



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year:

Date Submitted:

By:

Faculty Lead:

Members:

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2. Description and Overview
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4. Curriculum
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1. Program Mission and Vision

A. Program Mission

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The Social Science Department fosters critical thinking and communication through exploring broad based, multicultural and multidisciplinary perspectives concerning humanity, society, the environment and human development through transferable courses in the fields of Psychology, Political Science, Sociology, Economics, Business and History.

In addition, the department contributes to the General Education Program of Barstow Community College and thrives to develop and produce graduates who:

- I. Understand and can apply fundamental concepts of our disciplines.
- II. Communicate effectively, both orally and in writing.
- III. Conduct sound research.
- IV. Address issues critically and reflectively.
- V. Create solutions to societal problems.
- VI. Work well with others.
- VII. Respect persons from diverse cultures and backgrounds.
- VIII. Are committed to open-minded inquiry and lifelong learning.

B. Program Vision (*Where would you like the Program to be three years from now?*)

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The Social Sciences at Barstow Community College will provide a collaborative environment for innovation and discovery through facilitating the highest possible level of instruction to our students providing them with pathways to both degree completion and transfer.

C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The Social Sciences align with and contribute to Barstow Community College's Mission and Vision in the following ways:

- A. Offering comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.

It is the desire of the Social Sciences to continue to expand and/or revise the curriculum to meet the dynamic needs of students and the greater academic community leading to more student transfers to four-year colleges and universities. It is our goal to continue to develop student skills that promote lifelong learning with competencies in human and self-understanding, oral and written communication, and critical and analytical thinking.

We will continue to support flexible pedagogies designed to improve student learning and achievement. Our faculty seeks consistent improvement through reviewing their teaching methods at the start of every semester.

Our faculty is of the opinion that learning best takes place in modern facilities and classrooms with integrated technologies that support learning and accommodate projected student growth. In

order to better prepare our students our faculty regularly attend Best Practice meetings and seminars to stay current and enhance professional developed with the aim of improving both live and distance delivery of our courses.

B. Create an effective work environment

It is the goal of the Social Sciences to embrace college-wide communication and ensure that our goals more effectively link with those of other units and the institution.

C. Improve college programs through systematic evaluation.

It is the goal of the Social Sciences to ensure alignment between our courses and programs with the mission and overall curriculum direction of the institution.

DATE:

ANNUAL UPDATE #1:

Social Sciences Mission Statement

The Social Science Department provides a broadly based, multicultural and multidisciplinary perspective utilizing critical thinking on humanity, society, the environment and development through transferable courses in the fields of psychology, political science, sociology, economics, business and history.

In addition, the department offers general education courses that provide an understanding of the complexity and diversity of the world's peoples and their problems through empirical analysis and qualitative written and oral assessment.

Courses have a global social orientation such as comprehension of class, ethnicity, gender and sexual orientation, religion, past and present civilizations, political economy, physical environments and environmental sustainability.

DATE:

ANNUAL UPDATE #2:

The Social Sciences Mission Statement aligns with the BCC Mission Statement. Specifically, both are committed to student success by providing transferable courses in “traditional and distance education courses, programs, and pathways.”

“Student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society” is provided by the Social Sciences courses in that they “...have a global social orientation such as comprehension of class, ethnicity, gender and sexual orientation, religion, past and present civilizations, political economy, physical environments and environmental sustainability.”

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including Demographics)?
- C. What kind of services does your program provide?
- D. How do you provide them?

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The Social Sciences at Barstow College comprises courses in the following disciplines:

- Administration of Justice
- Anthropology
- Allied Health
- Archaeology
- Business Administration
- Economics
- Ethnic Studies
- Geography
- History
- Political Science
- Psychology
- Sociology

The Social Sciences has four full-time faculty members that teach courses within our disciplines. These full-time faculty members are housed within Psychology, Sociology, Political Science and Economics/History. Three of the faculty members are housed at the Barstow campus and one is housed offsite at a satellite location. The rest of our courses are taught by adjunct or part-time instructors.

Our students come from diverse backgrounds and populations. We serve traditional aged students, returning students and first-generation college students. In a survey of 188 students enrolled in Social Science classes taken during the Fall of 2012, it was discovered that 63.3% were taking classes as either a major or minor requirement leading toward a degree.

The Social Sciences has a history of employing flexible pedagogies designed to improve student learning and achievement. Courses offered by the Social Science unit can be taken in several formats (i.e., early morning, late evening, online, hybrid, et cetera).

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

Program Data

3.

A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

1: 2.1

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	.88	.90
b) Part-time:	.87	.92

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	.75	.72
b) Part-time:	.70	.65

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	635.7	683.5
b) Part-time:	344.6	615.1

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	.66	.56
b) Part-time:	.64	.71

DATE: October 2, 2013

1. Program Data

- A. Performance Data Performance data is available for this annual update #1 and will serve as a baseline of data for future data analysis. This data was previously not included.

ANNUAL UPDATE #1:

DATE: October 3, 2014

- ANNUAL UPDATE #2:**
- 1) Faculty ratio changed from 1:4 to 1:2.1. This change was due to eight fewer part-time instructors than last year.
 - 2) Course completion rate for traditional courses was similar to last year. Online courses show an increase of about 5% possibly due to increased awareness and follow through of removing students that don't attend before census date.
 - 3) Course success rates increased for FT traditional and decreased for the other three areas.
 - 4) Efficiency followed a similar trend where FT traditional and PT online increased but FT online & PT traditional decreased.
 - 5) EOT success rate is the similar to last year within 1.5%.

B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes

- 1) Summarize the progress your program has made on program and/or course level SLO measures. (Include *Outcome Statements* in this summary.)

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

PSLOs: (not given in previous program review)

Summarization of Progress:

A new DCP Coordinator has taken over for the Social Sciences, since our last program review. In pursuing data on SLO and PLO outcomes it was revealed that none of the courses offered in Spring 2012 for the Social Sciences engaged in the Class Climate Evaluation process, which makes it hard to track progress made on both Program Level Outcomes (PLOs) and Course-Level Student Learning Outcomes (SLOs) for the Social Sciences since our last program review.

As mentioned earlier, per a random sample of Course Outline of Records for disciplines within the Social Sciences, it is estimated that the percentage of courses with Course Outline of Records in full compliance with curriculum standards for the Social Sciences is near 70%, with 30% in need of revisions and updates to be in compliance. ?

It has been discovered that a majority of SLOs for Psychology courses were not in compliance, with some of the courses having as many as forty (40) SLOs on one Course Outline of Record. The recently hired full-time Psychology Instructor is looking to change this following a standard of no more than five SLOs per course. His plan is to label three as Essential SLOs, which will be measured for each class for future Program Reviews. The remaining two SLOs will be categorized as Important addressing skills or competencies that the students will need to develop in order to be successful students or professional in Psychology, but do not need to be measured specifically. It is assumed that these skills will feed into their ability to accomplish the Essential SLOs.

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

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

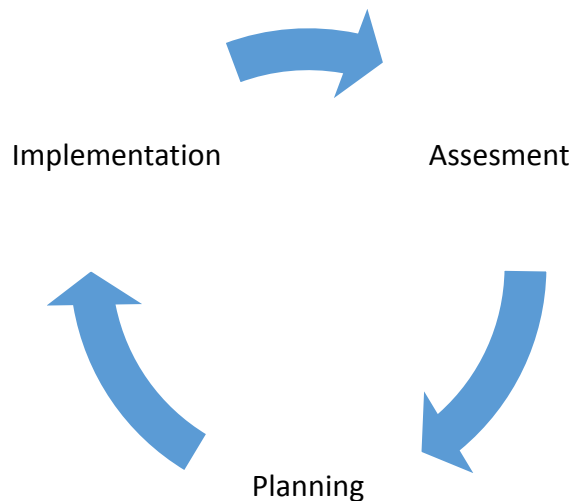
The outcome process of this assessment has been very eye opening for those in the Social Sciences; having identified both internal and external factors that have the ability to contribute to both our success and failure as a division in the coming years. As a result, we have set several SMART goals that we will aim to pursue that address taking advantage of some of our identified strengths as well as mitigating some of our identified weakness.

- 3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

From #6.3 (What is your plan for completing and then continuing the assessment cycle?)

The Social Sciences does not view the assessment cycle as having a start date and end date, but instead has a continuous process of gathering, evaluating and communicating information to be used to improve our effectiveness. Therefore we accept the following cycle:



DATE:

3. Program Data

B. Progress on PLOs and SLOs

ANNUAL UPDATE #1:

OVERVIEW for Social Sciences: In 2012-2013, for each course taught in that academic year, all Social Science course outlines of record were updated to accurately list the SLOs to assist all faculty have consistent and uniform SLOs. All student learning outcomes were assessed for each course taught. Dialogue has been occurring

In addition at the program level, some instructors have been invited to participate in a TracDat pilot in Fall 13 which will make the process of tracking program assessments from course reports easier.

Program Learning Outcomes(ADJU A.S. degree and Certificate):

1. Evaluate and analyze the political and public administrative aspects of criminal justice organizations.
2. Understand and apply principles and procedures of the justice system from law enforcement to courts and corrections.
3. Demonstrate an understanding of the functions of police, courts, and corrections.
4. Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.

Additional support/mentorship to students who have difficulty with research and writing is being provided and there has been much success in overall student achievement as a result. Students have been encouraged to use the online library databases, been instructed which databases are useful for Criminal Justice Research, have been provided links to assist in APA formatting and have been encouraged the use of the grammar and spell check program through MSWord, as well as Grammarly (A program for advanced proofreading and grammar support), and are encouraged to utilize the free tutorial services offered through the LRC Library Solarium or via Skype or CCCConfer.

All student learning outcomes were assessed for each course taught and final exam questions have been designed to measure specific student learning outcomes with much success. The ADJU department will continue to assess each class as it is taught.

No Changes indicated for AHLT, BADM, ECON, ETHN, HIST, or SOCI.

PSYCH – The current full-time psychology instructor was hired in Spring 2013 and this SLO data reflects Spring 2013 only. The recently adopted SLO's were used and assessed for PSYC 1, 2 and 11. Psych 1 students achieved a 70% on formal assessment of SLO's and 77% on qualitative work. Psych 2 students achieved 83% qualitative scores and 100% of the students passed the course earning a C or higher. Psych 11 students' SLOs were assessed through qualitative study guides, formal assessment, public presentations and writing assignments and 86% of the students in the face – to –face courses passed with a grade of C or higher. Students in the online courses were assessed formally and with qualitative writing assignments. Most of these students, 83%, passed with a grade of C or higher.

POLI – I have improved my SLO's so that they more accurately reflect efforts to improve the courses that I teach.

2) I have increased efforts to email students whose performance is lagging to pick up the pace and catch up. These efforts have led to greater student success and less "Instructor Dropped" and failed students. I have added bonus and extra credit opportunities to my courses to assist all students. I have extended deadlines in all areas so that students who have personal emergencies can still be successful. I created a non-graded discussion area to allow students to consider and comment on current events, thus making the course more interesting.

3) In the future, I will creatively consider new ideas to improve student performance and retention. (Roger Marrietta – POLI 1 & 2 online)

As I teach the course, I continually attempt to make changes to the SLOs so they more accurately reflect that which is covered in the course and what is expected from the students taking these courses. Furthermore, they are improved to reflect a higher level of learning. (I will send copies of my SLOs from my classes as requested. They are not on the computer I am currently using.)

I have attempted to set up more appointments to meet with students before class. I have also attempted to provide more opportunities for students to do additional work when needed. I have also made my lecture's PowerPoint presentations available online so that students can focus on discussion in class and writing down additional information instead of just trying to copy what is on the board.

I am continually trying to improve my SLOs to reach a higher level of education, and one that not only helps the students better understand the subject but are better developed learners. I will continue to reach out to students, and will attempt to provide more assignments to students that require them to think about the issues and grow in them. (Jacob Lenerville - POLI 1 & 2 at Fort Irwin)

B. 2

ADJU - Revising the SLOs and Course Outlines of record has helped to align specific areas of concern in the various ADJU courses. More specifically the final exam questions have been aligned so that they have a direct link to learning outcomes. In this way an assessment can be made to see what, if any learning outcomes are not being covered fully enough within the course and an adjustment can be made for future terms.

B. 3

ADJU - The program outcomes progress remains a work in progress. As courses are offered and learning outcomes measured each term the department can identify what, if any weaknesses may need to be addressed. In the online course offerings weekly discussions and exam questions within some of the courses have been modified as a result of this review. The Corrections courses were reassigned to a new instructor for Spring 2013. All Corrections courses are being revamped and there are still several courses in corrections that have not yet been evaluated. However, it is expected that all will have been evaluated by next year.

DATE: October 3, 2014

ANNUAL UPDATE #2:	<p>No Changes indicated for ADJU, AHLT, ETHN, POLI, or SOCI.</p> <p>BADM/ECON - Department continues to coordinate student success by assessing financial literacy, computational aptitude, and global awareness in all its SLOs.</p> <p>HIST - Department continues making progress in developing critical thinking and research aptitude, and primary source analysis in its student body.</p> <p>PSYCH – For 2013-2014, the SLOs were used and assessed for Psych 1, Psych 2, and Psych 11. Psych 1 students achieved success, earning a grade of C or higher at the rate of 81%. The retention rate was 96%. Psych 2 students were successful at 83% with a retention rate of 97%. Psych 11 students achieved success at 82% with a retention rate of 88%. The Psych 11 online course students were successful at 76% with a retention rate of 82.7%.</p> <p>Soc - GLOBAL AWARENESS: Students will evaluate and interpret the ways in which individuals through the ages and in different cultures respond to themselves and the world around them within past, present and future contexts.</p> <p>CRITICAL THINKING: The student will be able to analyze/identify the relationship between him or herself and the various social, political, and/or economic institutions.</p> <p>Students will be able to read, interpret, comprehend and apply the theories of social science.</p>
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C. Supporting Assessment Data (See Handbook for additional information)

- 1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

In Fall 2012 the Social Sciences conducted two separate surveys. The first survey was taken by three of the four full- time faculty members and the second was taken by 188 students enrolled in seven sections of Social Science courses (Human Sexuality, Introduction to Psychology, Developmental Psychology, Accounting, History 2B, Orientation and Introduction to Sociology). The two surveys used are attached for the record.

- 2) Summarize the results of these measures.

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

In Fall 2012 the Social Sciences conducted two separate surveys. The first survey was taken by three of the four full- time faculty members and the second was taken by 188 students enrolled in seven sections of Social Science courses (Human Sexuality, Introduction to Psychology, Developmental Psychology, Accounting, History 2B, Orientation and Introduction to Sociology). The two surveys used are attached

for the record. In the Social Sciences data obtained from students indicate that the majority of students feel the amount of effort needed to succeed in a course offered by the Social Sciences is Much Higher than that of other college courses they have taken.

It was revealed in our survey that a majority (73.9 %) of students surveyed view the Intellectual Challenge offered by the courses in the Social Sciences to be above average. The table below shows the percentages obtained:

Intellectual Challenge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much Lower	3	1.6	1.6	1.6
	Much Lower Plus 1	1	.5	.5	2.2
	Much Lower Plus 2	1	.5	.5	2.7
	Average	39	20.7	21.3	24.0
	Average Plus 1	16	8.5	8.7	32.8
	Average Plus 2	70	37.2	38.3	71.0
	Much Higher	53	28.2	29.0	100.0
	Total	183	97.3	100.0	
Missing	System	5	2.7		
	Total	188	100.0		

Our survey of students indicates that a majority of students believed the amount they have learned in their Social Science course was excellent. The table below shows the percentages obtained:

Amount Learned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	4	2.1	2.1	2.1
	Fair	5	2.7	2.7	4.8
	Good	26	13.8	13.9	18.7
	Very Good	70	37.2	37.4	56.1
	Excellent	82	43.6	43.9	100.0
	Total	187	99.5	100.0	
Missing	System	1	.5		
	Total	188	100.0		

The majority of students taking Social Science courses are taking them as a result of major requirement. Please see the table below:

Course Best Described				
	Frequency	Percent	Valid Percent	Cumulative Percent
Major Requirement	85	45.2	46.4	46.4
Minor Requirement	34	18.1	18.6	65.0
Valid General Education Requirement	52	27.7	28.4	93.4
Elective	9	4.8	4.9	98.4
Other	3	1.6	1.6	100.0
Total	183	97.3	100.0	
Missing System	5	2.7		
Total	188	100.0		

- 3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan* to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

As a result of the two surveys, which were given to both full-time faculty and students the following major themes have merged. The majority of students that were enrolled in classes indicated the class was a Major Requirement. The majority of students surveyed expressed that the courses offered by the Social Sciences offer an above average intellectual challenge relative to other college courses they have taken. Students enrolled in Social Science courses indicated they felt the material they were learning was both relevant and useful.

It appears that the faculty of Social Sciences need to meet and regularly dialogue to ensure both full-time and adjunct faculty are aware of the unit's goals and understand the link between the goals and mission of the Social Sciences and the greater Barstow College.

According to the faculty survey, it appears to be a need for more training and development to help both full-time and part-time faculty increase their performance.

Through the faculty survey it has been revealed that there is a need for the Social Science faculty to develop ground rules and norms concerning assessments and the evaluation process.

- 4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

DATE:

3. Program Data

C. Supporting Assessment Data

2012-2013 Degrees/Certificates Awarded in Social Sciences

AA-Social Sciences	105
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ANNUAL UPDATE #1:

AAT-Psychology	3
AAT-Sociology	4

2012-2013 Students Enrolled with Declared Major

Psychology	70
Social Science	1,189
Sociology	29

DATE:

ANNUAL UPDATE #2: **2013-2014 Degrees/Certificates Awarded in Social Sciences**

AA-Social Sciences	128
AAT-Psychology	5
AAT-Sociology	4

2013-2014 Students Enrolled with Declared Major

Psychology	142
Social Science	1,017
Sociology	40

Both Psychology and Sociology show increases in declared majors over last year. Psychology shows an increase greater than 100% and Sociology has increased 27% in students with declared majors. Overall, the Social Sciences shows a drop of 14.5% in students with declared majors in the Department.

D. Two-Year Scheduling Plan

- 1) What is the program’s Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

The following are the goals the Social Sciences would like to have completed within the next two years:

2012-2013

- 85% of Course Outline of Records in compliance by end of academic year.
- New Psychology SLOs adopted by end of academic year.
- Bi-Annual meetings between full-time and part-time Social Science faculty starting in Spring 2013.
- Annual review and updates of Course Outline of Records by full-time faculty by the end of the academic year.

2013-2014

- Full-time faculty to take on at least two part-time adjunct faculty members to mentor.
- Quarterly meetings between full-time and part-time Social Science faculty.

- Annual review and updates of Course Outline of Records by full-time faculty by the end of the academic year.

The following courses to Psychology coursed developed and submitted to curriculum: Introduction to Industrial/Organizational Psychology, Introduction to Social Psychology, Group Processes and Virtual Teams, Introduction to Personality Psychology, Human Dynamics and Organizational Leadership, Introduction to Forensic Psychology.

2) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

NOTE: This question was not on the PROGRAM REVIEW from OCTOBER 2012.

Therefore, it was not answered in Oct 2012 full program review – see update Oct 2013

3) Reflecting on these results, what are the goals for the next assessment cycle?

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

NOTE: This question was not on the PROGRAM REVIEW from OCTOBER 2012.

Therefore, it was not answered in Oct 2012 full program review – see update Oct 2013

DATE:

3. Program Data

D. Two-Year Scheduling Plan

ANNUAL UPDATE #1:

OVERVIEW for Social Sciences: Social Sciences includes 14 disciplines and 66 distinct classes No discipline specific data indicated for ADJU, AHLT, BADM, ECON, ETHN, HIST, POLI or PSYC.

**ASSOCIATE OF ARTS,
SOCIAL SCIENCE**

These courses emphasize the study of humankind and the individual as viewed within a historical, sociological, and psychological perspective. Students will evaluate and interpret the ways in which individuals through the ages and in different cultures respond to themselves and the world around them within past, present, and future contexts. This program requires 18 units in Social Science including a minimum of 3 units in at least three different departments from the list below.

Program Outcomes:

- Upon completion of the Social Sciences AS Program, the student will be able to do the following.
1. Evaluate and interpret the ways in which individuals through the ages and in different cultures respond to themselves and the world around them within past, present, and future contexts. (Global Awareness)
 2. Analyze/identify the relationship between themselves and the various social, political, and/or economic institutions. (Critical Thinking)
 3. Read, interpret, comprehend, and apply the theories of social sciences.

Administration of Justice - ADJU 1, 3, 5, 8

Anthropology - ANTH 1, 4

Allied Health - AHLT 70, 72 - 75

Archaeology - ARCH 1, 5, 10, and a maximum of 3 units from ARCH 50, 51, 52, 53A, 53B, 53C, 53D

Business Administration - BADM 1, 2, 5

Economics - ECON 1, 2, 5
Ethnic Studies - ETHN 1, 2, 4
Geography - GEOG 2
History - HIST 1A, 1B, 2A, 2B, 3, 4, 5, 7, 8A, 8B, 12, 50
Political Science - POLI 1, 2
Psychology - PSYC 1, 2, 3, 4/CHLD 4, PSYC 5, 6, 11, 13/PELC 1, PSYC 14, 15, 33
Sociology - SOCI 1, 2, 3, 4, 6/CHLD 6, SOCI 8, 14, 15
Orientation - ORIE 1

Question 3.D.1: What is the program’s Two-Year Scheduling Plan?

Two Year ADJUS Teaching Schedule: Part of Social Sciences and ADJU AS	Two Year Psychology Teaching Schedule: Part of Social Sciences and Psychology AA-T	Two year Sociology teaching schedule: Part of Social Sciences and Sociology AA-T
<u>FALL 2013</u> ADJUS 1 ADJUS 2 ADJUS 3 ADJUS 4 ADJUS 5 ADJUS 6 ADJUS 7 ADJUS 8	<u>FALL 2013</u> PSYC 1 PSYC 2 PSYC 11/ BIOL 11 PSYC 11/BIOL 11 PSYC 3 OR PSYC 5	<u>Fall 2013</u> SOC 1 SOC 2 SOC 3 SOC 6 SOC 8 SOC 12 SOC 14 SOC 15
<u>SPRING 2014</u> ADJUS 1 ADJUS 2 ADJUS 3 ADJUS 5 ADJUS 6 ADJUS 7 ADJUS 8	<u>SPRING 2014</u> PSYC 11/ BIOL 11 PSYC 11/ BIOL 11 PSYC 1 PSYC 2 PSYC 13	<u>SPRING 2014</u> SOC 1 SOC 2 SOC 3 SOC 6 SOC 14 SOC 15
<u>FALL 2014</u> ADJUS 1 ADJUS 2 ADJUS 3 ADJUS 4 ADJUS 5 ADJUS 6 ADJUS 7 ADJUS 8	<u>FALL 2014</u> PSYC 12/ SOC 12 PSYC 4 PSYC 1 PSYC 2 PSYC 11 / BIOL 11	<u>FALL 2014</u> SOC 1 SOC 2 SOC 3 SOC 6 SOC 8 SOC 12 SOC 14 SOC 15
<u>SPRING 2015</u>	<u>SPRING 2015</u>	<u>SPRING 2015</u>

ADJUS 1	PSYC 11 / BIOL 11	SOC 1
ADJUS 2	PSYC 11/ BIOL 11	SOC 2
ADJUS 3	PSYC 13	SOC 3
ADJUS 5	PSYC 1	SOC 6
ADJUS 6	PSYC 3 OR 5	SOC 14
ADJUS 7		SOC 15
ADJUS 8		

Question 3.D.2 Data regarding student success rates were not included in the previous program review. Current data is available and will be used to assess student success rates as a measure of the two year scheduling cycle.

Question 3.D.3 The Psychology and Sociology degree programs are less than three years old. Comparison data to years past is not available. Moving forward, 70 students have declared a major in Psychology and 29 students have declared a major in Sociology. Spring 2014 may provide two year cycle graduation rates for these programs.

DATE: October 3, 2014

ANNUAL UPDATE #2:

3.D.1 – No changes to the two year scheduling plan.
 3.D.2. – Students’ success rates increased by 1% in the Social Sciences Department compared to last year.
 3.D.3 –
 BADM/ECON - Instructors have incorporated business plan development in various courses thereby exemplifying applicability of classroom subject matter.
 PSYCH/SOC - Both Psychology and Sociology show increases in declared majors over last year. Psychology shows an increase greater than 100% and Sociology has increased 27% in students with declared majors. Students graduating with a Psychology degree increased 60% over last year. Students graduating with a Social Science degree increased 18% over last year. Overall, the Social Sciences shows a drop of 14.5% in students with declared majors in the Department.

4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

- Administration of Justice – (13)
- Anthropology -- (3)
- Allied Health (6)
- Archaeology – (10)
- Business Administration – (16)
- Economics – (3)
- Ethnic Studies – (3)
- Geography – (6)

- History – (13)
- Political Science – (3)
- Psychology – (15)
- Sociology – (10)
- Social Science Total (101)

Per a random sample of Course Outlines of Record for disciplines within the Social Sciences, it is estimated that the percentage of courses with Course Outline of Record in full compliance with curriculum standards for the Social Sciences is near 70%, with 30% in need of revisions and updates to be in compliance.

Prerequisites – A random sample of Course Outlines of Records for the Social Sciences, revealed that less than 1% of courses in the unit require prerequisites.

2. Co-requisites – A random sample of Course Outlines of Records for the Social Sciences, revealed that less than 1% of courses in the unit require Co-requisites.

3. Advisory -- A random sample of Course Outlines of Records for the Social Sciences, revealed that less than 1% of courses in the unit has advisory.

- B. Explain the current evaluation process. How and when was the curriculum last evaluated?**
(*Appropriateness, archiving, deleting, revising, etc.*)

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

NOTE: This question was not on the PROGRAM REVIEW from OCTOBER 2012.

Therefore, it was not answered in Oct 2012 full program review – see update Oct 2013

- C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years** (*see [Curriculum Manual](#) for additional information, if necessary*).

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

Per a random sample of Course Outlines of Record for disciplines within the Social Sciences, it is estimated that the percentage of courses with Course Outline of Record in full compliance with curriculum standards for the Social Sciences is near 70%, with 30% in need of revisions and updates to be in compliance.

As we move forward, it is the goal of the Social Sciences to make sure that all programs in which there is a full-time faculty member are in compliance with curriculum standards and can pass an annual internal divisional audit. The goal is to ensure that all Course Outlines of Record are reviewed annually and updated as needed by each full-time faculty member in their discipline.

For those disciplines in the Social Sciences in which there is no full-time faculty member, it is the goal of the Social Sciences to make sure these courses are reviewed and or updated every three years in partnership with part-time and adjunct faculty members who are teaching in those disciplines.

- D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum** (*including all modes of delivery*)?

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

A review of our current Psychology course offerings reveals a lack in Social, Industrial/Organizational, Forensic and other Applied Psychology courses; these areas have been identified as the largest and fastest growing areas in terms of job growth and research projections for Psychology. It is suggested that the following course titles be developed within the next two to three years to offset this dearth in our current offerings :

Courses to Develop

- Introduction to Industrial/Organizational Psychology
- Introduction to Social Psychology
- Group Processes and Virtual Teams
- Introduction to Personality Psychology
- Human Dynamics and Organizational Leadership
- Introduction to Forensic Psychology

The Social Sciences currently has a large number of courses that are currently offered both live and in online delivery formats. In a SWOT analysis conducted by three of the four full-time faculty members it was pointed out that one of the opportunities for our unit is increase the number of online and hybrid sections offered. It is our assumption that online delivery will help the college save on cost associated with brick and mortar offerings, but also has the ability to increase revenue in terms of contract education and increase enrollment.

DATE:

4. Curriculum

ANNUAL UPDATE #1:

OVERVIEW for Social Sciences: Social Sciences includes 14 disciplines and 66 distinct classes No discipline specific data indicated for AHLT, BADM, ECON, ETHN, HIST, POLI. See specifics for SOCI below:

NO course in the Social Sciences program has Prerequisites/Co-requisites/Advisory.

4. A - Sociology Soc 12/Psych 12 has been taught only once in Spring 2013. It is on the Fall 2013 schedule for the 2nd nine weeks and will be subsequently offered every Fall term.

4. B All courses that were taught in Fall 12 and Spring 13 had to update course outlines to be compliant.

4D - Sociology Courses to develop: include 1) Sociology of Race, Class, and Gender, and 2) Sociological Theory

DATE:

ANNUAL UPDATE #2:

Psyc – Collaboration presented an opportunity this year with the adoption of a new textbook for Psyc 5. Several professors came forward with suggestions for a new textbook. All professors that have taught the course were encouraged to review and decide on the next textbook for the course. Most adjunct professors expressed gratitude for being asked and involved in the process. Continued collaboration is encouraged.

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

PROGRAM REVIEW RESPONSE from OCTOBER 2012.
From #5 Program Status: What is going well and why?

A SWOT analysis conducted by three of the four full-time faculty members revealed the following strengths of our unit:

Delivery:

- A. Course are offered both online and through traditional methods of instruction
- B. Convenient scheduling – mixture of morning, afternoon, evening and online course offerings

Instructional Design:

- A. Blended learning
- B. Understanding of Learning Theories
- C. Assessments
- D. Innovative methods of instruction

Human Capital:

- A. Diversified Staff
- B. Qualified Instructors
- C. Skilled Instructor pool

B. Weaknesses

PROGRAM REVIEW RESPONSE from OCTOBER 2012.
From #5 Program Status: What is not going well and why?

Equipment:

- A. Facilities/labs/equipment need upgrades and improvement
- B. Access to advance tools and information not easily approved

Inability for long range planning:

- A. Lack of an ability to plan due to funding and budgeting uncertainty
- B. Communication between full-time and adjunct faculty nonexistent

College Internal Processes

- A. Time to get spending approved
- B. Bureaucracy
- C. Board approvals

DATE:

5. Internal Factors:

- A. Strengths
- B. Weaknesses

ANNUAL UPDATE #1:

Overview:
 No Change indicated for AHLT, BADM, ECON, ETHN, HIST, PSYC, or SOCI
 ADJU – Strengths

- Involved faculty who attend all Saturday trainings and positive word of mouth from students
- The discipline has worked together well from a distance

- Weaknesses

- No lead to work with state and college documentation requirements
- No way to track students whose “success” is getting a job, not completing a certificate or degree

POLI – Strengths:
 1) The 9 week online courses allow working and non-traditional students the opportunity to learn in a fast paced environment;
 2) Today's world cultivates a short attention span and the nine week classes fit that need in a flexible online course.

Weaknesses:

1) 50 students is a lot for one course. (RM)

Strengths

1. At the Ft. Irwin campus, the shorter 8 week semesters in the Fall and Spring and the shorter Summer courses allow for the schedule of those living and working at the Fort, yet still provides a great opportunity for them to learn.
2. I believe my area of study is very useful for my students in having a global understanding. Is very useful for those at the Ft. Irwin campus as they are engaged in world events more so than the average student. (RL)

Weaknesses

1. More resources for the classroom are always great but not required.
2. More information for the students to do more online work. (RL)

DATE: October 3, 2014

ANNUAL UPDATE #2:

Strengths –

1. Two different course lengths of 9 or 18 weeks provide flexibility for students.
2. BADM - Instructor's continuously attend seminars, update reading lists, and invest in human capital improvement areas necessary to their disciplines
3. HIST - Faculty have diverse research interests which are incorporated into their instruction. Departmental members currently writing both articles and book in their field of research.
4. SOC - we offer a variety of Sociology sections, including live, online, and hybrid. We offer 9 week sessions both live and online, and 9 week sessions online. We offer over three different start dates for online courses to meet student needs.
5. Opportunities to collaborate with diversified faculty. A mentor program was continued this year where Full-time faculty are encouraged to provide support and mentoring to adjunct faculty.

Weaknesses –

1. No option for an 18 week online course. Currently both SOC and PSYCH online courses are offered only in a 9 week schedule. Some students are not successful in a 9 week online course and the pace may contribute to a lack of student success.
2. Instructor work stations are out of date causing interruptions during start up and transitions and using technology in general.
3. PSYCH – Lack of a DVD collection that may compliment classroom instruction. Current textbooks recommend showing clips from film that captures ideas and research. Perhaps a modest DVD collection can be started to enhance both traditional and online courses and improve student success.

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

From Question 3 *(What external factors have a significant impact on the program? Include the following, as applicable)*

1. Offering More Online & Hybrid Classes
2. Better communication and partnership with four-year institutions.

B. Threats

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

From Question 3 *(What external factors have a significant impact on the program? Include the following, as applicable)*

1. Outdated technology for offering online course delivery
2. California budget uncertainty

DATE: October 2, 2013

1. External Factors

A. Opportunities

B. Threats

ANNUAL UPDATE #1:

Overview:

No Changes indicated for AHLT, BADM, ECON, ETHN, HIST, PSYC, or SOCI

ADJU - Opportunities

- New state delineated Transfer degree a possibility for students transferring to CSU
- The new partnership with Park University which is working to continue BCC ADJU students to a 4 year degree on the BCC site

POLI – Opportunities:

1) There are many higher education institutions offering online courses but BCC has the lowest price per credit hour that I am aware of.

Threats:

1) Public funding cuts directly impact our college. (RM)

Opportunities

1. Stabilizing economy
2. Numerous new soldiers returning to Ft. Irwin from duties overseas

B. Threats

1. Budget (still weaker economy) (RL)

DATE: October 3, 2014

ANNUAL UPDATE #2:

Overview:

No Changes indicated for AHL, ECON, ETHN.

Opportunities –

1. PSYC/SOC – Transfer degrees AAT. Opportunity to expand program considering the geographically large area that BBC serves.

Threats –

1. HIST - Faculty should be allowed choice in textbook adoption. Although cognizance of textbook costs is important, faculty authority over text selection should be left to members of the History Department.
2. BADM/ECON - Dearth of funding for personal development and student activities related to business/econ program in Administrative budget.

7. Continuing Education/Professional Development

- A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

No input on 2012 review

- B. What are the continuing education and/or professional development plans for the upcoming cycle?

PROGRAM REVIEW RESPONSE from OCTOBER 2012.

No input on 2012 review

DATE:

2. Continuing Education/Professional Development

- A. Continuing education / professional dev.
 B. Plans for continuing education / professional dev.

ANNUAL UPDATE #1:

Overview:

No Changed indicated for ADJU, AHLT, BADM, ECON, ETHN, HIST, PSYC, or SOCI.

Discipline specifics info for POLI and PELC 13 below:

7A. Barstow College will adopt Moodle for online instruction in Spring 2014. Instructors are in the process of updating their computer skills to include Moodle proficiency through online training modules. Professors have been actively pursuing professional development during the current cycle. Here are some examples:

ADJU instructors regularly attend the Barstow Community College CTE training. In addition, the lead faculty Michael Beshears and Michelle Beshears have attended the Sloan - C workshop Exemplary Institutions: Addressing Faculty Workload and APUS 201: Learning Objectives workshop.

POLI – Roger Marietta: 1) In the last year, I completed 7 training courses through the Georgia Municipal Association (GMA) Elected Official Training. These included courses on Public Pensions, Public Relations, Sustainability, Municipal Finance, Downtown Development, Social Networking, and Emergency Management,

2) I completed the first phase of the MOODLE training online at BCC.

- 3) I completed several online training courses for the D2L learning system through USG eCore and Darton State College.
- 4) I attended several seminars at the Georgia Political Science Association (GPSA) Annual Conference and served as the Chair and now, past Chair, of the Regents Advisory Committee for Political Science.
- 5) I attended BANNER training classes at Darton State College. (RM)

POLI - Jacob Lenerville;

- 1. 6 hours of professional development at ACSI Convention. Included courses on lecture planning, providing reading material, delving into Bloom’s Taxonomy (crafting SLOs), and understanding the mechanics of learning (the brain).
- 2. 30 hours of AP training at the AP By the Sea Program
- 3. 8 hours professional development at Victor Valley Christian School (I am faculty there). Includes working curriculum planning and technology use.
- B. Am looking into further classes, as well as CEU training (online) through ACSI (includes numerous online seminars and other classes), on campus training at VVCS. Hope to attend future training at BCC for Moodle.

Psych 13: Dr. Michael Karpel; I am actively engaged within the sports psychology field and have close colleagues that work directly in this field. So cutting edge material is supplemented via e-mail’s or through discussion posts.

7B.

ADJU - Department members will continue to attend the CTE training meetings. The CTE department does not currently require continuing education training and/or track it for adjuncts. The department is not aware of future plans to do so. Michael Beshears and Michelle Beshears attend at least 2 continuing educations courses a year on a regular basis and will continue to do so.

DATE:

ANNUAL UPDATE #2:

Overview:
No Changes indicated for ADJU, AHLT, BADM, ECON, ETHN, HIST.

PSYC – Gustavo Bento- I participate in the best Practice and All division workshops. This year I have joined the DE Committee as well as lead a campus club as their academic advisor. I have participated in American Psychological Association (APA) conferences in the past and would like to continue should funding become available. APA membership provides reduced rates for conferences as well as subscriptions to professional journals.

SOC- Dr. Dawn Howey - I have been a part of the Distance Education Committee’s Lunch and Learn seminars. I have also attended nearly all of

the Best Practice Meetings. I have served on both the Academic Senate and the Distance Education Committee.
 Lack of funding and resources prohibits the faculty from attending professional development workshops and activities.
 It would be very advantageous if the Sociology Department could become members of the American Sociological Association and subscribe to at least two of the professional journals offered.
 The cost for membership and two journal subscriptions would be: \$305 per year.

8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

PROGRAM REVIEW RESPONSE from OCTOBER 2012.
From Question 7

As stated earlier, there is a new DCP Coordinator that has stepped into this role for the Social Sciences. The Social Sciences have undergone considerable change since our last program review in terms of both staff and resources. The goals that were outlined in our last full program review and progress made toward achieving those benchmarks have been lost and unable to be quantified. It is our goal moving forward that this doesn't happen in the future and that things will be able to be consistent for the foreseeable future.

DATE:

ANNUAL UPDATE #1:

Overview:
 No Changed indicated for AHLT, BADM, ECON, ETHN, HIST, PSYC, or SOCI.

ADJU - SLO's have been redeveloped for Corrections courses and are currently being utilized in online courses. The department has assessed and/or is assessing SLOs for all ADJU Law Enforcement courses for the current year. The department has incorporated final exams that measure student learning outcomes with positive results. It also continues to evaluate the effective measurement of PLOs and SLO's as well as ensure proper alignment of the SLOs with PLOs. The department is currently in agreement that the SLO's do align with the current PLOs, but it will continue work with the Dean of Instruction to ensure that there is a clear distinction between SLOs and course objectives.

POLI – Expand Comparative and International Relations courses offered.

- More online courses, when appropriate.
- Expand full time faculty and expand POLI classes as part of Social Science degree. (JL)

DATE:

ANNUAL UPDATE #2:

Transfer degrees AAT have been added in Psyc and Soc with other disciplines in the process. The department achieved 100% SLO participation and continues to address SLOs each semester. The Social Science Department graduated the most students in 2013 and 2014 and will continue to improve the areas addressed in the program review cycle.

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (*See Handbook for additional examples.*)

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Develop and produce graduates who: <ol style="list-style-type: none"> I. Understand and can apply fundamental concepts of our disciplines. II. Communicate effectively, both orally and in writing. III. Conduct sound research. IV. Address issues critically and reflectively. V. Create solutions to societal problems. VI. Work well with others. VII. Respect persons from diverse cultures and backgrounds. Are committed to open-minded inquiry and lifelong learning.	List all that apply: Foster innovative learning environment Provide Successful college learning experience Promote and support student engagement	#1 To increase the number of social science students who successfully complete their degree before transferring to a four-year institution	- Review all Course Outline of Records - Annually Update Course Outline of Records - Standardize SLOs	1. Course Completion Rates.. 2. Course Success and Retention Rates.. 3. Transfer and Completion Rates of Social Science Students
		#2 To increase the number of students that successfully complete social science courses through offering workshops and supplemental resources that enhance their learning of course material	- Regularly review available resources that can help enhance student learning - Quarterly sponsor workshops and activities that enhance the learning experience of Social Science students - Obtain licenses for SPSS to ensure that students enrolled in PSYC 12/ SOCI 12 have resources needed to be successful Research Methods	1. Course Success and Retention Rates.. 2. The number of workshops and supplemental resources that enhance student learning offered to students
		#3 To increase partnerships and working relationships with four-year institutions...	- Review a list both free and paid workshops, conferences, webinars that faculty can attend. - Reach out and visit faculty of other regional colleges and universities to develop a list of best practices...	1. The number of conferences and professional meetings attended by faculty... 2. The number of calls and or visits to faculty members at four-year institutions
<i>Additional Information:</i>				
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">OCTOBER 2, 2013</div>	ANNUAL UPDATE #1:	In the academic year ending Spring 2013, the Social Science Division had 105 students graduate. This represents the highest number of students graduating of all divisions at the college during this period. We will continue to monitor these success rates.	
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">OCTOBER 3, 2014</div>	ANNUAL UPDATE #2:	In the academic year ending Spring 2014, the Social Science Division had 128 students graduate. This represents the highest number of students graduating of all divisions at the college during this period. We will continue to monitor these success rates.	
#2 Increase discussion and dialogue between full-time and part-time faculty of the Social Sciences	List all that apply: Attract/ develop excellent employees	#1 To increase the number of planned and scheduled faculty conversations and interactions between faculty members	- Obtain a list of all part-time faculty teaching for the Social Sciences	1. Documented faculty meetings. 2. Minutes from faculty meetings

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
			- Schedule workshops and activities for Social Science faculty - Assign full-time faculty two part-time faculty mentees		
		#2 To improve numbers and averages on the Social Science Faculty Departmental Survey Assessment	- Annually give the Faculty Departmental Survey - Assessment to full-time and part-time faculty	Annual Faculty Departmental Survey Assessment Results	
		#3			
	<i>Additional Information:</i>				
	<input type="text" value="OCTOBER 2, 2012"/>	ANNUAL UPDATE #1:	Last year no part-time faculty participated in this area. This year five adjunct faculty from the Social Science Division participated in the annual update process. Ongoing efforts to get greater participation will continue.		
	<input type="text" value="OCTOBER 3, 2014"/>	ANNUAL UPDATE #2:	Many full-time faculty have participated in the mentoring program to support and mentor adjunct faculty. This dialogue is ongoing.		
#3	Improve student access to courses.	<i>List all that apply:</i> Provide Successful college learning experience Promote and support student engagement	#1 Enable students to efficiently achieve their goals.	Work with the dean and enrollment management committee to create a viable schedule.	Increased fill-rates and completers.
			#2		
			#3		
	<i>Additional Information:</i>				
	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	<input type="text" value="OCT. 3, 2014"/>	ANNUAL UPDATE #2:	This goal was added in this current cycle of program review.		
#4		<i>List all that apply:</i>	#1		
			#2		

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#3		
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source