



Barstow Community College

INSTRUCTIONAL PROGRAM REVIEW

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

PROGRAM:

Academic Year: <input type="text" value="2015-2016"/>	FULL PROGRAM REVIEW	Date Submitted: <input type="text"/>
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Academic Year: <input type="text"/>	ANNUAL UPDATE #1	Date Submitted: <input type="text"/>
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Academic Year: <input type="text"/>	ANNUAL UPDATE #2	Date Submitted: <input type="text"/>
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By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
- 10 Resources
- .

Annual Update #1

Annual Update #2

1. Program Mission and Vision

A. Program Mission

The English Department at Barstow Community College prepares students to accomplish their academic, professional, and personal goals by providing them with opportunities to improve their communication, language, organization, and academic quality writing skills. The faculty, courses, and program provide opportunities for global awareness through access to literature, critical thinking through reading and writing, and personal and professional growth through communicating consistently, professionally, and respectfully.

Program Outcomes:

Students will write essays that demonstrate college-level composition skills, such as organization, a strong thesis, credible content, and appropriate citations.

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

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

Our vision is to provide quality education in writing, reading, and overall English communication for our students to meet the expectations and guidelines of other community colleges, the universities to which our students will transfer, as well as potential employers in our community, the state and the country.

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

- **“Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures.”**
- Our department values and respects students and their backgrounds, abilities, and cultures when they enter our classrooms, whether in a face-to-face course or an online class/course. We are continually working to better develop our program to support learning of the students on an individual basis.

- **“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.”**
- We have developed a transfer degree and several courses that provide opportunities for students to further their educational goals. Our transfer degree helps to ensure that students can transfer to the university of their choice and continue to pursue a degree in English. Our basic skills course offerings (English 101, 102, and 50) provide underprepared students with the opportunity to pursue a college education or professional certification. Further, in creating English 50X, we are seeking to make underprepared students’ goals more attainable for them in that they will be able to move through the basic skills in English curriculum in one semester rather than multiple semesters.

- **“Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities.”**
- We work closely with students in class and during office hours and encourage that they seek support outside of the classroom as well as tutorial services and in peer work groups.

- **“Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential.”**
- All students have an education plan that supports their educational goals.

- **“Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.”**
- We have been meeting with teachers from the local high schools to assess the alignment of high school English courses with BCC’s assessments and English courses. The goals are to foster relationships between BCC faculty and high school faculty as well as to smooth the transition between high school and college English. We also regularly offer courses at Fort Irwin.

- **“Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.”**
- We provide students with opportunities to improve their communication, language, organization, and academic quality writing skills, which are vital to success in the workplace. The faculty, courses, and program provide opportunities for global awareness through access to literature, critical thinking through reading and writing, and personal and professional growth through communicating consistently, professionally, and respectfully, which too are vital to success in the workplace.

- **“Using institutional research to further develop courses, programs, and services.”**
- We have developed, and are continuing to develop, courses to suit the needs of our students. These needs are assessed, in part, through institutional research, which is key in tracking the success and completion rates of our students, especially those in basic skills. We have attempted to work with other departments to retrieve information/data and we also work with key personnel who have the knowledge to gather data to tell the story of our program, and we then attempt to make the necessary changes to meet the needs of our students.
- **“Increasing access to all students by continuing to promote and develop our extensive distance education program.”**
- Students who enter our program have the ability to take all transfer level courses (as well as English 50) necessary to complete their Transfer Degree entirely online. We offer a variety of resources to enrich their college and learning experience. For example, Barstow College Library allows Off-Campus Database Access, and our students have access to one-on-one tutoring if they choose to seek that assistance. Further, all materials posted for the course, such as power points, articles, syllabi, etc., meet ADA requirements.

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

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The English department consists of three full time and several part time instructors. The full time instructors choose materials such as textbooks that the department uses to maintain consistency, yet part timers are allowed to use supplemental materials as well. There are common assessments for each level taught that were created by the full time instructors. This allows for a consistent level of student success regardless of which instructor teaches the course.

B Who do you service (including demographics)?

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Our student population consists of members of the Barstow community and surrounding areas as well as online students from around the globe. As a department which offers courses necessary to students completing AA degrees and CTE certificates as well as transferring to universities, we serve the general population of Barstow College students. The breakdown of student demographics can be found on page six of the equity report. (Please See Attached Equity Report)

C What kind of services does your unit provide?

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The English department offers classes in English composition and literature at multiple levels from three levels below transfer to two levels of transfer composition. These and the literature classes that transfer to both UC and CSU systems.

D How do you provide them?

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Classes are taught on campus in a live classroom environment as well as online utilizing the Moodle platform.

E Does the program have a degree or certificate?

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The English program now has a transfer degree. The Associate of Arts-Transfer degree in English was approved by the Chancellor’s office in 2013. The program offers students the opportunity to earn a transfer degree in English that is accepted at most UC and CSU campuses.

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

There are three full-time English faculty who teach on campus (live classes) and at Ft. Irwin as well as online. There are fourteen part-time English faculty who teach on campus (live classes), online, and at Ft. Irwin.

$$3/14=4.6\%$$

	TRADITIONAL	ONLINE
2) Course Completion Rate	FT: .92 PT : .82	FT: .50 PT : .68
3) Course Success/Retention Rate	.75 FT/ .70 PT	.50 FT/ .68 PT
4) WSCH/FTEF Ratio		
Full-time:	5.07	2.29
Part-time:	7.34	6.39
5) Fill Rate	.89 FT/.67PT	.73 FT/.82 PT.

Reflect on the data above:

The English department used to have four full-time English instructors and through a series of retirements and a promotion, the department lost three full-time faculty members, but only two of the four have been replaced.

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

1

) **List your Program Level Outcomes (PLOs).**

Students will write essays that demonstrate college-level composition skills, such as organization, a strong thesis, credible content, and appropriate citations.

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

2

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

The English Department has created common assessments and methods of measurement to ensure that both part-and full-time instructors are meeting standards set forth in the Course Outlines of Record and that the Student Learning Outcomes are being met. Our Program Learning Outcomes are in place and we continue to work on creating multiple measures of assessment. We are creating a Moodle shell that all English faculty, especially new hires, will be able to access for examples of assessments like essay prompts and exams, sample syllabi, and where they will be able to ask questions of one another to ensure good communication throughout the department.

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

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Individual course assessments and Student Learning Outcomes are measured in each class. SLO reports are completed and sent to SLO Coordinator who compiles the data as well as offers feedback to individual instructors.

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

The English department has created common assessments, and it is hoped that by spring of 2016, we will have classes and workshops in place to offer students fewer exit points in their education plan to enter transfer level courses as well as additional support to help them reach their goals of successful completion of their transfer level classes. The English Department created a new class called 50X that is currently in the Chancellor's office awaiting approval. This course will offer a challenging, yet supportive, opportunity for students to shorten the time in remedial classes and better prepare them for English 1A. The English department also wrote a series of workshops, English 191, 192, 193, and 194, to offer support for students at levels 101 through 1A. These workshops are modeled on the Summer Bridge to College Success (BCS) that have been piloted the previous two summers and until now have only been available to incoming high school students. It is hoped that through these workshops and instructor assessment, students will be allowed to more quickly move through the sequence to transfer level classes.

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

We anticipate implementing 50X and the workshops as well as adding more literature classes to the schedule.

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.).

The English department has attended a series of workshops provided by the state entitled California Acceleration Project (CAP) and through this program, we have created a series of workshops and a class that will allow students to access a variety of texts, a challenging curriculum, and additional support that will eliminate exit points and allow them to be successful in their transfer level classes. Overwhelmingly, non-traditional students and students of color find that they must sometimes navigate two or more levels to reach transfer level classes. 50X and supportive workshops will add a level of equity to our program by helping students achieve success sooner.

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

N/A

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

The English 50X has not been implemented in the classroom yet. The Bridge to College Success (BCS) had two sets of workshops this past summer. The first workshop included a total of eight students, three of whom moved forward to the next level. In the second workshop, there were a total of twenty-two students, five of whom moved forward to the next level.

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.)

English 50X has not been implemented in the classroom yet, and other CAP efforts are still in their infancy, so we anticipate having measurable results in next year's update.

D. TWO YEAR SCHEDULING PLAN

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

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English	
Fall Year 1 (even: F12,F14)	Spring Year 1 (Odd: SP13,SP15)
English 101 - English Skills English 102 - English Skills English 50 - Basic Skills English 50X- Basic Skills CAP English 191-Workshop English 192-Workshop English 193-Workshop English 194-Workshop English 1A -English Comp. & Read. English 1B -Intro. To Lit. English 1C -Critical Think. & Comp. English 2 -Survey of Eng. Lit. English 5 -Intro. To Children's Lit. English 12 -American Literature I	English Skills English Skills English 50 - Basic Skills English 50X - Basic Skills CAP English 191-Workshop English 192-Workshop English 193-Workshop English 194-Workshop English 1A -English Comp. & Read. English 1B -Intro. To Lit. English 1C -Critical Think. & Comp. English 3 -Survey of Eng. Lit. English 11 -Graphic Novel as Lit. English 12B - American Literature II
Fall Year 2 (Odd: F13, F15)	Spring Year 2 (even: SP14, SP16)
English 101 - English Skills English 102 - English Skills English 50 - Basic Skills English 50X - Basic Skills CAP English 191-Workshop English 192-Workshop English 193-Workshop English 193-Workshop English 1A -English Comp. & Read. English 1B -Intro. To Lit. English 1C -Critical Think. & Comp. English 2 -Survey of Eng. Lit. English 4 - Intro. to Shakespeare English 12 -American Literature I	English 101 - English Skills English 102 - English Skills English 50 - Basic Skills English 50X - Basic Skills CAP English 191-Workshop English 192-Workshop English 193-Workshop English 194-Workshop English 1A -English Comp. & Read. English 1B -Intro. To Lit. English 1C -Critical Think. & Comp. English 3 -Survey of Eng. Lit. English 1B2 -American Literature II. English 7 - Creative Writing

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

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We have added workshops 191-194 and 50X as well as adding more necessary literature classes for transfer as part of the AA-T in English.

- 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?

Because we have not been able to offer literature as frequently as necessary, students who are pursuing an AA-T in English have difficulty in accessing the necessary literature classes needed to complete their degrees.

- 4 Reflecting on the responses above, what are the goals for the next program review cycle?**
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We are hoping to rectify students' inability to complete the program in two years by adding additional literature each semester as well as using the accelerated classes to ensure students move to the transfer level in a timely fashion.

4 Curriculum

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

New program developments

1. approval of transfer degree in English

New course developments

1. English 50X
2. English 191 (summer bridge)
3. English 192(summer bridge)
4. English 193(summer bridge)
5. English 194(summer bridge)

Course alterations

1. additional prerequisites added for English 1A. Prerequisites now include ESL 134, English 50X and English 194.
2. change in writing requirements from 3000 words to 6000 words to accord with statewide equivalent courses.

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.)

We have made sure that all courses are in compliance with the Chancellor's Office's requirements. We have also added two other courses, English 12 A & B, which are the American Literature survey courses necessary to the English transfer degree.

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

We are in constant contact with the articulation office to make sure that our transfer level courses articulate with national universities requirements. As of now, we are in compliance.

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.)

The text that we use for English 10: Linguistics is out of date. This class has not been taught since Spring of 1998. We have broached the topic of archiving the class, but in the past, it was deemed a necessity. As no one has taught the course after that, we will again evaluate its necessity. The Literature courses whose textbooks need further consideration are English 5 and English 11.

The other English classes are taught cyclically, at least once every two years. Aside from edition updates (which are generally not mentioned in the CORs), the representative textbooks are all accurate.

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 are, or will very shortly be, in compliance with guidelines. English 1A has not been updated in the Assist/CID system yet, but a revision has been submitted to and approved by Curriculum Committee. (CID ENGL 120 was incorrectly equated with English 1C. Its Equivalent is English 1B. The appropriate person was notified of this and we expect to see a change in the CID.)

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

The faculty of the English department meet regularly and curriculum is always an agenda item. Issues are brought to light as they arise and as regular review dictates. We plan to continue these regular meetings and to complete overall reviews of curriculum every 3-5 years.

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

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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.*

The strengths of the department are as follows:

A. Communication:

There continues to be more involvement in the accreditation, curriculum, and SLO process. We are increasingly attempting to mentor part-time faculty and include them more in the program process.

We are having monthly departmental meetings and quarterly meetings with Speech, ESL instructors to create dialogue with the disciplines that intersect with English. The dedicated classrooms are working well. The DHWC, Black History month presentation, Women's History month presentation, and Poetry month in-service and presentations are highlights of the English discipline program.

B. Delivery:

Courses are offered online, when appropriate, and through traditional methods of instruction. The schedules designed to accommodate students, with a mixture of morning, afternoon, evening and online classes.

C. Faculty:

We have a group of three very well qualified full-time faculty and a highly qualified part-time faculty pool.

D. Course Offerings:

We regularly offer core courses needed by students to obtain the degrees and certificates they are pursuing. Also, as evinced by English 50X, we are seeking ways to streamline and accelerate students' progress through the required courses.

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.*

A. Course Offerings:

We have created the English Transfer Degree, but we are not offering the classes needed for students to complete this transfer degree. The classes, such as English 12 A & B, need to be scheduled regularly. The English department will continue to request these courses be scheduled, which will help engage and retain students who are interested in pursuing an AA-T in English. As of now, due to lack of course offerings, no students have been able to complete an AA-T in English.

B. Financial resources:

In order to better communicate with part-time faculty and involve them the planning and norming processes, as well as on-campus educational activities, we need to be able to offer them “flex-time” funding. Such funding would allow us to better assess our course and program level outcomes and ensure consistency in such measures. It would also allow part-time faculty to be more involved on campus.

C. College Internal Processes:

The BAP and other financial processes are time consuming, which makes any funding-contingent planning difficult. More support staff and clearly outlined protocols for purchase requisitions and travel are necessary to make those processes more efficient and less-time consuming, thus allowing instructors to focus that time on student-centered activities.

D. Faculty:

In the past, there were four full-time faculty members. There are now three. This means that the administrative duties that are the purview of full-time faculty in the larger departments like English, duties which were covered by the former fourth faculty member, now rest up the three remaining full-time faculty. A fourth department member is needed to assume these duties again.

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

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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.*

Professional development:

There are a variety of opportunities for the English department, including professional development, opportunities to attend and participate as presenters at discipline specific conferences, the California Acceleration project allows us to meet with colleagues from around the state and work on developing relationships that may serve us in the future.

Community Involvement:

We have literary and cultural celebrations in which we participate with students by hosting readings, lectures, writing workshops, hosting guest speakers, as well as other educational and enlightening celebrations. The English department is very involved in the Desert Heritage Writing Contest, a 30+ year tradition. All of the full time faculty members serve on the contest committee giving us the chance to work with our colleagues at the K-12 level but also with the greater Barstow community.

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.*

Financial Resources:

Budget issues remain for staffing of an additional FT faculty member from last 4 years.

Faculty:

Another FT member of the English department would lessen the load for administrative duties as well as allow for additional literature classes to be taught by FT faculty in addition to the composition classes they teach.

Course Offerings:

Literature classes necessary for students to complete the transfer degree in English are not being offered regularly (if at all; English 12B has yet to be offered). Also, high caps in online literature classes remain a threat to the ability of instructors to give necessary individual writing instruction in literary analysis to each student in such large classes.

7 Continuing Education/Professional Development

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

The Full-time Faculty in the English department have completed the following Professional Development Activities:

- California Acceleration Project Conference (September and June 2015)
- Curriculum Institute (July 2015)
- Regional Non-Credit Meeting (2015)
- Held weekly grammar and composition workshops for students. (Spring 2015)
- BCC Leadership Academy (September 2014-May 2015)
- Attended conference: increasing Student Completion Through Accelerated English & Math in Moreno Valley, CA (Mar. 4, 2015)
- Led Roundtable presentation and presented academic paper at Southwest Pop Culture Conference in Albuquerque (February 2015)
- Attended a National Student Leadership Diversity Presentation with our Student Government members at Los Angeles Valley College (Nov. 5, 2014).
- Attended the CB21 conference in Anaheim for Basic Skills (September 20, 2014)
- AB86 Summit meeting in Sacramento (September 2014)
- Member Language Learning and Technology Journal
- Run a website to help students with handouts and other materials (mistera.co.nf)
- Presentation on our Accelerated Program at one of our Best Practice meetings .
- Organized Black History Month Events
- Organized Women's History Month Events
- Organized Native American history Month Events
- Organized Poetry Month Event and workshops

Our part-time faculty professional development activities include the following:

- Committees:
 - a. 02/26/13 – Present: Various UOP Scholarship Selection Committees
 - b. 04/01/10 – 07/01/13: Dissertation Committees
 - c. 06/01/12 – 06/14/13: ELAC Committee Member at Great Oak High School
- Professional Blog writing from Feb. 2015 - Present: Critical Thinking: Thoughtful Living @ One's project for California Community College Faculty: Online Teaching Certification Program completion 5
- Professional Presentation: Multimedia Feedback in the Online Classroom, at a Faculty Conference in Arizona, June 2015.
- Using Knowledge Check, course certification, August 13, 2014

- New Classroom Tips and Strategies, course certification, January 08, 2015
- Using VitalSource to your Advantage, course certification, June 2015
- Positive Psychology, course certification September 2015
- Scholarly Publication in 2013 Journal of Diversity Management. 8(2).
- Professional Presentation: Breckenridge, Colorado International Academic Conference. Colorado: Clute Institute, 2013.
- Advanced Facilitator Certification, September 03 – 30, 2013.

B How did this benefit your department and the College?

As the President of our college said at the in-service “If faculty are out and about and participating in activities...the campus will get better.” The professional development activities of our department contribute to this betterment, benefitting the college, including students, by

- keeping faculty up to date in their disciplines
- enriching college campus and student life through campus activities
- providing professional networking opportunities between colleges and members of statewide programs (such as CAP)
- encouraging the development and redevelopment of curriculum, improvements to current class offerings

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

The faculty members will continue to attend conferences and summits, support and organize activities for students and the campus more generally, continue to develop curriculum to serve our students, as well as work on the accelerated classes.

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.**

Prior Goals:

- 1) English Department wants to increase the number of accelerated offerings to assist students in completing their English classes in a more timely manner.
- 2) Hire a fourth English FT faculty member to replace retired/promoted faculty

Since the last program review, the department has ensured SLOs were applied effectively in all offered courses in accordance with the course outlines of record. The department has taken steps to make sure course content conforms to SLOs so students are prepared adequately to progress in the program. Assessments indicate positive student performance, and we are continuing to work on having good communications within the department, providing good assignment samples, and offering assistance and feedback to adjuncts. The data from the previous five years shows a steady increase in the rate of success. Over the past year, we've gone up from a success rate of .69 in the academic year of 2012/13 to .73 in 2013/14. This resulted from having hired enough full-time faculty, better communications, and working effectively with administration and Student Success and Equity. Further, Department members are involved with the student population and the community through participation in several student clubs and events, including those held at our satellite campus at Ft. Irwin.

9 Goals/Objectives/Actions (ACTION PLAN)

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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.

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C OBJECTIVES: Define Objectives for reaching each Goal.

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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.*)

ACTION PLAN

GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Increase student engagement, retention, and success rate, especially with regard to the English AA-T.	<i>List all that apply:</i> -Marketing and Outreach -Campus Culture -Diverse and Excellent Workforce	#1 To connect with future students	Continue with workshops and Summer Bridge offerings	Passing Assessments and success rate
			#2 To offer exposure to institutional activities	- Work with ASG and other committees on campus - Purchase equipment to facilitate Basic Skills instruction (i.e. Doc Cam) - Continue to meet with K-12 admins and faculty in Barstow	
			#3 To increase understanding of the needs of the community		
	Additional Information:				
#2	Ensure student access to quality support and services by increasing the amount of time full-time faculty can devote to student-centered activities.	<i>List all that apply:</i> -Educational Success	#1 To prepare students for college classes	Continue to utilize office hours, the library and tutoring services	Passing Assessments and success rate
			#2 To provide students with		

				continuous academic support		
			#3	To prevent struggling students from falling behind		
	Additional Information:					
#3	Increase PT instructors' engagement with campus activities by providing such resources as flex-time funding.	List all that apply: -Evidence-based Decision Making	#1	To involve PT instructors in norming sessions	Funding for PT faculty attending activities on campus	Attendance of PT faculty
			#2	To increase PT involvement with campus events and professional development opportunities		
			#3	To encourage PT instructors to participate in committees		
	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	2	Document cameras	\$2000	Yes	
3	1,2,3	Flex-time Funding	\$5000	Yes	
1 2	3 1	Transitional curriculum creation	\$2000	Yes	
1,2, 3	all	FT faculty member	salary	not sure but we're providing one	

Annual Update #1

Academic Year:

1 Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)

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(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)

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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

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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:

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)

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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