Barstow Community College

INSTRUCTIONAL
PROGRAM REVIEW

(Refer to the Program Review Handbook when completing this form)

PROGRAM: | ADJU A.S. Degree and Certificate AND Corrections program

Academic Year: | 2014-15 | FULL PROGRAM REVIEW | Date Submitted: | September 29, 2015

Academic Year: | | ANNUAL UPDATE #1 | Date Submitted: |

Academic Year: | | ANNUAL UPDATE #2 | Date Submitted: |

By:

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Annual Update #1
Annual Update #2

1.   Program Mission and Vision

A. Program Mission

The mission of the Criminal Justice program at Barstow Community College is to prepare students for careers in law enforcement and/or corrections. The program enhances the student's knowledge and understanding of the various areas of U.S. law enforcement through course work in administration of justice, procedures in the justice system, and criminal law. Our students will acquire the skills and knowledge that empower them to be proficient in both the field of corrections and in law enforcement within their perspective communities. We encourage their unique individuality, valuing the ideas, cultural strengths, beliefs, and contributions they bring to the campus and distant learning classroom environments. Our program will continually strive to improve and sustain the high quality and ethical practices of law enforcement and corrections professionals.

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

Our vision is to provide quality education in law enforcement and corrections in an effort to meet the expectations and accepted practices of the profession. We will remain responsive to the educational needs of our community, by providing learner-centered educational experiences and by being committed to innovation and continuous program improvement.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

The Administration of Justice Program mission ties into the Barstow Community College mission as follows:
1.   Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
2.   Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
3.   Providing vocational education and training programs and courses that give students the knowledge, skills, and certification necessary for entry through advanced level employment and career advancement.

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

The ADJU program offers an A.S. and a certificate in Administration of Justice. It also offers Corrections courses as electives and is seeking approval to offer an A.S. degree in Corrections. The program currently has 4 part time faculty who instruct in the discipline of Law Enforcement. One of the 4 instructors teaches Corrections courses as well.

B. Who do you service (including demographics)?

The majority of students are non-traditional and there are quite a few military students in the program. We also offer concurrent enrollment to high school students at Barstow High School and Silver Valley High School. Some career fields, such as electrical or welding have partnerships with specific companies because they cannot find qualified workers. The law enforcement industry in Southern California has a surplus of qualified applicants because there have been so many layoffs due to budget cuts over the last several years. Law enforcement is one of the few career fields where it does not matter how much education a person has; a new employee still has to attend the agency academy training program as provided by law. However, college ADJU programs serve to give individuals a leg up when competing for the positions available by helping them develop knowledge and demonstrate a commitment to pursuing a career in this field.

C. What kind of services does your unit provide?

We offer Administration of Justice and Corrections courses, degrees and certificates to not only the Barstow Community, but to students in other counties and states via online.

D. How do you provide them?

The classes are taught primarily online. However, approximately 25% of the students attend live courses and the department is looking to expand its live course offerings to the Fort Irwin community.

E. Does the program have a degree or certificate?

Yes, there is an ADT and certificate for Administration of Justice. We are waiting in approval from the chancellor's office for an ADT and certificate in Corrections.

3. Program Data

A. PERFORMANCE DATA

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

1) Full-time/Part-Time Faculty Ratio

FT faculty = 0/ Part-time faculty = 4 =
Part-time faculty = 100% of the program's instructors

	TRADITIONAL	ONLINE
2) Course Completion Rate	86%	80%
3) Course Success/Retention Rate	59%	70%

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
Full-time:	Not Applicable	Not Applicable
Part-time:	1.3	3
5) Fill Rate	60	85

Reflect on the data above:

The following data was obtained from Susan Rollinson and James Lee at Barstow Community College:

Box 2: Course Completion Rate is .86 for traditional and .95 for online, Zeros for full time.

Box 3: 0.59 for Traditional, and 0.70 for Online. Zeroes for full-time.

Box 4: (WSCH/FTEF = Efficiency) Traditional is 1.3, Online is 3. Zeroes for full-time.

Box 5: Fill Rate is 0.60 for Traditional, 0.85 for Online. Zeroes for full-time.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

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, writing, and general tutoring has been offered via Net Tutor for the Spring and Fall terms. There was little use of the service for the Spring term and we have not yet been able to evaluate use and effectiveness for the Fall 2015 term. We

continue to encourage students to use the online library databases. They have 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.

2) Summarize the progress you have made on Program Level Outcomes.

SLOs for each course were also approved during the school year 2009-2010 and revised in 2011. The student progress for the 2014-2015 school year was based on students who completed ADJU 1, 2 and 4.

ADJU 1 – Student success rate 85% - Students demonstrate a high rate of retention in this area.

ADJU 2 – Student success rate 82% - students overall are above average in critical thinking.

ADJU 4 – Student success rate 90% - students are having the most difficulty articulating and demonstrating the concepts.

A full review of the teaching methods for PLOs and SLOs will be conducted at the end of the school year

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

Students who participate and submitted all assigned work retain more information than students who did not. This is consistent throughout the program both in online and seated courses. Less than 10% of students will normally fail the course because they chose not to complete or drop. 7- 15% perform at a superior level, 50 - 70% at an above average level, and 10- 20% at an acceptable level.

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

For online students we have begun to reach out to them every two weeks. This is especially true for students that are no shows for a week or more. These students are normally administratively withdrawn from the course and/or are encouraged to start participating. This has helped with student success. We are currently taking a more active role in helping to stop financial aid fraud and believe that administratively withdrawing inactive students helps with this effort as well.

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

We will continue to monitor student participation and assignment completion rates. We will nudge students that need nudging, withdraw students that need to be withdrawn, and provide support services to include, but not limited to NetTutor live tutoring.

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.).*

Last year we were granted the ADT in Administration of Justice and are able to award certificates in Administration of Justice as well.

The department is in the process of seeking approval for an A.S. degree in Corrections, as well as a certificate.

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. *(Include labor market and demand information using resources in CTE and the PR Handbook.)*

There has been an advisory committee meeting and a need has been identified for an A.S. degree in Corrections.

2) Summarize the results of the measures listed in #1 above:

The advisory minutes along with the approval paper work is being forwarded to the Chancellor's Office for approval.

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.)

While many of the Corrections courses taught are an elective credit, there remains a high demand for these courses. Offering a degree in Corrections is expected to satisfy community and student needs.

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

ADJU A.S. (and Certificate) Two year plan follows the requirements as shown below:
Below is list of classes taught for last 2 years

Law Enforcement A.S. Degree/Certificate

Spring (even years)		Fall (even years)	
ADJU 1 live	ADJU 1 online	ADJU 4 live	AJ 1 online
ADJU 2 live	ADJU 2 online	ADJU 5 live	AJ 2 online
ADJU 3 live	ADJU 5 online	ADJU 6 live	AJ 3 online
ADJU 8 live	ADJU 6 online	ADJU 7 live	AJ 4 online
	ADJU 7 online		AJ 8 online

Spring (odd years)		Fall (odd year)	
ADJU 1 live	ADJU 1 online	ADJU 4 live	AJ 1 online
ADJU 2 live	ADJU 2 online	ADJU 5 live	AJ 2 online
ADJU 3 live	ADJU 5 online	ADJU 6 live	AJ 3 online
ADJU 8 live	ADJU 6 online	ADJU 7 live	AJ 4 online
	ADJU 7 online		AJ 8 online

ADJU Corrections Courses as shown below:
Below is list of classes taught for last 2 years

Corrections A.S. Degree

Spring (even years)	Fall (even years)
ADJU15 Online	ADJU 14 Online
ADJU 17 Online	ADJU 16 Online
	ADJU 18 Online

Spring (odd years)	Fall (odd year)
ADJU15 Online	ADJU 14 Online
ADJU 17 Online	ADJU 16 Online
	ADJU 18 Online

Associate Of Science, Administration Of Justice
Major Core Requirements (24 units)
ADJU 1 Intro to the Administration of Justice 3
ADJU 2 Principles and Procedures of The Justice System 3
ADJU 3 Concepts of Criminal Law 3
ADJU 4 Legal Aspects of Evidence 3
ADJU 5 Community Relations of the Justice System 3
ADJU 6 Concepts of Enforcement Services 3
ADJU 7 Principles of Investigation 3
ADJU 8 Juvenile Crime and Delinquency 3
Minimum Units Required in Major 24
General Education Coursework 27
Electives 9
Total Units Required 60

Administration Of Justice - Certificate Of Achievement
Required Courses Units
ADJU 1 Introduction to the Administration of Justice 3
ADJU 2 Principles and Procedures of the justice system 3
ADJU 3 Concepts of Criminal Law 3
ADJU 4 Legal Aspects of Evidence 3
ADJU 5 Community Relations of the Justice System 3
ADJU 6 Concepts of Enforcement Services 3
ADJU 7 Principles of Investigation 3
ADJU 8 Juvenile Crime and Delinquency 3
Total Units Required 24

Associate Of Science, Administration Of Justice, Corrections (Pending Approval)
ADJU 1 Introduction to the Administration of Justice 3
ADJU 2 Principles and Procedures of the justice system 3
ADJU 3 Concepts of Criminal Law 3
ADJU 14 Introduction to Corrections 3
ADJU 15 Legal Aspects of Corrections 3
ADJU 16 Control and Supervision in Corrections 3
ADJU 17 Correctional Interviewing and Counseling 3
ADJU 18 Fundamentals of Probation and Parole 3
Minimum Units Required in Major 24
General Education Coursework 27
Electives 9
Total Units Required 60

2) What changes, if any, have been made since the last Program Review?

No changes have been made.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

The 2 year plan has been changed to cover all live BCC courses and on line courses with the available instructors currently available and committed to instruct those courses. In addition, the ADJU discipline and CTE dean will work with Fort Irwin personnel to see about offering classes at the fort either on site or via teleconferencing. It is working well and students are able to complete in two years.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

> The current 2 year plan is working and so there are no changes necessary.

4. Curriculum

A. List any <u>new</u> courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

> There are none to report.

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.)*

> - The curriculum for ADJU was evaluated in 2012-2013 – resulting in the new SLOs on the course outlines.
> - The curriculum process at this time relies on CTE training, program review and curriculum requirements. There was not a standing curriculum discussion in the department since only adjuncts taught in the discipline.

1) *CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer.* (May require reviewing ASSIST or meeting with Articulation Officer.)

> All courses should be in full-compliance at this time. A recent survey was completed to verify this.

2) *CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation.* (Contact Articulation Officer for additional information.)

> All Course Outlines of Record (COR)'s were reviewed and verified in the Fall of 2014.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. *(NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)*

> All courses have been updated on a regular basis and are in full compliance.

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

> We will continue to assess SLO's and PLO's and measure student success based on these assessments.

5. Internal Factors *(see Handbook for additional information)*

A. **Strengths:** *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

> - Involved faculty who attend all Saturday trainings and positive word of mouth from students

- The discipline has worked together well from a distance

B. **Weaknesses:** *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

- 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

6. External Factors *(see Handbook for additional information)*

A. **Opportunities:** *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

- 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

B. **Threats:** *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

State and college budget constraints.

7. Continuing Education/Professional Development

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

ADJU instructors regularly attend the Barstow Community College CTE training
In addition, the lead faculty Michael Beshears and Michelle Beshears have attended workshops aimed at engaging first year students and helping students improve their writing through APUS.

B. **How did this benefit your department and the College?**

It benefited our students, many of whom are first year students and struggle with writing.

C. **What are the plans for continuing education and/or professional development in the upcoming cycle?**

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.

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.)*
- If the program does not have prior goals and objectives, please explain.

The department continues to make strides in helping assure that students retain and can apply what they are supposed to in accordance with the program and student learning objectives as they apply to the program. We have incorporated final exams that measure student learning outcomes with positive results. We have included writing assignments in the traditional classroom setting as well. We will continue 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.

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**	**OBJECTIVE**	**ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE**	**OUTCOMES, MEASURES, and ASSESSMENT**
#1	Begin request process for requesting a full-time Administration of Justice Instructor.	*List all that apply:* • Attract, develop, and retain excellent employees. • Strengthen college planning and informed decision making. • Provide students a successful college learning experience	**#1** Provide administrators with data to support request.	Complete Budget Allocation Proposal	Program Review and Budget Allocation Proposal will be reviewed by administration. The result will be that revisions based on suggestions will be implemented into form.
			#2 Submit a revised Budget Allocation Proposal to administration.	Read and analyze Program Review and Budget Allocation Proposal suggestions.	Resubmit revised Program Review and Budget Allocation Proposal. The result will be that an acceptable BAP will be generated.
			#3 Respond to requests for further clarification of program needs.	Revise and research data to support additional instructor staff.	Budget Allocation Proposal will be approved by school administration and submitted through the proper channels.
	Additional Information:	The college is currently in the process of hiring a full-time person for the ADJU department. This will help streamline procedures and issues that may arise within the program.			
#2	Increase student retention within the online program	*List all that apply:* - **Foster** innovative learning environment - **Provide** Successful college learning experience	**#1** Reach out to students early in the course.	Respond to more student intros at the beginning of the course.	Increased student retention.
			#2 Create a welcoming atmosphere within the first few days of the course.	Reach out to students that appear to be falling behind.	Data showing student retention increase for 2014/2015
			#3		

ACTION PLAN					
	GOAL	**ALIGNMENT WITH BCC STRATEGIC PRIORITIES**	**OBJECTIVE**		**ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE**	**OUTCOMES, MEASURES, and ASSESSMENT**
	Additional Information:					
#3	Gain approval for an A.S. in Corrections	*List all that apply:* - **Foster** innovative learning environment - **Attract**/develop excellent employees - **Strengthen** college planning/ decision making	**#1**	Determine the educational and training needs of the community.	An industry program advisory board met in 2013 and determined a need for an A.S. in Corrections degree	Ensure A.S. is approved for 2015/2016 school year
			#2	Reach out to a focused profession.	Submitted for approval.	Representatives in the fields of law enforcement, probation, parole and corrections discussed this as an industry standards and need.
			#3	Increase offerings and job markets for students.	Waiting on approval from the chancellor's office.	Ensure curriculum meets industry standards and needs. Currently seeking approval for A.S. in Corrections since this need was recently identified during the 2103 Industry Advisory meeting.
	Additional Information:					

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.3)

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	If No, indicate funding source
1	1-3	Full-Time ADJU instructor	$45,000		

Annual Update #1	Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2.   GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			☐
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

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	If No, indicate funding source

| Annual Update #2 | Academic Year: |

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1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

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2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	#1			
	#2			
	#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			☐
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

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	If No, indicate funding source