Instructional Program Review- Annual Update Template

Instructional Program

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

Program Name: English.

Academic Year: 2024-2025

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

Annual Update #1 ☐ #2 ☐

Note: An Annual Update must be submitted each year that a Program Review is not submitted.

I. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) Data

A) Summarize the progress made on course-level outcomes and assessments (SLOs):

IN **2022-2023**, E-Lumen allowed us to gather data more effectively and see disaggregated data.
In **2023-2024** English Dept adopted CSLO Recommended Assessments for ENGL 1A and ENGL 1C
Data Using the Instructional Program PSLO data in Tableau
Success based on Tableau data is that students **"meet expectations"** of the PLO assessments

PLO 1 - Write essays that demonstrate college-level composition skills, such as organization, a strong thesis, credible content, and appropriate citations.

TERM	ALL students	African American (male & female)	Difference
2023-Spring	78.8%	50%	-28.8%
2023-Fall	77.9%	68.70%	-9.2%
2024-Spring	84.6%	75%	-9.6%

PLO 2 - Learn research and analytical techniques that will benefit them across many disciplines, including those needed for business and technical writing situations. In some classes, students will learn analysis of literature and writing in appropriate contexts.

TERM	ALL students	African American (male & female)	Difference
2023-Spring	82.40%	50%	-32.4%
2023-Fall	78.4%	70.9%	-7.5%
2024-Spring	86.9%	76.5%	-10.4%

In PLO achievement, African-American students are lower than the overall average but have improved significantly in the 2023-2024 academic year.

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PRC feedback suggested adding other ethnic groups' data to the overall and African American data.
Below is data by group for PLO 1 and 2 from spring23 - spring24
Data shows the success of African American students has been increasing and moving higher to other ethnic groups by starting at the lowest group to second lowest but still needs improvement

Spring 2023-Spring 2024 - Tableau data from all listed ethnic groups

PLO #1 Students will write essays that demonstrate college-level composition skills, such as organization, a strong thesis, credible content, and appropriate citations.
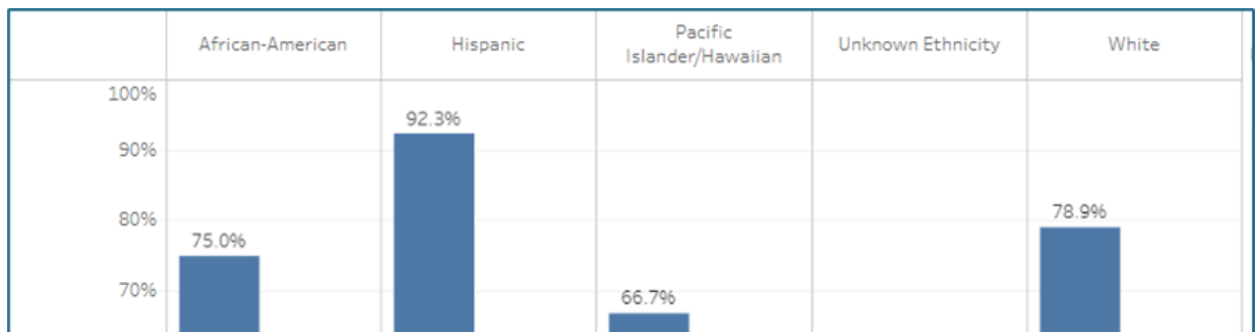
Spring 2023 - African Americans percentage = lowest groups in data Tableau
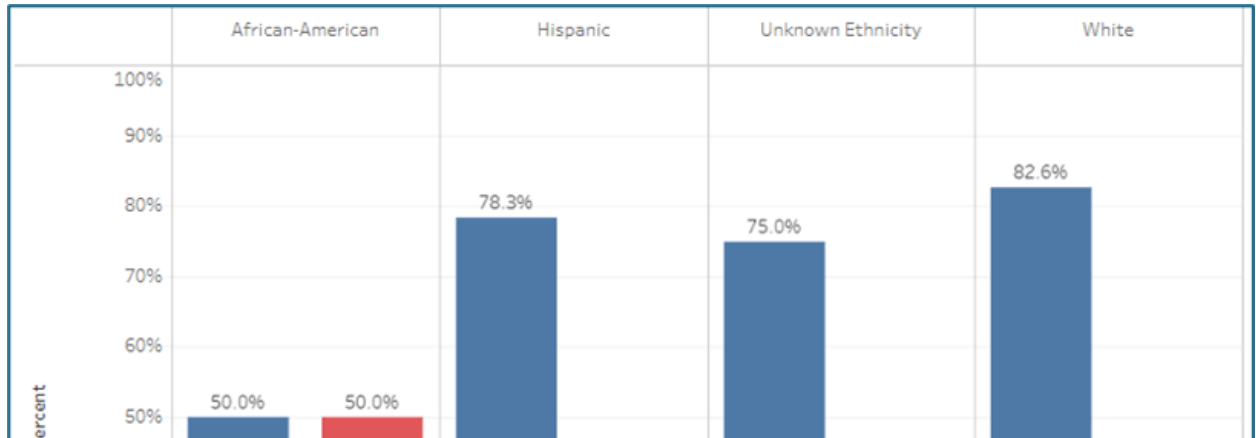
Fall 2023 - African Americans +18%, now second lowest data Tableau (2% above lowest group s%)
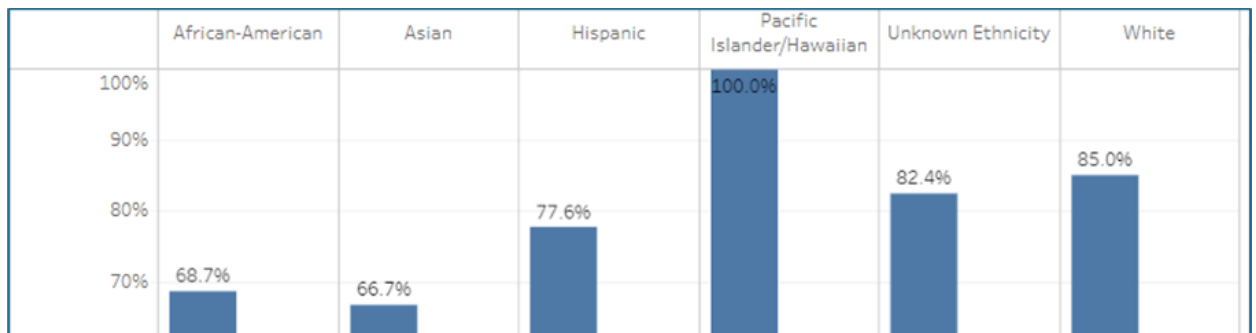
Spring 2024 African Americans +7%, second lowest in Tableau groups (8.3% higher than lowest group)

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B) Please list specific courses or SLOs that were identified for student-centered growth and improvement.
Use the information from Part C of the "Program Learning Outcomes Assessment Data" section of the IPR.
**Update in 2024-2025 requests "*Use the information from Part C of the "Program Learning Outcomes Assessment Data" section of the IPR")*
No Part C in the PLO section in the FULL form from 2022-2023
This was indicated in the Update from 2023-2024 as well.
Click or tap here to enter text.

1) List the actions identified to help grow or improve those areas.
SEE ABOVE - The requested section was not in the Full PR form for 2022-2023
2) Discuss the progress the program has made on those actions. Include any data used to support progress.
SEE ABOVE - The requested section was not in the Full PR form for 2022-2023

C) Please list any actions identified to support equitable outcomes.
Use the information from Part D of the "Program Learning Outcomes Assessment Data" section in the IPR.
**Update in 2024-2025 requests "*Use the information from Part D of the "Program Learning Outcomes Assessment Data" section in the IPR")*
No Part D in the PLO section in the FULL form from 2022-2023
This was indicated in the Update from 2023-2024 as well.
Click or tap here to enter text.

1) List the specific student groups the program identified as students they would like to focus their efforts on.
SEE ABOVE - The requested section was not in the Full PR form for 2022-2023
2) Discuss any progress with equitable action within the program and any measures taken to ensure the identified student group(s) would receive appropriate support. Include any data used to support progress.
SEE ABOVE - The requested section was not in the Full PR form for 2022-2023

D) Describe any other program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

In 2023-2024 - the department identified African-American men as a group to develop specific strategies to retain and increase success.

Based on the In-Service BCC data presented for ENGL completion for this group, BCC English is doing better than state average in completing transfer-level ENGL courses.
2023-2024 BCC Program Data

Data Using the Program Success Data tab in Tableau

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Success Rates in GE Transfer level English: ENGL 1A and ENGL 1C
Success Rates in English ADT Literature courses: ENGL 1B, 2, 3, 4, 5, 6, 7, 11, 12, 12B, 13A
NOTE: **Any data with fewer than 5 students was excluded**

ENGL 1A					
TERM	ALL students	African American (male & female)	Difference	African American (male)	Difference
2021-2022	54.8%	41.3%	-13.5%	44.0%	-10.8%
2022-2023	54.3%	40.5%	-13.8%	42.0%	-12.3%
2023-2024	52.8%	42.2%	-10.6%	52.3%	-0.5%

ENGL 1C					
TERM	ALL students	African American (male & female)	Difference	African American (male)	Difference
2021-2022	68.2%	65.6%	-2.6%	63.6%	-4.6%
2022-2023	63.7%	61.9%	-1.8%	64.0%	0.3%
2023-2024	70.6%	65.8%	-4.8%	75.0%	4.4%

ENGL Literature courses (ENGL 1B, 2, 3, 4, 5, 6, 7, 11, 12, 12B, 13A)					
TERM	ALL students	African American (male & female)	Difference	African American (male)	Difference
2021-2022	84.2%	63.6%	-20.6%	66.7%	-17.5%
2022-2023	81.3%	61.5%	-19.8%	NA (less than 5)	NA
2023-2024	76.7%	77.8%	1.1%	NA (less than 5)	NA

Additional review of data is needed as well as analysis on what strategies and when implemented have been most effective.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?
SEE ABOVE - The requested sections were not in the Full PR form for 2022-2023

Related to using text /instruction to improve overall retention include use of diverse readings and instruction for retention and success within groups with lower than overall average:
> English is requesting funding to create an OER textbook for the two transfer-level foundational classes: ENGL 1A and ENGL 1C.
> Both courses have OER text, but the dept believes a text written by BCC faculty (PT & FT) will be better geared towards BCC students' needs, including chapters, assignments, and readings selected to support diverse groups that would benefit from guided materials and methods.
> Having these codified with recommended text would also help create more unity in the instruction as well as address or relate to new issues in English and BCC: Specific diverse populations, single assessment selections, and so on.

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II. Progress Toward Achieving Program Goals, Objectives, and Outcomes

These should be carried forward from your full Program Review (Section III), or from your Annual Update #1 if revised since your full Program Review.

A) List the 2-3 goals from your Program Review or most recent update.

GOAL #1

Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to the English AA-T.
See the progress section below for goals, objectives, and status

GOAL #2

Increase support for writing – create foundations towards writing center – more tutor-specific training, ENGL faculty promoting to other faculty. ENGL faulty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutors trained by writing center programs **(PR 2022-2023)**
See the progress section below for goals, objectives, and status

GOAL #3

College -Wide reading project that allows for community engagement as well **(PR 2022-2023)**
See the progress section below for goals, objectives, and status

GOAL #4

Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses. **(PR 2022-2023)**
See the progress section below for goals, objectives, and status

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 **(PR 2022-2023)**
See the progress section below for goals, objectives, and status

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 **(PR 2022-2023)**
See the progress section below for goals, objectives, and status

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B) Have any goals been completed or discontinued?
If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.
<mark>Yes ☐</mark>   No ☐

GOAL #3

College -Wide reading project that allows for community engagement as well **(PR 2022-2023)**

<u>COMPLETED</u>: With the creation of the **Barstow Reads program** in 2023-2024 and the continuation of the program in 2024-2025, This has been completed. However, improvement to the program may be determined as future goals in the next full Program Review

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 **(PR 2022-2023)**

COMPLETED: All courses in the pathway that can be made fully ZTC have been submitted to the curriculum as ZTC. The equity training and just-in-time remediation may be integrated into other goals in the future full program review to ensure these are continued

C) Discuss the objectives and related outcomes for each goal.

- **GOAL #1 Objective(s) with related Outcome.**
  Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to the English AA-T.
  OBJ 1 - Encourage more students to declare ENGL AA-T and complete the program
  OBJ 2 - Continue to emphasize equity-centered practices to continue improving student retention and success (see retention and success data)
  OBJ 3 - Promote English courses, tutoring, and other services to students across academic and non-academic disciplines
  ***** ***** ***** ***** ***** ***** ***** ***** *****

- **Discuss any progress toward meeting the goal based on the goal objectives.**
  OBJ 1 - Encourage more students to declare ENGL AA-T and complete the program

  Only anecdotal data from English faculty at this time
  - Faculty mention the value of the English ADT in classes, especially any ADT-specific courses such as the Literature classes.
  OBJ 2 - Continue to emphasize equity-centered practices to continue improving student retention and success (see retention and success data)
    - **In 2023-2024** - Adopted Recommended Assessments for ENGL 1A and ENGL 1C
    - **By 2023-2024** - Almost all courses had adopted an OER textbook option

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Improvement in the goal of improved retention and successful African American male students in transfer-level foundational courses: ENGL 1A and ENGL 1C
SEE Section **I**. **Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) Data**

OBJ 3 - Promote English courses, tutoring, and other services to students across academic and non-academic disciplines
- **2022-2023 & 2023-2024 - TLSC English workshops** - Main Campus, Fort Irwin, and virtually
- **2023-2024 - Barstow Reads** - Promoted reading and unified discussions across campus and in the community.
- In the future, we can create a brochure to advertise the AA-T at community and college events.

Related to using text /instruction to improve overall retention including the use of diverse readings and instruction for retention and success within groups with lower than overall average:

English is requesting funding to create an OER textbook for the two transfer-level foundational classes: ENGL 1A and ENGL 1C.

Both courses have OER text, but the dept believes a text written by BCC faculty (PT & FT) will be better geared towards BCC students' needs, including chapters, assignments, and readings selected to support diverse groups that would benefit from guided materials and methods.

Having these codified with recommended text would also help create more unity in the instruction as well as address or relate to new issues in English and BCC: Specific diverse populations, single assessment selections, and so on.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**
  Main measurements through declared majors in Banner tracked by graduation

		Uses higher # of fall/spring terms	
TERM	ENGL ADT - AWARDED	**TERM**	ENGL ADT - Declared
2021-2022	7	2021-2022	47
2022-2023	1	2022-2023	72
2023-2024	6	2023-2024	62

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- **GOAL #2 Objectives with related Outcome.**
  Increase support for writing – create foundations towards writing center – more tutor-specific training, ENGL faculty promoting to other faculty. ENGL faulty release time to work with tutors, liaison with faculty, and promote writing center

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philosophies and training, as well as have tutors trained by writing center programs **(PR 2022-2023)**

- **Discuss any progress toward meeting the goal based on the goal objectives.**

Objective 1: Provide support for writing as an essential skill across disciplines
Objective 2: Establish a writing center to provide tutoring in English
Objective 3: Focus on training for faculty and tutors responsible for writing

In line with our aim to emphasize equity-centered practices to continue improving student retention and success, our department has been proactively working with the TLSC and ACCESS to provide students with any additional assistance and support they may need to successfully and competently compete in our program and any other academic field they may be in (Objective 1). In the past year, we had an Academic Support Coordinator, and the position is currently vacant. In the near future, we would like to see someone in that position who has a background in academic support, English and/or Math.

Instructors are actively participating in our tutoring services (TLSC) and workshops provided there for students on a weekly basis. Our faculty are made available for tutors who need assistance, and we are hoping to be more involved in training and tutoring activities in the future (Objective 3). As part of this goal, we have also been encouraging instructors to familiarize students with the available assistance and incentivize them to participate when needed.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**
  Several full-time and part-time faculty have been assigned hours at the TLSC this year and are providing a number of workshops on a variety of topics. In collaboration with the TLSC and other departments, the workshops are tailored to help students who experience difficulties with college-level writing and research (Objective 2). Part-time instructors were also encouraged to participate and have signed up to present a number of these workshops as well.

A number of faculty members have also signed up to provide tutoring hours as well as mentoring and support for our TLSC staff and tutors. It may be early to measure the progress of these changes or connect that to the overall improvement in enrollment and success rates, but students who make use of these services generally show more confidence and achieve better outcomes.

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Fall Semester Workshops

Jacob Lenerville	The In and Out of Paragraph Writing	September 3, 2024	1:30PM	Fort Irwin Campus
Michael Brady	Thesis Statements: Understanding Main Claims	September 4, 2024	4:00PM	TLSC Main Campus
Penny Shreve	AI- Collaborative AI When and How to Cite AI In Your Writing	September 5, 2024	2:00PM	Fort Irwin Campus
Vincent Lovato	How to Write a Research Essay	September 9, 2024	12:00PM	Online
Penny Shreve	AI - Collaborative AI How to Use AI to Create a Helpful Outline	September 19, 2024	2:00PM	Fort Irwin Campus
Ibrahim Aboud	MLA Format-The Basics	September 20, 2024	10:00AM	TLSC Main Campus
Jacob Lenerville	Thinking About the Thesis	September 24, 2024	1:30 PM	Fort Irwin Campus
Elisa Urmston	The Magic of Revision	September 24, 2024	3:00PM	TLSC Main Campus
Ibrahim Aboud	Writing College Essays	September 27, 2024	11:00AM	TLSC Main Campus
Vincent Lovato	Plagiarism and Research Skills	September 30, 2024	12:00PM	Online
Tanja Addison	Posting a homework assignment, and a response in canvas, addressing both critical	October 17, 2024	5:00PM	TLSC Main Campus
Elisa Urmston	Ten Comma Commandments	October 22, 2024	3:00PM	TLSC Main Campus

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- **GOAL #3 Objectives with related Outcome.**
  Our inaugural series of events for Barstow Reads took place over several months in Academic Year 2023/2024. Through a $50,000 grant secured through the Inland Empire initiative Growing Inland Achievement (GIA) we were able to purchase and distribute 500 copies of the book *There There* by Tommy Orange, the common text chosen for the first Barstow Reads.

- **Discuss any progress toward meeting the goal based on the goal objectives.**
  As noted above, Barstow Reads took place through a series of events, mostly on campus with students and members of the wider community. Presentations were made to the Barstow City Council, the Chamber of Commerce, and the Optimists of Barstow. Several local literacy groups were invited to participate. The ultimate event was a chat and book signing by the author Tommy Orange, which was attended by faculty, staff, students, and community members. The reception by the approximately seventy-five attendees was extremely positive with many saying that we should hold more events like this.

- Briefly explain how you have been measuring the goal and any notable indicators of forward progress.
  We are currently planning our second annual Barstow Reads. The memoir *Sitting Pretty: The View from My Ordinary Resilient Disabled Body* by Rebekah Taussig will be the book

we will be reading. The planning for a second year of Barstow Reads is a remarkable measurement. We will be securing funding to hold events like these mentioned above, including an invitation to Rebekah Taussig to appear and sign books as the ultimate event.

Barstow Reads Mini-Grant ($50,000) Expenditures

Project
Contract Services $30,000
Contract Services $30,000
Food Supplies $1,466.44
Funds remaining $13,419.86
Textbooks/Instructional Packets $5,113.90
Total expenditures $36,580.34
Funds remaining $13,419.86

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- **GOAL #4 Objectives with related Outcome.**
  GOAL # 4 = Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.

  G4 - OBJECTIVE 1 = Attendance of PT Faculty at ENGL meetings and other ENGL-related events, and create accessible working documents corresponding with events

    OBJECTIVE 1 Progress/Measurements: Funding has not been approved, so training/codification has not occurred yet.

    Some ENGL dept. meetings have occurred but without funding or focus on whole department discussions. Some smaller level communication and participation regarding AI and ENGL events (Barstow Reads). Some ENGL faculty were active in email threads and shared materials for general AI info in opt-in / Opt-out participation - Most FT ENGL faculty and a couple of PT have been in these ongoing threads, communication, and participation (in 2023-2024)

  G4 - OBJECTIVE 2 = Norming and assessing faculty training/workshop with 50% or more of PT attendance

    OBJECTIVE 2 Progress/Measurements: Funding has not been approved, so no formal training yet. Some of the focus of training would shift from norming and assessing to high-res topics such as AI and single assessment assignments

  Add To Training topics - once approved

- Use and policies on AI - Most prominent of the training

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- Upcoming changes in CSLO assessment - single assessment creation in department-wide discussions – norming/assessment training related to single assessment is needed.

Related to more uniform assessment and instruction across the department:

English is requesting funding to create an OER textbook for the two transfer-level foundational classes: ENGL 1A and ENGL 1C.
Both courses have OER text, but the dept believes a text written by BCC faculty (PT & FT) will be better geared towards BCC students' needs, including chapters, assignments, and readings selected to support our diverse groups that would benefit from guided materials and methods.
Having a codified, recommended text will help create more unity in the instruction as well as address or relate to new issues in English and BCC: Specific diverse populations, single assessment selections, and so on.

PRC Feedback suggested adding options for meeting this goal if funding is not approved.

Request TLSC to reinstate the Scholarship in Teaching Workshops and ask that all English or writing instructors be allowed to use one assigned hour to meet for smaller scale training and tutoring guidelines – general instructor expectations for writing.

If not approved FT faulty will set the most critical policies with little to no PT input. Any AI or norming training in the discipline would be individual with little unity or inclusion in important discussions in the changing field of composition.

If funding is not approved, this goal will need to change in scope and implementation in the next full program review.
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- **Discuss any progress toward meeting the goal based on the goal objectives.**
  No progress yet. Waiting for funding to be approved

- Briefly explain how you have been measuring the goal and any notable indicators of forward progress.
  No measurement yet. Waiting for funding to be approved

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- **GOAL #5 Objectives with related Outcome.**
  G5-OBJECTIVE 1- Increase use of OER and Low-cost textbooks to further promote the OER English AA-T program.
  OBJECTIVE 1 Progress/Measurements: According to the online class schedule: For Fall 23, 6 of 41 classes offered by the English department were listed as ZTC courses. 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). Again, we are not sure of how accurately the information in the schedule reflects actual ZTC and LTC courses, as we know of at least two faculty using ZTC/LTC whose courses were not listed as such in the schedule. Use of ZTC and low textbook cost materials will soon be tracked campus-wide with the new

state mandate that the cost of all course material be posted for students. We will continue to share ZTC materials with our colleagues department-wide to encourage increased adoption of ZTC.

G5 - OBJECTIVE 2 Increase use of OER and Low-cost textbooks to further promote the OER English AA-T program
OBJECTIVE 2 Progress/Measurements: A couple of years ago paperwork was submitted through the curriculum committee for a fully online ZTC English AA-T pathway. We were vocally told the pathway had been approved. However, there were a couple of issues: 1) the COR changes necessary for this pathway never made it into eLumen, 2) there is one area of the English degree that does not fully qualify for OER ZTC. We are still working with the curriculum committee and staff to complete the pathway.

G5 - OBJECTIVE 3 Continue to work with the online office to employ more targeted department training and develop more understanding of and resources for student technical abilities, including professional development on adding diversity, humanizing, equity assessment, and addressing blocks for disproportionately impacted groups in writing and literature classes. Content in OER for these specific groups and focuses.
OBJECTIVE 3 Progress/Measurements: We have continued to offer Zoom option for ENGL meetings and other DEITC-related events
Our Barstow Reads event was successful, targeting Native American literature via Tommy Orange's novel *There, There*. This year's book as listed above is The memoir *Sitting Pretty: The View from My Ordinary Resilient Disabled Body* by Rebekah Taussig. We continue to participate in faculty training /workshops/discussions on equity/diversity, with the added training area of AI use in and out of the classroom. We would still like to secure flextime funding for our part-time faculty for professional development.

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- **GOAL #6 Objectives with related Outcome.**
  Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, academic dishonesty, and lack of professionalism in student works **(PR 2022-2023)**

- **Discuss any progress toward meeting the goal based on the goal objectives.**

- Objective 1: Faculty increased focus and increased awareness of the harms of cheating and provided clear guidance and awareness to students early in multiple mediums and using just in time interventions and information
- Objective 2: Emphasize the effects of having wide-spread plagiarism on academic performance, morale, and enrollment.
- Objective 3: Use of and additional exploration of more early detection software that makes students aware of this before submissions for FT/PT faculty.

  The department has made it one of its priorities to raise awareness regarding the threats posed by plagiarism and Artificial Intelligence use in writing courses and academic writing in general.

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Over the past year, we have had deep and often intense discussions regarding the use of AI in assignments. Email threads document these discussions, which led to many useful suggestions and feedback (Objective 1). In collaboration with our Distance Education and Instructional Technology department, Turnitin's AI tool was utilized by instructors to detect AI use and other forms of plagiarism. Faculty were encouraged to educate themselves and students about the limitations of AI text generators, editors, and detectors (Objective 2). We continue exploring newer software to assist instructors with detection, and Ms. Susan Nylander has been leading the department in that area, and we emphasize the use of multiple metrics to evaluate assignments to avoid unfair or erroneous grading (Objective 3).

Dr. Penny Shreve has led our discussions on how AI can be used to improve brainstorming and content without producing dishonest work, especially since the technology is becoming very popular and embedded in word processors and search engines. This includes exploring more innovative ways to make assignments and tests more creative, personalized, and "AI-resistant." As this is an evolving situation, active discussions on how to deal with AI, by relying on the latest academic research and experiences with the technology, are ongoing. And we are evolving in our ways of thinking and responding accordingly.

- Briefly explain how you have been measuring the goal and any notable indicators of forward progress.

As a result of our discussions, our faculty have been required to use our Advocate program to report incidents of AI and plagiarism, which were also subject to a lot of faculty feedback and questions. The program's steps are designed to collect qualitative and quantitative data on the issue of plagiarism and AI use among students. It also aims to deal with each case by providing remedies and/or accountability. Faculty are encouraged to report and keep track of these cases so the problem does not become a serious hurdle for the student and lead to failure. The number of these cases is not available to faculty, but the dean has been actively following up and dealing with students who go through the program's steps.

A number of faculty members participated in meetings and conferences that addressed the issue of AI in the past year; their experiences were and will be shared this year, and we will hopefully see more positive results in that area in the near future. Currently, we are requesting Rumi software as part of our goal to mitigate plagiarism and better guide AI usage.

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D) List any resource you are requesting for each goal.

1. **Goal 1** ☐   **Goal 2** ☐   **Goal 3** ☐
   Goal 4 ☐   **Goal 5** ☐   **Goal 6** ☐

   Please list the resource and how it relates to the goal.
   OER textbook - Created by BCC Faculty FT/PT Funding to create OER text for ENGL 1A and ENGL 1C aimed at BCC faculty and students' needs.

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This supports GOAL #1 (objective 2) and GOAL #4 (objective 2)
GOAL #1 Having a text aimed at BCC student needs and faculty choices, retention, and success can improve.

GOAL #4 - part of the training for faculty was to create an agreed-upon structure and norming to make the English experience more similar across courses. A recommended BCC-created text could build that into the instruction and readings

2. **Goal 1** ☐   **Goal 2** ☐   **Goal 3** ☐
   Goal 4 ☐   **Goal 5** ☐   **Goal 6** ☐

This supports GOAL #4 (objective 2) and GOAL #6 (objective 1 and 3)

Please list the resource and how it relates to the goal.
GOAL 4 - This helps support #4 as an essential part of training and concerns for ENGL faculty related to AI use in students' work.
GOAL 6 - Rumi software - Many faculty members participated in meetings and conferences that addressed the issue of AI in the past year; their experiences were and will be shared this year, and we will hopefully see more positive results in that area in the near future. Currently, we are requesting Rumi software as part of our goal to mitigate plagiarism and better guide AI usage.

3. **Goal 1** ☐   **Goal 2** ☐   **Goal 3** ☐
   Goal 4 ☐   **Goal 5** ☐   **Goal 6** ☐

This supports GOAL #4 (objective 2) and GOAL #6 (objective 1 and 3)

Please list the resource and how it relates to the goal.
Software AI and AI detection licensing for Faculty use - $ 600 this would include Zero GPT Pro =$ 280 (https://gptzero.me/pricing) and Chat GPT 4.0 Team = $300 (https://openai.com/chatgpt/pricing/)

As the Rumi software requested above, AI is impacting all areas of writing. Turnitin AI detection is helpful, but most instructors are required to use multiple other free AI detection software. These are limited in the number of uses, quality of replies, and ability to save and use results.

4. **Goal 1** ☐   **Goal 2** ☐   **Goal 3** ☐
   Goal 4 ☐   **Goal 5** ☐   **Goal 6** ☐

Please list the resource and how it relates to the goal.
GOAL #4 - 3,500 for Paid Professional development for PT ENGL faculty
_____

Instructional Program Review- Annual Update Template

III. New Goals (optional)

This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the program.

A. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☐ Support Learning

3. Please list at least one objective for achieving this goal*.*
Click or tap here to enter text.

4. Please list outcome statements for each objective.
Click or tap here to enter text.

5. Briefly explain how you will measure the outcome*.*
Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome*.*
Click or tap here to enter text.

· ·

B. NEW GOAL #2

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Choose an item.

Choose an item.

Choose an item.

Instructional Program Review- Annual Update Template

Choose an item.

2. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☐ Support Learning

3. Please list at least one objective for achieving this goal.
Click or tap here to enter text.

4. Please list outcome statements for each objective.
Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.
Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome.
Click or tap here to enter text.

IV. Resource Requests: What does the program need to meet its goals and objectives?

What does the program need to meet its goals and objectives?
List all resources from Sections II.D and III.6 below.
If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
#4 #6	4G OBJ 2 revised AI 6G OBJ 1 & 3	Software/AI **Rumi** Rumi - Implement Classroom AI Policy with Confidence (rumidocs.com)	$7/student= $21,000 total for campus-wide use	Yes	Click or tap here to enter text.
#4	OBj 1 and 2	This repeats the request from PR BAP (2021-2022) Professional development for PT ENGL faculty	3,500	Submitted in 2021-2022 PR/BAP	Click or tap here to enter text.

Instructional Program Review- Annual Update Template

#4 #6	4G OBJ 2 revised AI 6G OBJ 1 & 3	BAP submitted (2021-2022), but refined and more specific software options: Software AI and AI detection licensing for Faculty use $ 1,000 Zero GPT Pro =$ 280 (https://gptzero.me/pricing) Chat GPT 4.0 Team = $300 (https://openai.com/chatgpt /pricing/)	Est 1,000 for refined software available for teams of institutions	Click or tap here to enter text.	Click or tap here to enter text.
#1 # 4	G1 = OBJ 2 G4= OBJ 2	Funding to create OER text for ENGL 1A and ENGL 1C aimed for BCC faculty and students needs	10,000	No	OER funding/ grant
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.

BUDGET ALLOCATION PROPOSAL

Date: 12/01/2022	Originator: English Dept
Program or Department Name:	English Dept and English AA-T
Dean/Vice President/Supervisor:	Dean Rodden

What are you requesting? *(Brief)*	Combat Plagiarism training, taskforce, technology
Amount Requested: $3,000	☐ One-time Funding ☒ Ongoing Funding
Funding Source (if known) :	

REQUEST TYPE:

☐ Personnel/Staffing	☐ Technology Resource	☐ Facilities Resource	☒ OTHER
Complete *Personnel/Staffing* section below	Complete *Technology* section below	Complete *Facilities* section below	

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty ☐ Classified ☐ Management/Confidential

Is the position requested: ☐ A new classification (Attach *proposed* job description, or *detailed* list of proposed duties)

☐ An existing classification *Official Job Title:* _____

Is the position requested: ☐ Full Time ☐ Part Time: _____ Months/Year _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware ☐ Software ☐ Printer/Copier ☐ Network ☐ Audio-Visual ☐ License/Maintenance

Indicate the intended users: ☐ Students ☐ Faculty ☐ Staff ☐ Other

Is training required? ☐ No ☐ Yes Explain: _____

How will it be secured? ☐ Alarm ☐ Secure Room ☐ Secure Cabinet ☐ Cable/Lock ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students ☐ Faculty ☐ Staff ☐ Other

Is maintenance required? ☐ No ☐ Yes Explain: _____

1. Why is the request being made?

> There is a significant increase in plagiarism from students at BCC and across the state. Plagiarism can impact learning, ethical choices, and directly impact grades in classes and possibly programs
>
> Having professional development including FT and PT faculty in combatting plagiarism though assignment building and other tools
>
> English department has usually 15 or more faculty of which only 4 are FT. So over 2/3rds of faculty are not usually paid or required to attend training as part of their paid hours. Paying for attending trainings is ethical and more effective for sharing information and maintaining course quality.
>
> Training will cross over to non-English though available means of faculty meetings and other delivery methods that are available

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

> **Program Review Annual Update - New Goals**
>
> **Goal 1 -** Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to English AA-T.
>
> > Failing classes because of plagiarism impacts success in program overall.
>
> **Goal 2 -** Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faulty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs.
> > Well trained tutors can more successfully deal with possible plagiarism. Processes on dealing with possible plagiarism need to be developed.
>
> **Goal 4 -** Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.
>
> **Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using **more equity-based assessments**, as well as employing more targeted department training and working with the online off to develop **more understanding of and resources for student technical abilities** -- i.e. how to access tools**, just-in-time remediation**, creating the fully online ZTC English AA-T pathway.
>
> **Goal 6 -** Faculty training on methods **to reduce plagiarism**, and as needed adopt technology and shared strategies on **detecting plagiarism**, **and academic dishonesty, and lack of professionalism in student works**

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

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

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

> This is connected to 5 of the 6 goals in the 2022 **Program Review**
> **Program Review Annual Update – See New Goals**
>
> **Goal 1 -** Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to English AA-T.
>
> **Goal 2 -** Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faulty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs
>
> **Goal 4 -** Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.
>
> **Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.
>
> **Goal 6 -** Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, and academic dishonesty, and lack of professionalism in student works

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?
    Example: Technology Assessment Form
    (This question is not required for Personnel/Staffing requests.)

> Impact on online office as accessible repository and possible assistance in implementing changes in class assignments and language may be changed.
>
> Reducing plagiarism could reduce impact on report academic honesty violations to Academic Affairs and/or reports of violations could be have reference to tools and materials created by department to assist individual students (or other departments) reduce plagiarism in the future. Can present in all-Division or Best Practice meeting, thus impacting Deans and other faculty

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

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

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

English classes will engage more practices for avoiding and detecting plagiarism

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

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

Help reduce plagiarism in English and other classes

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

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

Creating survey and future intervention and process / reporting data

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

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.
(Follow the links to access each document)

1. Mission Statement

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

PT faculty need to be part of discussions on student success, changing pedagogy and options that reduce plagiarism choices.
This happens best with planned training, discussions, and projects. Training for which people attending are paid for attending

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

2. Strategic Priorities / Strategic Goals

Strategic Priority 1: Innovate to Achieve Equitable Student Success
    Plagiarism directly negatively impact students' ability to reach and demonstrate learning.

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

Strategic Priority 2: Ignite a Culture of Learning and Innovation
    By improving collaborations between faculty and look closely at obstacles for that can result in plagiarism, student engagement and retention should improve and allow more confidence in the learning process

Strategic Priority 3: Build Community
    FT and PT faculty in the department will be more unified on process and more effective strategies to avoid and reduce plagiarism with knowledge of effective building of plagiarism resistant assignments as well as using tools through the process and in reviewing the final product.

3. Educational Master Plan

From Comprehensive Master Plan (Vision 2030) -

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

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

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

BCC Institutional Level Outcome (110-111)

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

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

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

From the BCC Professional Development Plan (2014)

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

With this commitment to professional growth, and desire, it is important that ALL faculty are part of the instructional expertise and avoid, recognize, and deal with academic violations in their own classes.
Discipline level professional development, discussions, and training are critical to consistency across the discipline, strong interactions, having access and training of helpful tools, and beign aware of and knowing the steps of any process on reporting on intervention

ADMINISTRATIVE USE

Administrator: _____   Title: _____

Comments/Recommendations:

```
[                                                            ]
[                                                            ]
[                                                            ]
[                                                            ]
[                                                            ]
```

Signature: _____   Date: _____

Administrator: _____   Title: _____

Comments/Recommendations:

```
[                                                            ]
[                                                            ]
[                                                            ]
[                                                            ]
[                                                            ]
```

Unit Priority Ranking: _____ of _____

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

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____   Date: _____

BUDGET ALLOCATION PROPOSAL

Date: 12/01/2022	**Originator:** English Dept		
Program or Department Name: English Dept and English AA-T			
Dean/Vice President/Supervisor: Dean Rodden			

What are you requesting? *(Brief)*	Professional development for PT ENGL faculty
Amount Requested: $3,500	☐ One-time Funding ☒ Ongoing Funding
Funding Source (if known) :	

REQUEST TYPE:

☐ Personnel/Staffing	☐ Technology Resource	☐ Facilities Resource	☒ OTHER
*Complete **Personnel/Staffing** section below*	*Complete **Technology** section below*	*Complete **Facilities** section below*	

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty   ☐ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification   (Attach *proposed* job description, or *detailed* list of proposed duties)

☐ An existing classification   *Official Job Title:*

Is the position requested: ☐ Full Time   ☐ Part Time: Months/Year   Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required?   ☐ No   ☐ Yes   Explain:

How will it be secured?   ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required?   ☐ No   ☐ Yes   Explain:

1. Why is the request being made?

> Professional development including PT faculty in work and training including OER, diversity, humanizing classes, assessment guidelines the ensure equitable assessments and shared quantity elements so outcomes data is comparable and useful.
>
> English department has usually 15 or more faculty of which only 4 are FT. So over 2/3rds of faculty are not usually paid or required to attend training as part of their paid hours. Paying for attending trainings is ethical and more effective for sharing information an maintaining course quality.
>
> So, to ensure effective changes and norming, PT faculty must understand the expectation, work on all course-level norming and expectations including useful and comparable expectations. This will hep implement OER, equity-assessment and effective instructional techniques as well.
>
> Paying for attendance is the right thing to do and more likely to get more engagement.

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

> **Program Review Annual Update - New Goals**
>
> **Goal 1 -** Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to English AA-T.
>
> **Goal 2 -** Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faulty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs
>
> **Goal 4 -** Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.
>
> **Goal 5** - Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.
>
> **Goal 6 -** Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, and academic dishonesty, and lack of professionalism in student works

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

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

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

> This is connected to 5 of the 6 goals in the 2022 **Program Review**
>
> **Program Review Annual Update – See New Goals**
>
> **Goal 1 -** Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to English AA-T.
>
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>
> **Goal 6 -** Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, and academic dishonesty, and lack of professionalism in student works

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?
Example: Technology Assessment Form
(This question is not required for Personnel/Staffing requests.)

> Impact on online office as accessible repository and possible assistance in implementing changes in class assignments and language may be changed.
>
> Reducing plagiarism could reduce impact on report academic honesty violations to Academic Affairs and/or reports of violations could be have reference to tools and materials created by department to assist individual students (or other departments) reduce plagiarism in the future. Can present in all-Division or Best Practice meeting
>
> The part related to tutoring may impact tutoring in creating training times for writing tutors to work with faculty, faculty to explain their guidelines to tutors, and other interactions between tutors and faculty. Possible time and pay for training time from tutors.
>
> Having speakers can impact PAC or other college spaces. PAC and MO needed assistance

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

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

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

Help reduce plagiarism in English and other classes

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

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

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

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

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

(Follow the links to access each document)

1. Mission Statement

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

PT faculty need to be part of discussions on student success, changing pedagogy and options that address equity and BCC resources, and expectations.
This happens best with planned workshops and training for which people attending are paid for attending

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

2. Strategic Priorities / Strategic Goals

Strategic Priority 1: Innovate to Achieve Equitable Student Success
Some of the goals are directly related to equitable assessments, improved understanding with tutors and other faculty to align more guidelines so student have a more seamless feeling in at least the basic foundations in classes. Including more OER for students, faculty agreement on norming and assessments

Strategic Priority 2: Ignite a Culture of Learning and Innovation

> By improving collaborations between faculty and look closely at obstacles for disproportionately impacted groups, student engagements band retention should improve and allow more voices in the learning process
>
> Strategic Priority 3: Build Community
> FT and PT faculty in the department will be more unified, have more regular communication building a department community.

3. Educational Master Plan

From Comprehensive Master Plan (Vision 2030) -

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

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

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

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

BCC Institutional Level Outcome (110-111)

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

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

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

From the BCC Professional Development Plan (2014)

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

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

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

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

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

Budget Program Number: _____ ☐ Restricted ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____