitative data in 2025/2026 to the next Full PR
- Measured by the increase in equity groups in the ENGL ADT success in the courses

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

Objective 1 - Encourage more students to declare ENGL AA-T and complete the program/Courses

- Resource needed -
- Resource needed -

Objective 2 - Continue to emphasize equity-centered practices to continue improving student retention and success (see retention and success data)

- Resource needed -
- Resource needed -

GOAL #2

Support for students and faculty– 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 tutors trained by writing center programs (PR 2022-2023) This Goal is Include PT

Instructional Program Review Template

faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses. **(PR 2022-2023)** 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 **(PR 2022-2023)**

B. This Goal is

- ☐ New
- ☐ Continued
- ☐ Modified

If modified please list how and why.

The department decided to expand the goal to address rising needs and new challenges.

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
- Strategic Priority 4: Achieve Sustainable Excellence in all Operations

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.

1. Offer training and support for part-time faculty and tutors providing services to students
2. Encourage our students' engagement with the TLSC, which provides access to tutoring, workshops, and a productive learning environment.
3. Address the uses and misuses of AI, plagiarism, dishonesty, and lack of professionalism in student work..

I. Please list outcome statements for each objective.

1. Objective 1 outcome: PT faculty/tutors will comprehend all requirements, policies, and resources available to complete their tasks effectively.
2. Objective 2 outcome: Students will be able to get the help they need to successfully complete their work, get optional extra credit, and/or learn about the many valuable learning services they have access to on campus.
3. Objective 3 outcome: Educators, tutors, and students will be able to ethically use AI and other tools for research and editing.

J. Briefly explain how you will measure the outcome.

1. Objective 1: retention data and success rates/grades.
2. Objective 2: retention data and success rates/grades.

Instructional Program Review Template

3. Objective 3: retention data and success rates/grades.
- K. Please list resources (if any) that will be needed to achieve the goal.
1. Objective 1: Access to relevant professional development and/or training opportunities to both faculty and tutors. This includes online training modules, workshops and conferences.
2. Objective 3: Access to detection software, word processing programs that track changes, and local training on how to best use library and online resources. Workshops in the TLSC frequently address such topics and could be expanded to serve a wider audience.

GOAL #3

Our College -Wide reading project, Barstow Reads, is currently in its third year, and we would like it to continue to grow. This project allows for community engagement by utilizing a One Book/One College and One Book/One Community approach. By choosing a culturally relevant book and holding discussion events (lunch and learns/read arounds) as well as a culminating event with the book's author to sign books, meet and greet, and answer questions/discuss the book with the community invited to attend, these events encourage literacy across the college and the greater Barstow area. By supplying free books to students and to the community at large, we ensure an equitable opportunity for literacy to all. We expect to expand our reach to community literacy groups, public and high schools libraries, and others to increase the reach of Barstow Reads.

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*)

Strategic Priority #2: Ignite a Culture of Learning and Innovation Commitment - Transform the community by leading strategic partnership development and action to achieve collective impact.

Strategic Priority #3: Build Community Commitment— Create a climate where internal stakeholders feel included, valued, empowered ,and seen, by taking ownership of goals and performance

Choose an item.

E. Relationship to Guided Pathways

- ☐ Clarify the Path

Instructional Program Review Template

- ☐ Entering the Path
- ☐ Staying on the Path
- ☒ Support Learning

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

By continuing this community program, BCC is fostering life-long learning and community outreach.

M. Please list outcome statements for each objective.

N. Briefly explain how you will measure the outcome.

We continue to track attendance at events and book distribution to determine the project's growth.

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

Ongoing funding to ensure that the program continues to supply books, food, and pay for author speaking fee, transportation, etc. Facilities to host events for the community and personnel for events. Please also see BAP.

Goal #4

D. This Goal is to Increase equity-based learning through diversifying and humanizing curriculum, with attention to how AI affects teaching and learning. 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, AI teaching, learning and plagiarism practices/software **(PR 2022-2023)**

- ☐ New
- ☐ Continued
- ☒ Modified

If modified please list how and why.

This goal echoes our previous one, except with the advent of ChatGTP and other AI, we added AI awareness and usage.

E. 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 3: Build Community

F. Relationship to Guided Pathways

- ☐ Clarify the Path
- ☐ Entering the Path
- ☒ Staying on the Path

Instructional Program Review Template

- ☐ Support Learning

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

Increase the number of English courses that utilize OER and ZTC.

Maintain currency of OER/ZTC offerings

Cooperate with other stakeholders to learn more about AI and AI best practices

Q. Please list outcome statements for each objective.

Increase the number of English courses that utilize OER and ZTC.

Maintain currency of OER/ZTC offerings

Cooperate with other stakeholders to learn more about AI and AI best practices

R. Briefly explain how you will measure the outcome.

We will note the ratio/number of English courses using OER/ZTC and assess whether it is stable, increasing or declining. In Fall of 24, 17 of 49 classes offered by the English department were listed as ZTC. For Spring 23, 8 of the 43 classes offered used ZTC. In Spring of 24, 5 of 40 classes offered used ZTC, 1 used low-cost textbook (LTC). In Fall 25, 29 of 52 classes are using ZTC. 0 are using LTC.

We will update the course outlines as necessary with relevant, up-to-date OER/ZTC options

The AI usage assessment will be qualitative and describe best practices for the English Faculty

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

We would like to get access to Rumi-plagiarism and AI usage and detection software

Instructional Program Review Template

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.

The 2022 Full PR had six goals. Three goals were integrated into a single more centralized goal on support: tutoring, technology, and faculty training

The other three 2022 goals are continued or modified to be more specific to changes. For example, the goal of equity learning added an AI component

2022 Goal 1 = Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially concerning the English ADT.

Continued - NO change except possible clarity of wording

2022 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

Modified - integrate related previous goals of 4 and 6 that connect to support

2022 Goal 3 = **College-wide** College -Wide reading project that allows for community engagement as well

Modified - More appropriate for Barstow Reads, now that it is in place

2022 Goal 4 = Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.

Removed - key parts integrated into Goal 2 under support in writing / for ENGLISH

2022 Goal 5 = 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.

Modified - include more AI tech /concerns in equity and change to goal #4

2022 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

Removed - key parts integrated into Goal 2 under support in writing / for ENGLISH

Instructional Program Review Template

IV. Resource Requests:

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

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

Resources may be requested from the following categories:

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

For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
Goal #3	Foster lifelong learning and community outreach.	Ongoing funding to ensure a stable source of funds to continue Barstow Reads	\$30,000/year with the understanding that some years may require fewer funds	Yes	Academic Affairs/ English department
Goal #4	Cooperate with other stakeholder groups about AI.	Rumi Plagiarism and AI usage and detection software.	Need Nancy Olson (online office) / IT to check on cost	Yes.	Academic Affairs/DEIT
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Instructional Program Review Template

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