Barstow Community College

NON-INSTRUCTIONAL PROGRAM REVIEW

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

SERVICE AREA/ ADMINISTRATIVE UNIT:	Special Programs and Services

Academic Year:		FULL PROGRAM REVIEW	Date Submitted:
Academic Year:		ANNUAL UPDATE #1	Date Submitted:
Academic Year:		ANNUAL UPDATE #2	Date Submitted:

By:

Lead: Christina Calderon

Members: Linda Pugliese, Wanema Yniguez, Lesia Louro, Mary Grijalva, Mattie Mendibles, Api Lealofi, Eduardo Vasquez, Michelle Colleoc, Mary Arreola, Melissa Matteson

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1. Mission and Vision

A. Service Area/Administrative Unit Mission

Special Programs and Services (SPS) provides access and support services to educationally disadvantaged students to overcome social, physical, and economic barriers to reach their academic, career, and personal goals by fostering an environment that promotes student success through independence and self-advocacy.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

SPS gives students the tools to overcome their individual barriers to reach their personal and academic goals.

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

The BCC Mission statement states that our college is "committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth." The various programs that make up our department are designed to create pathways for disadvantaged students to overcome barriers so they can enhance their educational success, develop leadership skills, and explore career opportunities to achieve their individual goals.

The BCC vision statement: Empowering students to achieve their personal best through excellence in education. SPS provides avenues for students to achieve their personal best through specialized support programs and services that focus on their specific barriers and offer support to overcome them.

2. Service Area/Administrative Unit Description and Overview

Assume the reader does not know anything about the Service Area or Administrative Unit. Describe the unit, including—but not limited to—the following:

A. Organization, including staffing and structure

The department has one full-time director that supervises all staff. We employ 6 classified staff: EOPS Coordinator, ACCESS Assistant Coordinator, ACCESS Instructional Aid, Special Programs Specialist, Special Programs Educational Advisor, and EOPS Secretary. We also employ two full time and one adjunct Counselor that works with EOPS, CARE, and CalWORKs students, and one adjunct counselor that can see all Special Programs students but is specialized in ACCESS (DSPS) Counseling. We also employ three EOPS student peer counselors and two CalWORKs work study students that assist with the ACCESS population.

B. Who do you service (including demographics)?

ACCESS services students with a verifiable disability to provide support services, specialized instruction, and educational accommodations so that students participate as fully and benefit as equitably from the college experience as their non-disabled peers.

EOPS services low income and educationally disadvantaged students that qualify for a BOG Waiver A or B and are enrolled in 12 units. CARE services students who are eligible for EOPS and in addition are single head of household and have at least one child.

CalWORKs services students who are currently on county cash aid and have a desire to transition to long term employment by obtaining higher education.

C. What kind of services does your unit provide?

The Department of Special Programs and Services provides a variety of academic and student support services to educationally disadvantaged students at Barstow College.

ACCESS provides support services through accommodations that are designed to assist with their educational limitation. Services could include: special classes, note taking, sign language interpreters, test taking assistance or extended time, assistive computer technology, mobility services and other accommodations as needed.

EOPS and CARE offer support services to assist students in achieving their educational goals. Services include: textbook loans, textbook vouchers, academic counseling, priority registration, tutorial assistance, transportation assistance, Meal assistance, school supplies, educational workshops and trips, and child care assistance.

CalWORKs services include textbook assistance, academic counseling, educational workshops, transportation assistance, meal assistance, school supplies, and part time work study opportunities both on and off campus.

D. How do you provide them?

ACCESS provides these services within our office, or we communicate with faculty to provide these services within their classroom environment. We have assistive technology that can be checked out by students and returned back once the semester or class has ended. The computers in our office and in the computer commons have various computer software to assist students including Kurzweil. We offer interpreting services through Rise Interpreting, a business in San Bernardino. If a student needs extended test time, a distraction reduced environment, or their test needs to be administered in an alternate format our office has various spaces for students to take their test or have it adjusted for their needs. Each student that enrolls in ACCESS receives an Academic Accommodation Plan that outlines their specific accommodation. This form is given to their instructors so that they are aware of their individual needs.

Most EOPS/CARE services are given out through office. Students receive textbooks from our loan library or is able to obtain a textbook voucher to purchase the book at the Viking Shop. Students receive either a gas card or bus tokens from our office if they are in need of transportation assistance. We offer $10 vouchers for students to use at the Viking Grill on campus. Each semester we give our students various school supplies including backpacks, paper, pens, and other needed materials. We also offer up to a $400 stipend to offset their monthly child care cost. Educational workshops and trips are organized by program staff and counselors and include presentations from college staff and outside organizations.

CalWORKs services are also provided mostly though our office. Students can receive textbooks from our loan library if their county worker is unable to provide textbooks before the student's courses start. Students receive either a gas card or bus tokens from our office if they are in need of transportation assistance. We offer $10 vouchers for students to use at the Viking Grill on campus. Each semester we give our students various school supplies including backpacks, paper, pens, and other needed materials. CalWORKs students can also apply for various work study positions both on and off campus to receive valuable work skills that can assist them when applying for full time employment.

3. Data

A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

1) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

Special Programs has set new SAO's to be measured throughout the next three years of the program review cycle. We have set one SAO for each program and an SAO that targets Special Programs as a whole.

ACCESS: Students will meet with an ACCESS counselor before the start of each semester to get specialized accommodations that are chosen to assist with the specific needs of their current schedule of classes.

EOPS/CARE: Students will take advantage of Priority 1 Registration in order to register for the classes they need to complete their educational goals on time.

CalWORKs: Students will recertify their CalWORKs eligibility each semester by submitting current proof of their cash aid and meeting with an SPS counselor.

SPS: Students will be able to demonstrate knowledge of their individual educational timeline as outlined in their educational plan and in their program eligibility.

2) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

These SAO's are new for the next three years of the Program Review cycle.

3) Describe any improvements made by your unit as a result of the outcomes assessment process:

a. *What did you learn from your evaluation of these measures?*

We have not yet evaluated these SAO's, we have noticed that these points convey the way that our students are not succeeding in our individual programs/or in their educational goals and would like to address them over the coming years.

b. *What improvements have you implemented as a result of your analysis of these measures?*

We have not yet implemented improvements as these are new goals.

c. *What improvements do you plan* to implement as a result of your analysis of these measures?*
(*List any resources required for planned implementation in #10: Resources.)

ACCESS has had a problem with getting students to come in before the start of the semester for their accommodations form. We usually see them the day before a test or much later in the semester requesting accommodations. The students are usually already struggling in their courses and are in need of emergency services. For the Fall 2017 semester only 41% of ACCESS student that enrolled came into the office prior to the start of the semester. This is not the best indicator of success for this population of students. We have put in place some strategies starting this current semester, Fall 2017 that we hope will assist students in coming in earlier for support services. We are currently running reports of all students who are currently in the system, regardless if they are registered. Priority Registration starts at the end of October and our goal is to contact all students and get them in to see the ACCESS counselor before their priority registration ends. We hope to have at least half of our students (about 60) with completed accommodations before we break for the winter holiday. Over the next three years we want to increase this percentage 10% per year. We hope this increase will also bring up the ACCESS student's completion rate.
EOPS/CARE: Students on EOPS and CARE have not taken advantage of priority registration. In the past semester, Spring 2017 56% of EOPS students registered for classes during their priority 1 registration. Of the 56% on average only two classes that students registered for stayed the same, students registered, dropped, and then reregistered after their priority 1 registration window.   This has in students not taking their courses in sequence, not following their education plan, having difficulty getting into 12 units, and students not completing their program of study or changing their program of study between semesters. We have decided to implement a strategy to increase student knowledge of the importance of priority registration. In addition to the usual phone calls, emails, text messages and push notifications through Grad Guru, we hope to start a Priority Registration Awareness week. We are plan to do some activities during Spring 2018 registration but will plan and implement a week's worth of activities during the

Summer/Fall 2018 priority registration. It will take place the week before priority registration starts. We will have workshops daily helping students to read their Educational Plan, go over the upcoming schedule to plan of what they will register for, and also various career and transfer services and information. We hope to create a sense of hype and excitement over the week and encourage students to come in early so we can assist them with their registration. Our goal is to increase the number of students registering in their priority by 10% each semester. We also hope that students will plan ahead and be able to CalWORKs: Students on this program must recertify every semester that they are receiving cash aid to continue to receive services on the program. We also need student to come in and see a counselor to update their educational plan so that it can be submitted to their county worker for continued cash aid eligibility. In Fall 2017 only 20% of students actually came in to recertify before the semester started. Our office had to contact the county workers to check for their cash aid status because a majority of our students did not submit their paperwork. This is an ongoing problem. Our goal is to improve this percentage 15% each semester. We have added support services for students on the program, including transportation assistance, gas cards, and meal vouchers. We hope that with these services students will be reminded to come into the office and recertify to continue to receive those services.

B. OTHER ASSESSMENT DATA

1) List all OTHER quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

EOPS/CARE: EOPS and CARE is looking to increase the number of students that we serve in both programs. We hope to continue increasing our student number so as to receive higher allocations. With the allocations we will be able to provide more support services to economically disadvantage students.
CalWORKs: The CalWORKs program has focused on bringing employment opportunities to students. We currently employ 12 CalWORKs work study students. We have allocated 18 positions to be hired on and off campus.   We hope to increase the number of work study students so as to increase our allocation.
ACCESS: We have a New ACCESS counselor and our goal is to get everyone familiar with the new Academic Accommodations plan and to form better relationships with our high schools so we can transition students from special education classes in their schools to our program.

2) Summarize the results of these measures.

The EOPS program's unduplicated student count has greatly increased within the past few years. In 14-15 we served a total of 254 students which was average for our college. We have grown each year since, serving 395 students at the end of 16-17. This current year, just in the Fall semester, we are serving 406 which is more than all of last year. We plan to open our application period on November 1st and plan to take about 100-150 new applications. Due to this increase in headcount our allocations have also grown substantially. In 2014-2015 our allocation was $359,123 and it has grown to $560,249 for the 17-18 school year.
CalWORKs: Our current 17-18 allocation was increased $3,067. It was not as significant as an increase as we had hoped but we can cover CalWORKs work study position salaries for the year. We are looking to increase our allocation by requesting midyear funding that has been sent back to the Chancellor's Office by schools who will not utilize their entire allocation.
ACCESS: We are planning to hold once a semester workshops at the High Schools, we did one orientation in the Spring semester that was a great success with 24 participants.

3) Describe any improvements made by your unit as a result of other assessment data listed in #1:

a. What did you learn from your evaluation of these measures?

We have not really evaluated these measures, they are new points that we are trying to address and increase for the overall success of our unit. We should have more information to share in next year's annual update.

b. *What improvements have you implemented as a result of your analysis of these measures?*

We have not implemented any changes for now.

c. *What improvements do you plan* to implement as a result of your analysis of these measures?*
(*List any resources required for planned implementation in #10: Resources.)

EOPS/CARE: To increase the number of students we enroll in the program we are planning classroom visits, promotion at staff meetings, and a notebook handout that we will provide to FA, Counseling, and Student Success to give to any students they see. We plan to also run our application deadline on the marquee, and ask FA to send out a mass email to all students who may be eligible for the program.
CalWORKs: We visited the county office for one of their staff meetings. We have just recently asked the county if we could come and set up a table once or twice a month to give out information about the CalWORKs program and job opportunities. We hope this will bring in new students and more people willing to participate in work study.
ACCESS: We are looking to partner with Student Success to participate in their high school outreaches and also organize meeting with just the Special Education classes.

4. Policies & Processes

A. **What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit?** *(BCC BP/AP; Federal, State & local regulations; departmental guidelines)*

Rise Interpreting has added a video phone to their services so our policy on cancelling interpreting services has changed.
EOPS/CARE students were required to see an academic counselor twice a semester and see a peer counselor once a semester. We have changed this policy so students are required to see an academic counselor three times a semester.
EOPS/CARE, CalWORKs, and ACCESS/DSPS allocation formulas are in part are based on student headcount. Each of these programs has changed their policy to use prior- prior year headcount.
ACCESS/DSPS allocations have changed the disability categories and how much weight each category holds for funding.
EOPS and CARE allocations have both been changed to have a greater base funding. EOPS has changed to a $150,000 base and CARE has changed to a $30,000 base.
SPS has changed their email submission policy to allow students to submit information via email as long as it is complete.
SPS has transitioned to complete electronic files for all programs.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Rise Interpreting has added a video phone to their services so our policy on cancelling interpreting services has changed. This is very beneficial for our DHH budget. In the past we have had to pay interpreters who show up because the students were not able to cancel in a timely manner. This was especially true over the weekend or for night classes when staff is not available. Now students can get a hold of Rise themselves without having to go through staff.
EOPS/CARE students were required to see an academic counselor twice a semester and see a peer counselor once a semester. We have changed this policy so students are required to see an academic counselor three times a semester. This has impacted our department because we need more availability of counselors during the first deadline period. New students are in need of an hour long appointment to

develop their educational plan, where later appointments only need a ½ hour. This has caused us to rethink our deadline periods, giving students more time to get their first appointment in and less time is needed for later appointments.

EOPS/CARE, CalWORKs, and ACCESS/DSPS allocation formulas are in part are based on student headcount. Each of these programs has changed their policy to use prior- prior year headcount. This will have a lasting positive effect on the department. We have had to wait sometimes well into November/December to receive our yearly allocations. With this new policy we will receive our allocations much earlier and will be able to plan our yearly expenditures.

ACCESS/DSPS allocations have changed the disability categories and how much weight each category holds for funding. With the change in our disability categories our staff has had to go through all of our ACCESS student files to update their disability category in Banner to ensure of data submissions are accurate to the new categories. This change may also impact our budget allocation for ACCESS/DSPS.

EOPS and CARE allocations have both been changed to have a greater base funding. EOPS has changed to a $150,000 base and CARE has changed to a $30,000 base. These allocation changes will have a positive impact on our program. In the stimulations ran as an example for new allocations our program allocations were increased due to the new formula.

SPS has changed their email submission policy to allow students to submit information via email as long as it is complete. This will impact our staff greatly due to the extra responsibility of monitoring an additional mailbox for documents sent by students.

SPS has transitioned to complete electronic files for all programs. This by far has had the most positive impact on our office. We now have the ability to scan in all documents received by students so we no longer have storage files. Each filed is able to be viewed by only our SPS staff and we no longer have to go around the office hunting down files left in offices. This will increase our confidentiality, we will not have files out in the open, they can be viewed on each person's desktop.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

We have had to update the policy for student cancellations for interpreting services in ACCESS. We have also had to update our process in storing documents, each department has made their own policy as to how student electronic files will be labeled and how documents will be stored in these files. In addition our filing policy was retired. Our counseling appointment policy needed to be updated along with our online orientation and canvas page to accommodate the additional ed plan.

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.*

Barstow College is a smaller college and so within our department we are able to get to know our students and for lasting bonds. They see us as people that genuinely care about their future and wellbeing and they can always come to us when they are in need of assistance.

We have a very extensive textbook loan library for our students, much larger than other colleges. In addition we are able to offer our students very robust support services.

Our staffing is almost al split between programs. This means that almost all of our staff can see and assist any student who is in multiple programs. Students do not need to wait to get assistance when someone is not on campus.

We are fully staffed, we do not have vacancies in positions. We have total 15 staff and student workers assisting all of our programs.

We have a diverse staff that is sensitive to the diversity within the students we serve.

We have the only Spanish speaking counselor working for SPS. He also speaks Korean.

All of our staff members have had the opportunity to attend various professional development events and are skilled is assisting low income and disadvantaged students including DACA, Foster Youth, Homeless, Calfresh recipients.
Most of our staff is training in the ASSIST Suicide Awareness curriculum. One of our counselors even did her graduate work with an emphasis on suicide prevention/awareness.
We have transitioned to an electronic filing system.

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.*

With an increase in our student population, we have noticed that we cannot do all of the follow up services we would like to do for all students.
We do not offer late hours of operation, only staying late until 6pm and no weekend services.
We are not good at advertising our programs and events internally- especially ACCESS and its policies.
We put deadlines on our application for EOPS, potentially turning away students that need our services the most.
We do not offer enough online workshops to assist DI students.

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.*

Statewide allocations for our programs have increased, including Student Success and Equity funding that is utilized by our department.
Completion grants for students are offering incentives for students completion 15 units a semester. This assists students in completing their program of study quicker.
Multiple measures has been put in place and can assist students in being assessed into the correct math and English courses and will help accelerate the completion time for students.
The Department of Rehabilitation offers services to our students with disabilities that want to attend classes.

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.*

Completion grants and other aid is causing students to use up their unmet need and be ineligible for additional services or work study.
The repeal of DACA will have a huge impact on the population and could deter undocumented students from pursuing their higher education.

7. Continuing Education/Professional Development

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

CCCEOPSA Conference
Annual CalWORKs Training Institute
CAPED Conference
CSUN Conference
Regional CAPED Training Workshop
Chancellor's Office Technical Training for EOPS/CARE
Region IX CARE Conference
Strengths Based Training
President's Leadership Academy

Love Notes Train the Trainer
Chancellor's Office New Director's Training
CalFresh Enrollment Workshop
CSU/US Counselor Workshops
Men of Color Training
ASSIST Suicide Awareness Training
DSPS Director's Training

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

Annual CCCEOPSA Conference- (4) Staff received training on new policy procedures, regulation changes, and best practices to enhance the EOPS/CARE program at their individual college.
Annual CalWORKs Training Institute- (4) Staff learned new strategies to assist students on cash aid to transition to full time employment, best practices for CalWORKs programs, and some policy changes.
Annual CAPED Conference- (3) ACCESS staff received training to better assist students with disabilities including best practices, OCR policies and assistive technology.
Annual CSUN Conference- (3) Staff learned about and tested changes in technology to assist students with disabilities.
Annual Regional CAPED Training Workshop- (3) Staff received training on overcoming macroaggressions towards students with disabilities and how to better utilize counseling staff in ACCESS.
Annual Chancellor's Office Technical Training for EOPS/CARE- (3) staff members attended the Chancellor's Office update on end of year fiscal reporting, plus staff was able to get a full day of workshops geared to help improve strategies supporting undocumented students.
Annual Region IX CARE Conference- (2) Attendees learned how to organize and assist in hosting an overnight conference for region IX CARE students.
Strengths Based Training- All CalWORKs staff (7) got an overview of their own strengths and weaknesses and how to work within a team to bring about balanced teamwork and positive results.
President's Leadership Academy- (3) Staff was able to attend a yearlong program learning leadership styles from campus and community leadership. Insight was also gained about their own leadership styles and how to work within a team across campus- not just within their departments.
Love Notes Train the Trainer (3) – Staff was able to learn about a 13 week set of curriculum about healthy relationships in order to host workshops for students.
Annual Chancellor's Office New Director's Training (1) – New Director was able to get an overview of program regulations for EOPS/CARE and DSPS in a weeklong training.
Cal Fresh Enrollment Workshop (3) – Staff was able to learn how to assist students in completing their application for Cal Fresh from beginning to end.
Annual CSU/US Counselor Workshops- (2) Counselors attended these workshops to gain a better understanding of transfer requirements to assist our students.
Men of Color Training (10) Staff was able to get training sponsored by SSE to understand how to support men of color on campus. 4 staff members also went through the online course in addition to the workshop.
ASSIST Suicide Awareness Training (3)- staff members received a two day training and learned how to recognize the signs people display when contemplating suicide and early prevention strategies.
Annual DSPS Director's Training- (1) Director was able to meet with other DSPS professionals and have discussions on the changing regulations for allocation adjustment and learned helpful strategies to maximize the DSPS budget.

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

All of our association conferences, counselor conference, and Chancellor's Office trainings (CCCEOPSA, CALWORKS, CAPED, CSUN, Technical, DSPS) are annual events that staff members will attend each year. We usually swap attendance so staff that attends EOPS functions this year will attend CalWORKs functions next year. This coming year we plan to send staff to the County CalWORKs training so as to better assist

our CalWORKs students with their county requirements. Region IX CalWORKs has also set their yearly training as a customer service academy train the trainer. Staff that attend will bring back the information and host a workshop for all other SPS staff. New employees will attend the New Director's training to ensure they know the policies and regulations for EOPS/CARE/CalWORKs and DSPS.

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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 department does not have prior goals and objectives, please explain.

1. Plan and implement advisory board for all programs: An advisory board has been implemented for all programs. We have asked advisory board members to serve a two year term in order to consistently be able to build on ideas brought up at previous meetings to assist our students in various ways. We have had to rebuild our DSPS Advisory board due to many staff changes but in the past year we have been able to bring on all three BUSD psychologists and the VA counselor, who works on campus to serve on the board.
2. Commitment to data informed decision making and evaluation: In Fall 16 and Spring 17 all staff responsible for data entry were trained on what our data elements are and how they are reported at the end of each term. This was beneficial because new staff was hired and all staff was able to see how some of our data elements had changed. We also stressed the importance of having clean data and our staff was able to go back through our student's banner records for all EOPS/CalWORKs/and CARE to ensure that our data was correct. We have implemented a calendar for staff to follow during the year so as to be aware of their duties for data entry and to ensure that they are putting in the correct information by the deadlines we have for reporting. Our goal was to decrease the amount of errors we receive when the data is uploaded. We had a few minor hiccups with our calendar with the new staff but are now fully functional and following the calendar. Although we have followed the calendar, our errors have not gone down as much as we have hoped- on average we had about 20-25 errors, sometimes more and this past semester Spring 2017 we had 12 errors. We hope to be around 3-5 or none after a few more semesters.
3. Increase Student Success: Last year we said that this goal was much too broad and we planned to hold greater interventions for our probation students. We identified students who had a low GPA- below a 2.2 and gave a set of students to each counselor to do additional follow up services through the next two semesters. We found that is not very effective for our probation students. Almost half of the students who we started out with as probation did not reenroll in the next semester, another complete set of students were dismissed from our program due to not following up on program requirements. At the end we only has about 10-15 students on probation so it was not a good pool to see if they progressed. Due to this we have decided to continue on with our probation students and plan better strategies for targeting them early in the semester- not after the semester- please see our new goals for our plan for the next three years.
4. Hire a full-time SPS Counselor- goal is complete: hired in Fall of 2016.

9. Goals/Objectives/Actions (ACTION PLAN)

A. GOALS: Formulate Goals to maintain or enhance unit 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 provides space 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 Increase student awareness for all SPS students of issues with timing out of program eligibility for SPS, FA, and other needed services.	*List all that apply:* #1 Educational Success #2 Evidence Based Decision Making	#1 Promote acceleration classes and math/English refreshers for students.	Counseling visits and Ed plans need to promote acceleration courses and workshops	Students will move out of remedial coursework within a year of being on an SPS program. This will be assessed by new reports for SPS students.
		#2 Educate new students on our unit limit, FA timelines, and general timing out policies	Break Out sessions in Orientation and workshops geared to help student understand their timelines	By the end of a student's first semester on SPS they will know their anticipated graduation date and understand their path to get there. We will use student surveys to measure their knowledge.
		#3 Monitor students at 45, 60, and 70 units.	Students need to be contacted by counselors when they reach these unit limits and told what their options are.	We will decrease the amount of students that time out of our program.
Additional Information:				
#2 Align CalWORKs Education plans to match student's cash aid timeclock.	*List all that apply:* #1 Educational Success #2 Evidence Based Decision Making	#1 Require that students submit their county timeclock forms to CalWORKs as a part of their application.	Counselors will be able to plan student educational plans within their county timetable for cash aid.	Students on CalWORKs will be able to complete a program of study before their timeclock ends for county cash aid.
		#2	Support staff will monitor student eligibility for services and work study more effectively	
		#3		
Additional Information:				

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3 Increase the education of faculty and staff on ACCESS related policies and legal requirements.	*List all that apply:* #1 Educational Success #2 Campus Culture #7 Diverse and Excellent Workforce	**#1** Instructors will know what the new Academic Accommodation Plan (AAP) looks like and how to read it.	ACCESS staff will visit individual department meetings to explain our new AAP form.	ACCESS will have less student complaints due to faculty not honoring their accommodations form.
		#2 Increase the number of faculty that attends at least one session about disability sensitivity.	Offer disability sensitivity workshops at least once a semester.	Increase the number of people who have attended one of these workshops.
		#3 Faculty and staff will better understand some of the legal requirements of ACCESS that are not being met.	Staff presentations and emails about legal responsibilities such as captioning.	ACCESS sees an increase of staff using the resources available and a decrease in student issues.
	Additional Information:			
#4 Decrease the number of students who go onto EOPS probation for all Special Programs.	*List all that apply:* #1 Educational Success #2 Evidence Based Decision Making	**#1** Encourage students to attend a live orientation so that they get more pointed information about our deadlines and requirements	Add and additional live orientation within the first one or two weeks of the semester to contact student who came into the program after the initial live orientation.	Decrease the number of students who miss their first program requirement.
		#2 Greater internal advertising about our program deadlines	Bigger visual signs in the office and around campus about EOPS requirements.	Decrease the number of students who miss their first program requirement.
		#3 Peer counselors will be assigned a cohort of students to track during the semester.	Peer counselors will need to reach out well before deadlines to see if their students are preparing to submit required documents.	Decrease the number of students who miss their first program requirement.
	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.A.3)c.

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

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

Annual Update #1	Academic Year:	

1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

C) Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan* to implement as a result of your analysis of these measures?
(*List any resources required for planned implementation in #3: Resources.)

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)

(Type the update for Goal #1 in this box)

	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)

(Type the update for Goal #2 in this box)

	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)

(Type the update for Goal #3 in this box)

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.

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 Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A)   List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

B)   Summarize the progress your unit has made on SAO/AUO measures since the last program review:

C)   Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan* to implement as a result of your analysis of these measures?
(*List any resources required for planned implementation in #3: Resources.)

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)

(Type the update for Goal #1 in this box)

	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)

(Type the update for Goal #2 in this box)

	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)

(Type the update for Goal #3 in this box)

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.

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