Instructional Program Review Template

What is an Instructional Program?

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

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

Program Name

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

Program Name: Associate Of Science Degree For Transfer in Mathematics

Academic Year: 2025-2026

Name of Faculty Submitter(s): Rodolfo Duque and Nelson Ramos

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 Associate Of Science Degree For Transfer in Mathematics at Barstow Community College provides students with a rigorous foundation in mathematical theory and applications, preparing them for transfer to a California State University. This degree equips students with key skills in calculus, statistics, and differential equations, aligning with BCC's commitment to empowering students for transfer and academic success. The math professors at BCC are committed to offer high-quality, equitable learning experiences that promote critical thinking, problem-solving, and real-world applications.

B. What is the program vision and how does it support the institutional vision?
This program vision aligns closely with Barstow Community College's institutional vision of being a learning-centered institution that:

- **Empowers students to achieve their personal and professional goals** through a strong academic foundation based on building crucial mathematical skills. By learning and building a strong background in mathematics, this programs provides them with the opportunity to become field experts in our community and in their future careers.
- **Champions student equity** by supporting open-access math pathways aligned with AB 705/1705. This aligns with the college mission by solidifying math skills and offering a great learnin experience while also providing a smooth transition to other pathways in STEM.

- **Promotes academic excellence** by ensuring students are well-prepared for transfer to CSU campuses with a competitive understanding of mathematics. Our professors provide a sense of connection and meaningful support through tutoring and workshops offered on a weekly basis.
- **Builds community** by equipping students with the tools to contribute meaningfully to society.The program's commitment to transfer readiness, critical thinking, and skill application mirrors BCC's core values of **integrity, excellence, and inclusion**, ensuring students are both academically prepared and personally supported.

C. Please provide a short program description:
The Associate Of Science Degree For Transfer in Mathematics at Barstow Community College provides students with the foundational skills and advanced coursework needed for transfer to a California State University. Through courses in algebra, statistics, calculus, and differential equations, students develop strong analytical thinking and problem-solving abilities.

D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?
The program, Associate Of Science Degree For Transfer in Mathematics, aligns with various aspects of BCC Strategic Priorities, including innovating to achieve equitable student success, igniting a culture of learning and innovation, building community, and achieving sustainable excellence in operations.
1. This program supports **transfer readiness**, **closing equity gaps**, and **ensuring high expectations with high support**. It offers strong support (tutoring, supplemental instruction) to historically underrepresented students in calculus and other college level math courses. The program uses data disaggregated by demographics to improve success rates in gateway courses, aligning curriculum with AB 705/1705 so students move through math pathways faster and more equitably.

2. This program contributes by Piloting new instructional modalities (flipped classrooms, hybrid, active learning) in math courses. It adops Open Educational Resources (OER) or Zero Textbook Cost (ZTC) materials in mathematics to reduce cost barriers and promote innovation. This also encourages faculty professional development in pedagogy, learning technologies, and inclusive teaching practices.

3. This program ties our local teachers and communities together by offering an innovated sense of partnerships. These strengthen with high schools in your service area to promote the math pathway and prepare incoming students while also engaging them in outreach (math fairs, tutoring in the community) to raise math awareness and support. The program also build community by collaborating with student services, counseling, and learning centers to build a more connected student experience.

4. The program's achievement in sustainable excellence in all operations maintains updated curricular resources, efficient scheduling, and effective use of lab/classroom space. This ensures that course design, assessments, and instructional strategies are continuously improved and data-driven. It also leverages technology (software, math platforms) in a cost-effective way and sustaining investment in faculty development.

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

II. Program Effectiveness

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

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

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

Course Data and Analysis

A. Course Success Rate by

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

The course success rates are as follows: 67.8% in AY 2022-2023, 69.3% in AY 2023-2024, and 75.5% in AY 2024-2025. The majority of these classes were taught online by full-time faculty, suggesting students have significantly greater success when they have access to full-time faculty and the office hours and knowledge of college support services available. The student success rate of courses taught by part-time faculty was lower than the student success of courses taught by full-time faculty over the two years. This may be due since part-time faculty mostly teach teach online classes.

B. Retention Rate by

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

The percentage of students retained in the AS-T in Mathematics has maintain in the 80s percentile over the last three-year review period, beginning with 86.2% in AY 2022-2023, 83.7% in the AY 2023-2024, and 89.2% in AY 2024-2025. The courses include both online and traditional mode of instruction. One average online retention rates are higher than hybrid courses. Courses are mainly taught by full-time faculty however, both full time and part time faculty retention rates are similar.

C. Section Count by

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

In AY 2022-2023 there was a total of 38 section counts. In AY 2023-2024 there were a total of 32 section counts. Lastly, in AY 2024-2025 there were a total of 36 section counts. Section counts are in the high 30s over the last 3 academic years. The majority od the sections over the last years have been online due to students' preference while we are increasing the number of traditional modality sections offered each academic year. In the AY 2022-2023 and AY 2024-2025 over 70% of the sections are taught by full time faculty and in the AY 2023-2024 over 80% of the sections are taught by full timr faculty.

D. Enrollment Count by

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

The enrollment count has been decreasing over the last 3 academic years. In the AY 2022-2023 we had a total of 892 enrollment count. The following AY 2023-2024 we had a 869 enrollemnt count. Lastly, in the AY 2024-2025 we had 857 enrollment counts. We seen a slight decreased on enrollment but he have kept close to 900 enrollment counts. Over 700 are online enrollment count for these 3 academic years. Full time enrollement counts are around 600 enrollements counts for these 3 academic years. Giving part time faculty close to 300 enrollement counts these 3 academic years.

E. Class Size Average by

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

The average class size is 24.70 over the 3-year period including both online and traditional classes. Classes were scheduled online. Part-time faculty have higher class sizes as they teach online classes and enrollment numbers for online classes are higher on average.

F. Efficiency: WSCH, FTES, FTEF

Approximately 76% of the classes are taught by full-time faculty. The efficiency, both as WSCH/FTEF and as FTES/FTEF are below the target efficiencies of 525 and 17.5 respectively for the last 3 academic years.

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.

☐ Multiple options for knowledge acquisition ☒ OER materials ☐ Use of Early Alert

☒ Audio files as video alternatives

☒ Provides students an opportunity for feedback on instruction

☐ Ensures all student races and backgrounds are represented in the classroom and the curriculum

☐ Presentation of resources from campus departments

☒ ADA compliant materials

☒Use of graphic organizers

☐ Promotes peer community building and support

☐ Seeks multiple perspectives

☒ Correlates learning with real-life experience

☐ Probing and clarifying techniques

☒ Creates space for students to ask for help

☐ Utilizes learning pact

☒ Includes resources in syllabus

☒ Provide reminders to students throughout course about resources available

☐ Collaborative note-taking

☐ Other:
Click or tap here to enter text.

B. Specifically discuss any equity gaps that have surfaced in the data.
We seen lower course success rates among Black/African American among all courses in the AST-Math degree. During the last 3 academic years we have seen an increase among these student population however equity gap exist.

C. What innovative plans or projects will help to close these gaps?
We are planning to offer support courses as coreqs and continue to offer resources for all students.

Curriculum

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

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

☒ Yes ☐ No
Click or tap here to enter text.

C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?
no

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

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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
Interpret and draw inferences from mathematical models such as formulas, graphs, and tables.	Using Program Course Success rates including Statistics, Calculus 1, and Calculus 2 we have seen an increase over the last 3 academic years. These courses focus on formulas, graphs, and tables. Academic Year 2022-2023 we had a 67.2% success, in AY 2023-2024 we had a 68% success rate, and in AY 2024-2025 we seen an increase of 74.5%.	The plan is to gear more students to take on-campus courses and promote more live hands-on assignments. Create activities that focus more on conceptual understanding before trying the technical portion of the lessons.
Utilize a variety of problem-solving techniques and strategies to identify, analyze, and solve problems.	Using Program Course Success rates including Statistics, Calculus 1, and Calculus 2 we have seen an increase over the last 3 academich years. These courses focus on formulas, graphs, and tables. Academic Year 2022-2023 we had a 67.2% success, in AY 2023-2024 we had a 68% success rate, and in AY 2024-2025 we seen an increase of 74.5%.	The plan is to gear more students to take on-campus courses and promote more live hands-on assignments. Create activities that focus more on conceptual understanding before trying the technical portion of the lessons.
Create and analyze mathematical models of real world and/or theoretical situations, including the implications and limitations of those models	Using Program Course Success rates including Statistics, Calculus 1, and Calculus 2 we have seen an increase over the last 3 academich years. These courses focus on formulas, graphs, and tables. Academic Year 2022-2023 we had a 67.2% success, in AY 2023-2024 we had a 68% success rate, and in AY 2024-2025 we seen an increase of 74.5%.	The plan is to gear more students to take on-campus courses and promote more live hands-on assignments. Create activities that focus more on conceptual understanding before trying the technical portion of the lessons.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?
First program review with no prior analysis.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
Increasing on campus presence by offering more in-person classes to give the opportunity to local students and students that benefit learning traditional modalities.

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?

Calculus based courses are the focus for growth and improvement.

- What actions can help grow or improve these areas moving forward?

Creating support or corequisite courses for the Calculus sequence.

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

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

Promote diverse faculty lead workshops that will focus on student resources to increase involvement on support programs offered to all students.

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

The local community transitioning from the high schools.

Program Data and Analysis

A. Award Count

No prior data since program is a recent ADT created AY 2024-2025.

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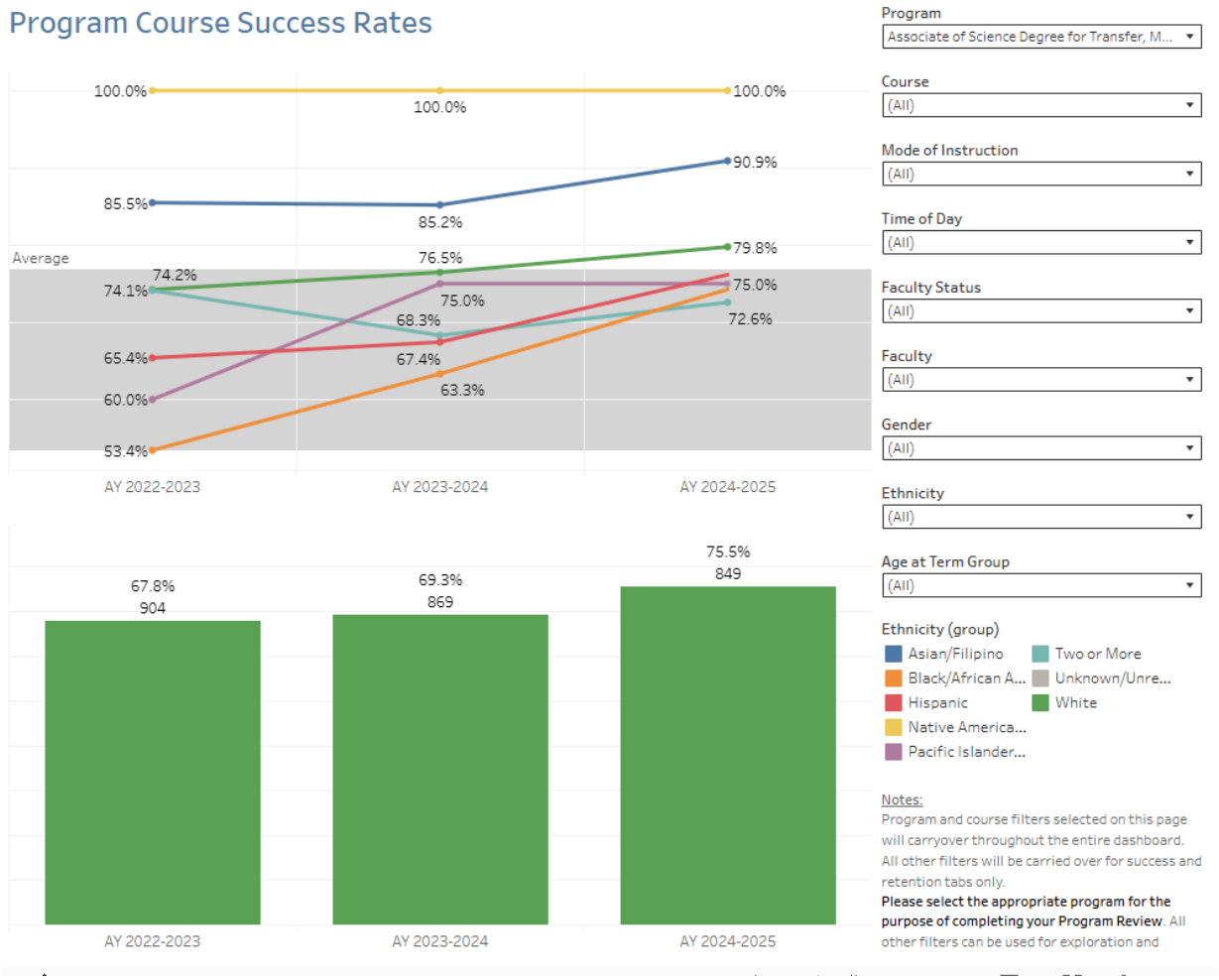
B. Demographics of students in major vs. demographics of students who receive award (percentages)



C. Student Equity Program Data

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

African American students have the lowest success rates.

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

Based on data from 2022 to 2025 online courses have lower success rates in African American students compared to Hybrid and traditional modalities. Due to this fact our innovated plan is increase Hybrid and traditional courses offerings to reduce this equity gap.

D. Student or Program Satisfaction Survey Results (if applicable)

N/A

E. CTE-specific data (CTE programs only)

- Did you participate in the advisory boards?

  N/A

- What were the high-level themes and recommendations from the advisory board meetings specific to your program?

N/A

- 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?
  Information not provided.

- What is the percent increase or decrease trend for job employment in this field?
  Information not available.

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
Course Completion Rates	**70%**	**73%**	
Certificates	**80**	**100**	
Degrees	**440**	**525**	
Transfers	**165**	**210**	
*Licensure Exam Pass Rates	**70%**	**79%**	
*Employment Rates	**60%**	**73%**	

**Applicable to CTE*

1. How is your program doing overall based on observation of program data?
   From the table above, all course completion rates except Stats C 1000 exceed stretch goals. For Certificate and Degrees, the program was recently approved and there is no prior data to reflect from.
2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.
   Given this program is recently new, we believe it is is in accord with the standards of the institutional floor and aspirational target goals. The incorporation of OER and Zero cost texts have allowed for greater affordability to our students. These text allow faculty to continuously incorporate supplemental readings and current applications.
3. 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?
   We don't have prior data about the program but we do have data on the courses recently offered that are part of the Math ADT. As it is getting offered and as it stands, given the effort of faculty and aspirations to student enrollment, the program seems to meet the

standards and goals required for successful course and degree completion. Furthermore, the program emphasizes a collaborative environment for innovation and discovery with other disciplines in the STEM path. This is done to ensure students will have helpful pathways to both degree completion and transfer.

Guided Pathways and Response

A. Name of the Guided Pathway that your discipline is a part of
   STEM Pathway
B. List the other disciplines that are part of your Guided Pathway
   Physical Science, Biology, Chemistry, Computer Science, and Life Sciences.
C. 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.
   Best Practices Faculty Meetings and All Faculty Meetings

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Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

Program: Associate of Science Degree for Transfer, Mathematics

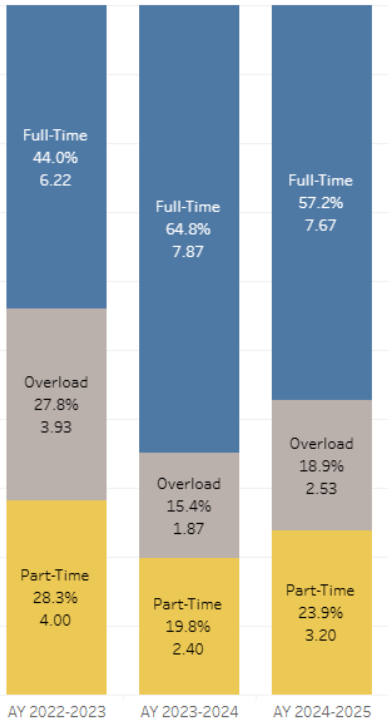
Course: (All)

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2022-2023	Full-Time	3,137	104.57	10.16	309	10
	Part-Time	1,752	58.40	4.00	438	15
	Total	4,889	162.97	14.16	345	12
AY 2023-2024	Full-Time	3,561	118.69	9.73	366	12
	Part-Time	1,351	45.05	2.40	563	19
	Total	4,912	163.74	12.13	405	13
AY 2024-2025	Full-Time	3,214	110.19	10.20	315	11
	Part-Time	1,674	57.39	3.20	523	18
	Total	4,888	167.59	13.40	365	13

Efficiency Targets: WSCH/FTEF = 525 OR FTES/FTEF = 17.5

FT/PT/OL Faculty Load Ratio (FTEF)



As shown by this visual, FTEF of latest year is 7.67

B. FT/PT/OL Faculty Ratio

As shown above from latest year,

Full Time, 57.2%; 18.9%; Part Time, 23.9%

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
   Faculty have enrolled and attended Online Teaching Conferences and STEM related webinars.

2. Please list any professional development that faculty members would benefit from (Standard 3.2)
   Guest Speakers, California Mathematics Council, National Council of Teachers of Mathematics

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
   Depending on program future course offering modalities on campus, staffing might be needed for the on campus demands.

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.

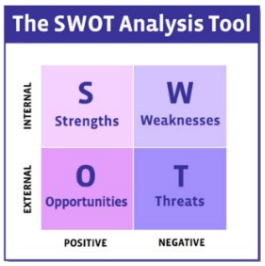
Provide an analysis of the "big picture."

Based on this first review of the data analyzed and the recent changes with both AB705 and AB1705, load ratios could reflective why online, hybrid, and traditional courses experience continued demand by our students. The response and preparation of our dedicated faculty to the recent changes in math provide a solid support to our student population. The work of faculty is integral to the success of and motivation of our students.

SWOT Analysis

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

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



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS The Department has recently adopted the recent changes of AB705 and AB1705. We believe our instructors are doing their best to teach students the proper material and skills needed to keep up with the math, even if students are unprepared. Before students	WEAKNESSES Department might be in need of some type of corequisite courses to go along with the calculus sequence as a support for those students unprepared.

	had more basic knowledge of basic skills but it has become a challenge since they can now get placed in college level math without the proper background. Program will adopt a system-wide course numbering which should facilitate transfer. Faculty members, both full time and part time, are now offering tutoring and workshops at the TLSC, this is something attracting students to utilize the resources we offer.	
External	OPPORTUNITIES Student exposure to professionals outside of academia (attending STEM presentations, workshops offered by the state) could strengthen and grow program. Accomplishing this goal might encompass career days, guest speakers (in class or at the college) and workshops offered by guest speakers.	THREATS While the college and/or department graduates a significant number of STEM degrees, the lack of growth in Barstow's population (both in demographics and commercial development) could hinder local job opportunities for our less mobile students.

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.)*

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- *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

Development of Corequisite support courses

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

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

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.

1. Graduate more STEM students
2. Increase the number of STEM based students who transfer
3. Enhance technological offerings in accordance with AI (Artificial Intelligence) applications

E. Please list outcome statements for each objective.

Students will understand and apply advanced math concepts to real world applications
Comprehension of mathematical models
Prepare graduates in the use of AI in STEM and its applications

F. Briefly explain how you will measure the outcome.

Projects and Tests

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

Collaboration with CBIS department; additional instruction and instructors

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GOAL #2

Broaden course offerings on campus for the local community

B. This Goal is

☐ New

☒ Continued

☐ Modified

If modified please list how and why.

Click or tap here to enter text.

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

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 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.

Understand the need to offer more courses to the local community for better local job opportunities in their career goals

I. Please list outcome statements for each objective.

Students will build more community to be candidates for local jobs

J. Briefly explain how you will measure the outcome.

Projects and Examinations

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

Instructors need to contribute together as a united math department

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GOAL #3

Offer Final Exam Review Workshops at the TLSC

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 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.

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.

Exposure and attendance to STEM workshops and related fields hosted by BCC

Students will interact and network with tutors and Faculty in the fields STEM

Understanding of career requirements necessary for successful endeavors for STEM majors

M. Please list outcome statements for each objective.

Students will gain knowledge of STEM careers and get ready for transferring

Networking with professionals as a means of furthering educational and career opportunities

Development of professional pathways toward success in accordance with educational preparation

N. Briefly explain how you will measure the outcome.

Workshop and tutoring attendance

Term Projects

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

Greater access to community (Barstow and San Bernardino) professional groups and employers

Instructors need to serve as motivatiors and leaders

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.

This being the first program review, we will have something to work on and reflect on next analysis. However, we will have to offer an input on how getting faculty together, how conference attendance, effective in-service projects and meetings, will gear the targeted goals to success.

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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?

A smart board display was requested and it was installed in S2A. This has helped significantly our instructors while they navigate through their lessons. A new table set up was placed with more whiteboards.

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
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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.