Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

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

Program Name: Corrections

Academic Year: 2021-22

Name of Faculty Submitter(s): Dr. Michael Beshears and Dr. Michelle Beshears

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I.   Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

What is the program mission?
Our mission is to prepare students for careers in corrections by enhancing students' knowledge and understanding of the various areas of the United States criminal justice system and corrections.

What is the program vision?
Our vision is to provide quality education in corrections 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.

Please provide a short program description:

The certificate was designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society. The Corrections program provides students with the entry-level skills necessary to be employed in corrections. It also prepares students for entry into and/or advancement within management career patterns of the Corrections field.

How does your program align to and/or support one or more of the following BCC Strategic Priorities?

The Corrections Program aligns with the college's strategic priorities by helping to increase college access. One way we does this is through current articulation agreements

with the American Council on Education (ACE) through the military articulation program (MAP). In addition, the program curriculum has been reviewed taking into account feedback provided from regularly scheduled advisory meetings where industry-specific community leaders provide input on what they are looking for concerning potential employees. The program is organized and aligns with the social justice pathway. In addition, a program voyage map was created in 2020 to help guide students on when and which courses to take to ensure timely completion. Also, a newly developed 2-year plan was developed in 2020 to increase online course offerings in this program to ensure students would have ample access to courses needed to complete their degrees promptly. A targeted marketing campaign was launched in 2020. As a result, the program has been marketed via the website, video, social media, brochures, and flyers. The current program learning outcomes for the Corrections program are relevant to career and educational opportunities and are reviewed regularly with input from the Barstow Community College articulation officer, an administration of justice faculty member, and industry leaders who attend the yearly advisory board meetings. The student learning outcomes for all courses are evaluated every 2 years and the results of those assessments are uploaded to eLumen. Those results are then analyzed and adjustments to the courses and/or course assessments are made accordingly. Additionally, faculty members have remained current in their field via various work related policing inservices, journal publications, and professional presentations. And lastly, access to the college's student support services, online tutoring through NetTutor, and links to assist with online library access are made available in all classes for this program to help promote student learning and persistence.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II.   Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Instructional Program Review Template

Course Data and Analysis

Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Overall Success Rates:

2019/20   79%

2020/21   78%

2021/22 79%

All faculty are part-time and all courses were offered online only.

Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Overall Program Course Retention Rates:

2019/20   94%

2020/21   95%

2021/22   95%

All faculty are part-time. All courses are offered online only. The course retention rates remained high for all years.

Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction

Online:

2019/20   8

2020/21   8

2021/22 8

All faculty are part-time. All courses were offered online only.

Instructional Program Review Template

Enrollment Count by
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction

Online:

2019/20   235

2020/21   214

2021/22 215

All faculty are part-time. All courses were offered online only.

Class Size Average by
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction
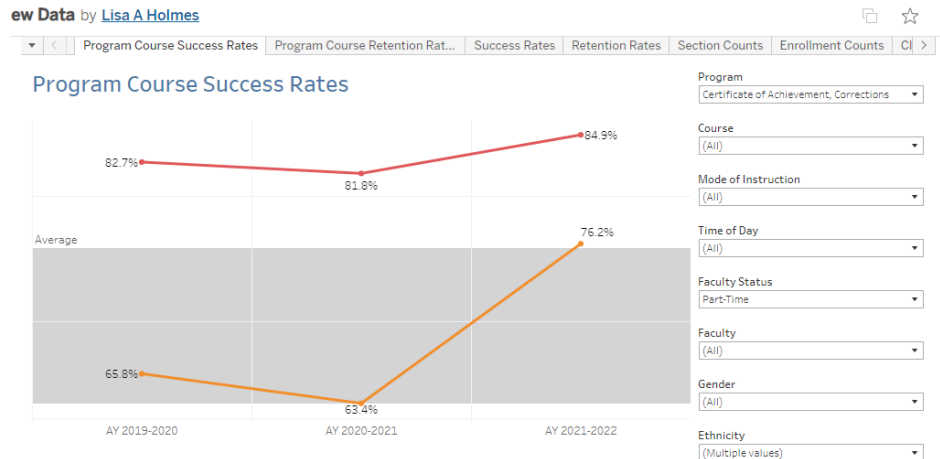
Online:

2019/20   29

2020/21   27

2021/22   27

All faculty are part-time. All courses were offered online only.

Instructional Program Review Template

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

African American and Hispanic student course success rates are trending upwards.

This is important to take notice of as success rates for these groups have historically been low. This success may be due to students taking advantage of NetTutor and other online resources provided to help with reading and writing. Students have also been directed to use the free version of Grammarly, which has helped to improve writing skills across the board. Still, further evaluation of future reports and a watchful eye on what may or may not be working are required to determine more precisely what may be causing this upward trend.

Efficiency: WSCH, FTES

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2019-2020	Part-Time	705	23.50	1.60	440.6	14.7
	Total	705	23.50	1.60	440.6	14.7
AY 2020-2021	Part-Time	645	21.50	1.60	403.1	13.4
	Total	645	21.50	1.60	403.1	13.4
AY 2021-2022	Part-Time	642	21.40	1.60	401.3	13.4
	Total	642	21.40	1.60	401.3	13.4

Curriculum – Course Outline of Record

ADJU 1: https://barstow.elumenapp.com/public/course/107/3c5e6f0b-54ca-11ea-a35c-1729bad94fff/3c5e6f0b-54ca-11ea-a35c-1729bad94fff

ADJU 14 https://barstow.elumenapp.com/public/course/107/685e1fb9-4506-11e9-97df-77c81b70991f/685e1fb9-4506-11e9-97df-77c81b70991f

ADJU 15 https://barstow.elumenapp.com/public/?orgEntityId=107&uuid=cf3066b5-ead5-11e9-b864-977fb17edf1a&uuid_version=cf3066b5-ead5-11e9-b864-977fb17edf1a

ADJU 16 https://barstow.elumenapp.com/public/?orgEntityId=107&uuid=6cbe54f5-f9cf-11e9-bec2-d3f92aad4e19&uuid_version=6cbe54f5-f9cf-11e9-bec2-d3f92aad4e19

ADJU 17 https://barstow.elumenapp.com/public/course/107/89192bc2-eb80-11e9-bd59-a9d89e292a7b/89192bc2-eb80-11e9-bd59-a9d89e292a7b

ADJU 18 https://barstow.elumenapp.com/public/course/107/83b4ded9-eb84-11e9-bd59-9b8312f34443/83b4ded9-eb84-11e9-bd59-9b8312f34443

Overall Observation of Data on Courses
This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Reflect on how your program data compares to the Institution-set Standards. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."
Click or tap here to enter text.

For Program Learning Outcomes Assessment data, summarize findings in the PLO section below.

| Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1. Evaluate and analyze the political and public administrative aspects of criminal justice organizations	Measurement of this PLO comes from ADJU 1 SLO 1 ELumen FA2020 and 21 data averages 90%	Data reflects students are well above the 70% threshold for this PLO and so the current measurements are effective.
2. Understand and apply principles and procedures of the justice system from law enforcement to courts and corrections	Measurement of this PLO comes from ADJU 1 SLO 1 ELumen FA2020 and 21 data averages 83%	Data reflects students are well above the 70% threshold for this PLO and so the current measurements are effective.
3. Demonstrate an understanding of the functions of police, courts, and corrections.	Measurement of this PLO comes from ADJU 1 SLO 3 ELumen FA2020 and 21 data averages 87%	Data reflects students are well above the 70% threshold for this PLO and so the current measurements are effective.
4. Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.	Measurement of this PLO is geared more toward administration of justice than corrections and comes from ADJU 3 SLO 1, ADJU 4 SLO 1, ADJU 6 SLO 2, and ADJU 7 SLOs 1, 2, and 3.	Data reflects students are well above the 70% threshold for this PLO and so the current measurements are effective.

	ELumen FA2020 and 21 data averages 85%	
5. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Program Data and Analysis

Demographics

Barstow College serves a very diverse group of students – varying in age, gender, ethnicity, and experiences. BCC has a variety of students: some are first full-time students, some work full-time while taking courses in the evening or online, some are returning students who take a class for their professional growth and development, and others have returned to college in order to pursue a new career. BCC has students that represent the local Barstow community, from other areas within California, other states within the United States, and in some cases, other countries, as BCC serves many military families.

Award Count
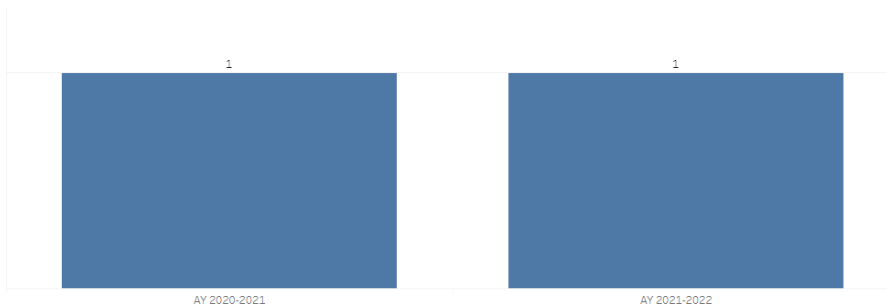
NOTE: Please select the appropriate program for the purpose of completing your Program Review. All other filters can be used for exploration and insight.

There was only 1 completiong in each year for the first 2 years of this certificate offering.

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

Most student groups achieved academic success at rates ranging from 78-79%. However, two groups fell below this range. They include the African American and Pacific Islander groups. African Americans ranged from 63 – 77% and Pacific Islanders ranged from 67 – 75%.

This is important to take notice of as success rates for these groups have historically been low. Still, as compared to other BCC programs these students are performing better in the Administration of Justice Program. And the success rates are trending upward. This success may be due to students taking advantage of NetTutor and other online resources provided to help with reading and writing. Students have also been directed to use the free version of Grammarly, which has helped to improve writing skills across the board. Still, further evaluation of future reports and a watchful eye on what may or may not be working is required to determine more precisely what may be causing this upward trend.

We will continue to monitor these outliers and discuss ways to address, understand, reduce and eventually eliminate these equity gaps. Efforts such as tutoring and outreach student voice sessions have recently been implemented. Additionally, we are looking at ways to help with remediation for students that may not have the necessary skill sets to succeed in the program. However, it should be noted that more so than race and ethnicity the issues should be viewed through a socioeconomic lens, as well as possible ESL issues. The Administration of Justice Department will continue to work with the student success and equity department to consider opportunities for outreach concerning known student issues.

Student or Program Satisfaction Survey Results
N/A

CTE-specific data
- CTE Advisory Boards
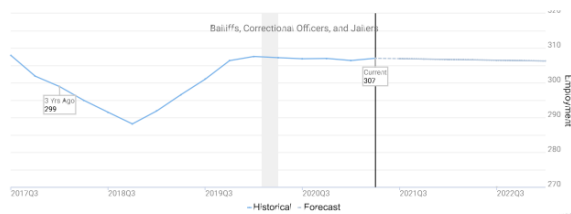- Labor Market data
- Program Viability

The CTE advisory board met in October 2020 and in April 2022 respectively. In 2020 it was advised that desirable attributes for candidates include military experience and education. Coursework specific to understanding the nature of people specifically in sociological terms, as well as courses geared to ethical decision making were discussed as vital to the field as well. In 2022 it was further emphasized that report writing skills are necessary as well. The Administration of Justice Department has already implemented ethical decision-making and sociological issues into existing coursework. We are also looking to incorporate report writing skills into existing courses. Lastly,

Employment for the corrections, probation, and parole occupational group was expected to increase by 4% between 2017 and 2022 in the Inland Empire/Desert Region. A total of 3,013 job openings were expected to be available over the five-year timeframe. There appears to be an opportunity for program growth based on the average annual number of program completers for the selected community college program (155 average annual credentials), and the annual openings for the corrections, probation, and parole occupational group in the region (603 annual job openings).

Below is an occupational snapshot for bailiffs, correctional officers, and jailers in the region.

Occupation Snapshot

6-Digit Occupation	Empl	Avg Mean Wages	LQ	3-Year Empl Change	Annual Demand	Forecast Ann Growth
Correctional Officers and Jailers	302	$81,900	0.82	12	26	-0.2%
Bailiffs	5	$70,300	0.30	0	0	0.3%
Bailiffs, Correctional Officers, and Jailers	307	$81,400	0.80	12	26	-0.2%

Occupation Demographics

Age

| 7.3% | 30.0% | 27.7% | 22.4% | 11.0% | |

- 16 to 19 years (0.2%)
- 20 to 24 years (7.3%)
- 25 to 34 years (30.0%)
- 35 to 44 years (27.7%)
- 45 to 54 years (22.4%)
- 55 to 64 years (11.0%)
- 65 years and over (1.5%)

Race

| 70.6% | 22.7% | | |

- White (70.6%)
- Black (22.7%)
- American Indian (1.4%)
- Asian (2.0%)
- Pacific Islander (0.4%)
- Two or More Races (3.0%)

Ethnicity

| 63.9% | 36.1% |

- Non-Hispanic Latino (63.9%)
- Hispanic or Latino (of any race) (36.1%)

Gender

| 71.9% | 28.1% |

- Male (71.9%)
- Female (28.1%)

Education and Training Requirements

| 100.0% |

- Short term OJT, no exp, no award (0.0%)
- Moderate term OJT, no exp, no award (100.0%)
- Long term training, no exp, no award (0.0%)
- Previous work experience, no award (0.0%)
- 2 year degree or certificate (0.0%)
- Bachelor's degree (0.0%)

The majority of students are non-traditional and there some military students in the program. Some career fields, such as electrical or welding have partnerships with specific companies because they cannot find qualified workers. The majority of those working in the corrections industry in Southern California do not hold a degree or certificate, yet industry leaders are looking for these types of candidates. That said, holding a certificate in corrections will give BCC students and competitive edge over other applicants for the same position.

Comparative data (compared to BCC and/or compared to other programs)
The success rates for BCC are: (2019-2020) 72.1%; and (2020-2021) 74.6%. The success for the AS Degree for Administration of Justice is higher than the college at 79 and 80% respectively. This is a good indication that the program has been successful.

How is your program doing overall based on observation of program data?
This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Reflect on how your program data compares to the Institution-set Standards. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."
The program been successful at preparing students for the workforce.

However, there are areas of improvement that should be addressed to ensure that the program stays rigorous, relevant, and supports student successs.

- Student success for the Pacific Islander/Hawaiian and Black/African American groups are lower than other student groups. Attention must be placed on incorporating student success measures relevant to their needs

- More low-cost, no-cost, or OER materials should be incorporated that could help all students including the lower performing groups to be more successful.

• The need for graduates in this field will grow through the year 2025 based on CTE Advisory Meetings, data from the Inland Empire Center of Excellence (COE), and the Employment Development Department.

• Early interventions and remedial opportunities for students underperforming need to be further explored.

Guided Pathways and Response

Name of the Guided Pathway that your program is a part of

The Behavioral, Social, and Public Services Pathway

List the other programs that are part of your Guided Pathway

Administration of Justice Early Childhood Development History Political Science Psychology Sociology

Provide a summary of how your program collaborates with other programs in your Guided Pathway

Examples of collaboration: meetings, projects, etc.

During the Program review period, the Guided Pathway Committee (GPC) met regularly (monthly). The committee consisted of ten faculty and two co-chairs. The GPC identified five pathways for the college to help students achieve success. Once the pathways were identified, each pillar was explored and existing programs were clustered around each of the four pillars. Guided Pathways was then rolled out campus wide with The GPC leading training and workshops. The Behavioral, Social, and Public Services Pathway met monthly for the semester after GP was implemented. After about 18 months, the GPC was disbanded.

Faculty/ Program Staff Data and Analysis

Faculty Load (FTEF)

The Corrections Program exceeds the college's set goals with regard to FTEF numbers. However, we have seen a drop though since 2020 due to COVID.

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2019-2020	Part-Time	705	23.50	1.60	440.6	14.7
	Total	705	23.50	1.60	440.6	14.7
AY 2020-2021	Part-Time	645	21.50	1.60	403.1	13.4
	Total	645	21.50	1.60	403.1	13.4
AY 2021-2022	Part-Time	642	21.40	1.60	401.3	13.4
	Total	642	21.40	1.60	401.3	13.4

FT/PT/OL Faculty Ratio

There are 3 Part-Time Faculty members and no Full-Time members

Faculty Professional Development

2022 MyClassroom Training

2022 Building Content

2021 Intgerating Information Literacy

2021 Productive Work Habits

2021 Inservice Racial Profiling: Issues and Impact - offered by San Bernardino County Sheriff's

2021 Department Inservice Bias-Based Policing: Remaining Fair and Impartial - offered by the San Bernardino County District Attorney's Office.

2020 Assesment Tools

2020 QM Workshop

2019 QM Workshop

2019 Priorirty Management Strategies to Maximize Online Teaching Time

2019 Data Protection and Destruction

2019 Introduction to Phishing

2019 Security Essentials

Program Staffing and Support

Staffing and course offering were discussed at discipline meetings where trends, scheduling, and other program relevant concerns were explored. As a result a new 2 year plan was implemented in 2020 to incorporate more course offerings throughout the year as a way to ensure students were afforded access to the courses they needed to complete their degrees.

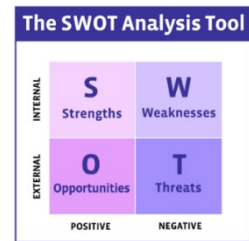*Overall Observation of Data on Faculty*

This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

One of the strengths of the Corrections Program at BCC is the diversity and wealth of experience among the faculty. The Corrections Program consists of 3 part-time faculty. Two of the part-time faculty have earned their PhDs and are published. They also regularly attend and present at professional conferences. One of the part-time faculty members has a Masters Degree and is currently working in Barstow as a Law Enforcement officer. Part-time faculty were and continue to be integral and crucial in collaborative efforts to not only improve the program at BCC, but assist with articulation agreements with the military, other colleges, and local high schools as well. They are also vital in the review cycle process including COR updates, C-ID revisions, SLO mapping, and learning eLumen to report future SLOs, PLOs, and ILOs.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Corrections Faculty are PhDs and practitioners who remain current in the field.	WEAKNESSES Online courses make it a little more difficult to catch struggling and at risk students in a timely manner.
External	OPPORTUNITIES To work with other disciplines to create learning communities to support student equity. Improve courses via data driven analysis Equity and innovative curriculum training State and Federal funding in higher education for at risk students	THREATS Low socio economic status of students in the immediate area. Crime and addiction rates Social media portrayal of the field of criminal justice.

III. Program Goals

The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Program Goals** to maintain or enhance program strengths, or to address identified weaknesses.
    - o Some programs may only have three program goals while others may have four or five—that is okay.
    - o Cite evidence from assessment data and/or other student achievement data, course, faculty, etc.
- Indicate how each Goal is **Aligned** with the College's Strategic Priorities.
- Identify explicit **Objectives** for reaching each goal.
- Identify specific **Actions, Tasks** to meet the objectives.
- Develop **Outcome** statements and appropriate measures for each objective.
- Identify specific **Resources** needed to meet goals and objectives.

Instructional Program Review Template

GOAL #1
Grow the Corrections program at BCC.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

Objective 1
Increase enrollment in the Corrections program.

Actions, Tasks
Marketing campaigns to the community. And more specifically marketing campaigns designed with equity in mind and trying to attract disproportionally impacted student groups. For example, advertising male students in female dominated pathways.

Outcomes, Measures, Assessment
Track new student enrollemts in the program

Objective 2
Increase the number students enrolled in Corrections courses

Actions, Tasks
Outreach to ADJU 1 and to at risk students

Outcomes, Measures, Assessment
Course Retention rates, Course Completion Rates, Program Completion Rates

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Resources Needed
Click or tap here to enter text.

GOAL #2
Enhance communication within the department

Instructional Program Review Template

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

Objective 1

To ensure remote faculty are kept up to date and abreast of information regarding the program.

Actions, Tasks

To hold bi-yearly meetings concerning current and future trends related to the program.

Outcomes, Measures, Assessment

Keep record of via minutes of meetings covering old and new business related to the program.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

GOAL #3

Maximize student access and student success

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

Instructional Program Review Template

Choose an item.

Objective 1

Maximize student access and student success

Actions, Tasks

Review OER options for courses in Corrections.

Outcomes, Measures, Assessment

Consider a shift to OER materials. As more OER materials become available, more courses will offer this significant cost savings for students.

Objective 2

Identify and provide appropriate support for underprepared students

Actions, Tasks

Work with Enrollment Management and Student Services to identify underprepared students

Outcomes, Measures, Assessment

Program retention data

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

GOAL #4

Realign Program Learning Outcomes to match COA in Corrections goals

Objective 1

Align Program Learning Outcomes with student learning outcomes so they are specific to Corrections

Actions, Tasks

ReCreate Program Learning Outcomes and assessments specific to Corrections

Outcomes, Measures, Assessment

Assess achievement of program learning outcomes based on corrections objectives versus administration of justice

Objective 2

Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Resources Needed
Click or tap here to enter text.

GOAL #5
Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Choose an item.

Choose an item.

Choose an item.

Choose an item.

Objective 1
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 2
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Resources Needed
Click or tap here to enter text.

IV. Resource Requests:

What does the program need to meet its goals and objectives? Requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- Personnel/Staffing
- Technology Resource
- Facilities Resource
- Other

For all resources listed below that require a Budget Allocation Proposal (BAP), programs should submit their requests utilizing the Budget Allocation Proposal form and submit with their program review. The BAP form may also be updated and submitted in Years Two and Three if needed.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Instructional Program Review Template

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