



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

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

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
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8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
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[Annual Update #1](#)

[Annual Update #2](#)

1. Program Mission and Vision

A. Program Mission

The mission of the Humanities degree is to support the Barstow College mission by providing students with courses towards an AA degree in English and other languages, communication skills, the arts, and humanities. The department fosters an appreciation of language, literature, fine arts, and scholarship. It promotes critical thinking, a broad level of cultural understanding, and strong written and verbal communication skills to inspire students to become artists, educators, global citizens and responsible members of a free society.

The Music Department at Barstow Community College is open to all students and is dedicated to the development of critical thinking, communication, and global awareness and promotion of the value and celebration of diversity.

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

The vision of the Music Department is to provide quality education in instrumental, vocal, and general music appreciation. Students will meet the expectations and guidelines of the State of California and other Community Colleges. The Music Department performance groups will grow in quality, diversity, and vitality.

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

A. "Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures." The Music Department values diversity and teaches the value of diversity through its selections of music, subjects, and discussion topics. Classes, including performance classes, are open to all students, regardless of ability, background, and culture. One performance group, Chamber Singers, is open to students based on an audition and honors student singers' advanced abilities.

B. "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." The Music Department offers performance groups to prepare students for a career in music. Appreciation classes meet lower division articulation agreements so students may transfer to a four-year college. Students are given lifelong learning opportunities through appreciation classes (where they learn about history and culture) and performance classes (where they hone their skills, live outside their comfort level, and become less shy).

C. "Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities." Students are encouraged to visit office hours, the Student Success Center, or create peer groups in which to further study and advance in knowledge and understanding.

D. "Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential." Students are encouraged to visit office hours and discuss their career opportunities or university/training choices. Students are also encouraged to visit a counselor on campus.

E. "Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth." The Music Department works with the community, giving concerts or participating in group events at various venues. These have included The Harvey House, local churches, and the Desert Discovery Center.

F. “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.” Students who wish to major in music or pursue a career in music learn to further their skills in instrument or voice as well as learn basics in music theory.

G. “Using institutional research to further develop courses, programs, and services.” The Music Department has utilized institutional research to track retention rates so instructors can better recruit and keep students.

H. “Increasing access to all students by continuing to promote and develop our extensive distance education program.” Music Appreciation classes...both Classical and American...are offered through distance education. These classes have been consistently full and have included students from all over the country and sometimes abroad.

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

There is one full-time instructor and 3 adjunct faculty.

Classes take place in the Performing Arts Center. One classroom is dedicated to band classes with a storage room attached. One classroom is dedicated to piano instruction. The vocal classes take place in the Black Box Theatre (where a portable whiteboard, TV, stereo cart, and piano are stored or moved for events).

The full-time instructor has an office located in the lobby and the band and piano teachers have a shared office located between their two classrooms.

B. Who do you service (including demographics)?

The Music Department has a wide demographic. Students range from high school age to more mature ages. Community members as well as college students are served.

C. What kind of services does your unit provide?

The Music Department offers Music Appreciation classes (both Classical and American), Symphonic and Concert Band, Jazz Band, Theatre Orchestra (not yet offered), Piano classes, College Choir, and Chamber Singers.

D. How do you provide them?

Music Appreciation classes are offered through distance education. The full-time instructor and one adjunct offer these classes at different sessions throughout the semester. An adjunct instructor offers Symphonic, Concert, and Jazz band classes each semester. Jazz Band is each semester. Symphonic and Concert are rotated each semester. An adjunct instructor teaches Piano (at varying levels within the same class) each semester. The full-time instructor offers College Choir, which is open to everyone, each semester. The Chamber Singers, also taught by the full-time instructor, is being taught for the first time in the Fall of 2015.

Live classes are offered in the afternoons and evenings, allowing for core curriculum classes to be taken in the mornings.

The full-time instructor has office hours throughout the week that are close to class times but also offers appointments to students who can't make the published hours. Adjunct faculty offer appointments with students. Email, telephone, and social media is used for further contact with students.

E. Does the program have a degree or certificate?

The Music Department does not offer a degree or certificate. There are not enough classes for this to be offered.

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

1:3
 1 part-time instructor is exclusively online and lives outside of the state.
 2 part-time instructors teach live classes on campus and reside within the outlying community.
 The full-time instructor teaches live and online and lives within the community.

	TRADITIONAL	ONLINE
2) Course Completion Rate	<u>2014-2015</u> <u>Census to EOT</u> FT: MUSI 4: 78% MUSI 4C: 100% PT: MUSI 12B: 50% MUSI 12C: 100% MUSI 6A: 100% MUSI 6B: 100% MUSI 6C: 67% MUSI 7: 100%	<u>2014-2015</u> <u>Census to EOT</u> FT: MUSI 3: 100% PT: MUSI 2: 100%
3) Course Success/Retention Rate	<u>2014-2015</u> FT: 87% PT: 90%	<u>2014-2015</u> FT: 66% PT: 80%
4) WSCH/FTEF Ratio	Full-time: <u>2014-2015</u> .26 	 <u>2014-2015</u> .4
	Part-time: <u>2014-2015</u> .1 	 <u>2014-2015</u> .4
5) Fill Rate	<u>2014-2015</u> FT: 28% PT: 11%	<u>2014-2015</u> FT: 89% PT: 89%

Reflect on the data above:

Completion and retention rates are high. Instructors are successful in this respect. Fill rate shows a large change between online and live classes. This issue has arisen because of changes in the Chancellor’s Office regarding repeatability. Not all activity classes have created a procession of classes (B,C,& D) to allow for students to take the class without auditing. This has affected the band classes in a big way.

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

1) List your Program Level Outcomes (PLOs).

Humanities A.A Program Outcomes

- 1. Communication:** Demonstrate communication skills in written, musical, verbal and visual forms
- 2. Critical Thinking:** Analyze the cultural and historical foundation of contemporary human experiences; recognize the interconnectedness of all things; historical context, writing, composing poetry, creating art, singing, acting, and have developed a healthy curiosity about the world and its peoples.
- 3. Global Awareness:** Analyze different historical/artistic/literary movements throughout history and how those movements developed; demonstrate skills to become more historically and culturally literate; and demonstrate a deeper appreciation of people's use of history, language and cultural mediums.
- 4. Personal & Professional Growth:** Demonstrate the willingness to explore and discover through writing, performing or creating works of art; demonstrate respect and appreciation for humans' place in the world and the diversity of the human experience; and demonstrate an appreciation for history, art, music, literature, culture and philosophy

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

PLOs were created for Humanities only. In the last few years, there was an effort to put all departments into a division umbrella. The full-time Humanities faculty collaborated on the PLOs for the division. These were created through what is currently being taught in all Humanities classes and can be reflected in each course.

Progress has been made in the continuous striving for each of these outcomes. Measurement has been in the form of performance of concerts, assignments, discussion, and video and audio recordings.

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

Fall 2015

Part-time Instructors:

Bell – 50%

Fraze – 100%

Garvin – 100%

Full-time Instructor:

Ross – 100%

Spring 2015

Part-time Instructors:

Bell – Could not locate submitted SLOs

Fraze – 100%

Garvin – Could not locate submitted SLOs

Full-time Instructor:

Ross – 100%

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

Course level changes have been made to reflect issues found from completing measurements.

- Assignment modifications to allow for more concept understanding
- Utilizing guests or student in class to illustrate concepts.
- Utilizing peer group work
- Changing class from 1 day to 2 to allow for more time on learning concepts
- More discussion questions

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

Activity course progressions need to revisit rubrics to show if improvement from one class to the next.

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.).

1. Track class enrollment.
2. Track performance attendance

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.)

N/A

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

N/A

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.)

N/A

D. TWO YEAR SCHEDULING PLAN

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

Fall – Year 1	Spring – Year 1
MUSI 2 (online)	MUSI 2 (online)
MUSI 3 (online)	MUSI 3 (online)
MUSI 4/B/C/D	MUSI 4/B/C/D
MUSI 6A/B/C	MUSI 5A/B/C
MUSI 7	MUSI 7
MUSI 8A	MUSI 8A
MUSI 12A/B/C	MUSI 12A/B/C
Fall – Year 2	Spring – Year 2
MUSI 2 (online)	MUSI 2 (online)
MUSI 3 (online)	MUSI 3 (online)
MUSI 4/B/C/D	MUSI 4/B/C/D
MUSI 6A/B/C	MUSI 5A/B/C
MUSI 7	MUSI 7
MUSI 8A	MUSI 8A
MUSI 12A/B/C	MUSI 12A/B/C

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

N/A

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?

A two-year schedule has no impact on the Music Department as almost every class is taught each semester. Students who need these classes are served each semester.

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

No changes are recommended.

4. Curriculum

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.

Fall 2013 Curriculum Changes

Pre-requisite Validations: MUSI 5B/C, MUSI 6B/C, & MUSI 12B/C

Fall 2014 Curriculum Changes

Number Change: MUSI 8A

Spring 2015 Curriculum Changes

New Courses: MUSI 8B, MUSI 8C, & MUSI 8D

Title/Description/Units: MUSI 8A

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.*)

All courses are current.

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 Music courses (except 8A) meet CSU Transferable requirements.
MUSI 2 and 3 meet IGETC requirements.

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.)

Textbooks are current.

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.)

N/A

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

Courses need to be developed for activity classes that are not repeatable. Adjunct instructor of Band needs to develop new courses to allow for continued enrollment. Needed:

- MUSI 5D
- MUSI 6D
- MUSI 7B, C, & D

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.*

- Open to all students
- Utilizes non-traditional students
- Open to community
- Provides concerts (cultural experience)
- Student growth shown through performances
- Recent stable enrollment in MUSI 4
- Stable leadership
- Brings community to campus
- Partnerships with community
- New state-of-the-art Performing Arts Center with multiple performing spaces
- New classrooms dedicated to band and piano

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.*

- Limited programming

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.*

- Off-campus performances - *Performing at other venues in the community help generate interest in the program and the school. It also provides good-will, entertainment, and edification.*
- New band leadership – *New band instructor brings a fresh approach to the music program. New instructor is also from the Victor Valley area and this allows for networking and recruitment.*
- Music conference attendance – *Conference attendance gives instructors a chance to recharge, learn new techniques, and infuse their teaching with a new energy.*
- Guest performances – *Guest performances allow a chance for students to see, in action, what they're learning. They have an example of the end result of what they're studying.*

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.*

- Low cultural awareness in community
- Challenging socio-economic status in the community
- State budget

7. Continuing Education/Professional Development

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

Full-time Instructor:

- Attendance at the Broadway Teacher Conference in New York City (music was a topic)
- Director of Community Choir for a community concert in Barstow
- Performed two numbers in a community theatre's annual "Burlesque"
- Performed the role of Carol Strong in a community theatre production of *Catch Me If You Can*
- Performed the role of Mama Rose in campus production of *Gypsy* alongside students

Part-time Instructors:

- Performances with local bands and churches
- Adjudicator for band contests with the Southern California School Band and Orchestra Association

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

- Conference attendance inspires instructor with new teaching techniques
- Directing a community choir and performing with other groups creates networking opportunities and fosters recruitment

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

- Possible conference opportunities will be researched
- Possible performance opportunities will be researched

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.

- Chamber Singers, an audition choir, was submitted and approved by Curriculum and will be taught in the fall of 2014. There was no real explanation given to the instructor as to why the class was not offered on the schedule as submitted. The goal is to, again, offer it in the spring of 2014.
 - Chamber was finally offered in the Fall of 2015. While the class is under the required 15, it's a successful class in terms of the goal and purpose of the class. It's not meant to be a large class. It's meant to be a small, select group of singers.
- Continued involvement in school and community for exposure and recruitment.
 - This has been successful and continuous.
- Join music associations.
 - This has not been accomplished by the full-time instructor.
 - Part-time band instructor is member of: Southern California School Band and Orchestra Association, California Music Educators Association, and National Association for Music Education
- Recruit high school students.

- A few high school students have shown interest in joining classes and some have been able to, but there are new issues with concurrent enrollment and the Chancellor's Office.
- Improve marketing.
 - Through the use of a PR officer position in the Callboard Performing Arts Club, flyers are being distributed in the community in a more efficient fashion (depending on the officer that semester). Social media is also being utilized at a high degree.
- Tracking of class numbers, or graduation transfer rates with performing arts emphasis.
 - It is unknown at this time how to accomplish this.
 - The full-time instructor has been able to track, informally, BCC alumni that have gone on to major in music or pursue a career in that field.
- Offer more diverse curricular opportunities in performing arts (create new vocal classes)
 - There is a goal of revising The Broadway Voice class, making it more of an acting class than a voice class, and creating a more traditional voice class within the Music Department.

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	Improve the community and campus involvement in the performing arts program	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> Foster innovative learning environment Provide Successful college learning experience Promote and support student engagement Cultivate and enhance local partnerships 	#1 Improved Marketing	<ul style="list-style-type: none"> Work with PIO Outreach to community and High schools Enhance online marketing presence Enhance marketing within the Performing Arts Center 	<p>Outcome:</p> <ul style="list-style-type: none"> Measure performance attendance Measure class numbers <p>Measurement:</p> <ul style="list-style-type: none"> Ticket sales Course enrollment numbers <p>Assessment:</p> <ul style="list-style-type: none"> A box office report was created for Theatre Arts productions but not for Music concerts. This needs to be done and with cooperation between both band and choir. Enrollment <table border="1"> <thead> <tr> <th>CLASS</th> <th>F14</th> <th>S15</th> <th>F15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>54</td> <td>52</td> <td></td> </tr> <tr> <td>3</td> <td>49</td> <td>51</td> <td></td> </tr> <tr> <td>4/B/C/D</td> <td>17</td> <td>26</td> <td></td> </tr> <tr> <td>5A/B/C</td> <td>n/a</td> <td>n/a</td> <td></td> </tr> <tr> <td>6A/B/C</td> <td>11</td> <td>6</td> <td></td> </tr> <tr> <td>7</td> <td>15</td> <td>5</td> <td></td> </tr> <tr> <td>8A</td> <td>n/a</td> <td>n/a</td> <td></td> </tr> <tr> <td>12A/B/C</td> <td>3</td> <td>12</td> <td></td> </tr> </tbody> </table>	CLASS	F14	S15	F15	2	54	52		3	49	51		4/B/C/D	17	26		5A/B/C	n/a	n/a		6A/B/C	11	6		7	15	5		8A	n/a	n/a		12A/B/C	3	12	
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#2 Offer more diverse curricular opportunities in performing arts	Realign existing courses and create new vocal courses	<p>Outcome:</p> <ul style="list-style-type: none"> Class is offered with strong enrollment. <p>Measurement:</p> <ul style="list-style-type: none"> Course enrollment numbers <p>Assessment:</p> <ul style="list-style-type: none"> Chamber Singers was offered for the first time in the Fall of 2015 and has 9 enrolled with 1 auditing. 																																							

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			#3		
	<i>Additional Information:</i>				
#2		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				
#3		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				

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	Bulletin board for classroom hallway	\$199.00	Yes	
1	1	Season banner for lobby and stand	\$100.00 (\$55 each year after)	Yes	

Annual Update #1	Academic Year: <input style="width: 90%;" type="text"/>
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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?

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		<input type="checkbox"/>
		#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: <input style="width: 90%;" type="text"/>
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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?

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		<input type="checkbox"/>
		#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