



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

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

SERVICE AREA/
ADMINISTRATIVE UNIT:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

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

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Student Success and Support Program:

The mission of the Student Success and Support Program at Barstow Community College is to increase student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising and early intervention.

Student Equity:

The mission of Student Equity Program is to guarantee fair access, opportunity and advancement for all students while working to identify and address barriers that stand in the way of student success for disproportionately impacted students at Barstow Community College.

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

Student Success and Support Program:

The vision of the Student Success and Support Program at Barstow Community College is to ensure that all students complete their college courses, persist to the next academic term and achieve their educational objectives.

Student Equity:

The vision of Student Equity Program is to reduce the achievement gap of disproportionately impacted students at Barstow Community College.

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

Mission

Student Success and Support Program:

- Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth.
 - The Student Success and Support Program aligns with the College's mission by promoting and providing educational tools including orientation, assessment and placement, counseling, academic advising and early intervention service allowing students the ability to achieve personal goals and professional growth.
- To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.
 - The Student Success and Support Program (formerly matriculation) is a pathway designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.

Student Equity:

- Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth.
 - The Student Equity Program guarantees fair access, opportunity and advancement for all students.
- To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.
 - The Student Equity Program identifies barriers for disproportionately impacted students and engages in activities to ensure the college is offering traditional and distance

education courses, programs, and pathways that will allow all students access to students success, leadership development and career/workforce opportunities.

Vision

Student Success and Support Program:

- Empowering Students to Achieve Their Personal Best Through Excellence in Education.
 - By promoting and assisting students with the student success steps, the Student Success and Services Program is empowering students to achieve their personal best.

Student Equity:

- Empowering Students to Achieve Their Personal Best Through Excellence in Education.
 - By identifying barriers for disproportionately impacted students and engaging in activities to close the equity gap we are empowering students to achieve their personal best through excellence in education.

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 Student Success and Equity Programs are led by a Dean of Student Success and Equity who reports to the Vice President of Student Services. The program employs one full time coordinator, three student success advisors (Student Success/Equity, Special Programs and Services and Transfer Center), a department secretary and 3 student workers. Two full time and one part time counselors have been assigned to work with general counseling, high school outreach and probation students.

B. Who do you service (including demographics)?

Potential Students
 First year students
 Continuing students
 Faculty, Administration, Staff

2010 Census
Population estimate = 22,639
High school graduates= 79.8%
Latino = 42.8%
White = 34.2%
Afr. Am. = 13.8%
Multi-Eth=3.8%
All others = below 2%

2017 Student Success Score Card

Student Information (2015-2016)				Other Information (2015-2016)	
Students					4,640
GENDER		RACE/ETHNICITY		Full-Time Equivalent Students	
Female	59.9%	African American	14.0%	Credit Sections	1,065
Male	39.0%	American Indian/Alaska Native	0.6%	Non-Credit Sections	22
Unknown Gender	1.1%	Asian	2.5%	Median Credit Section Size	17
AGE		Filipino	1.7%	Percentage of Full-Time Faculty	45.2%
Under 20 years old	20.8%	Hispanic	40.8%	Percentage of First-Generation	42.5%
20 to 24 years old	29.7%	Pacific Islander	1.0%	Student Counseling Ratio	515:1
25 to 39 years old	35.5%	White	32.3%	* Insufficient data	
40 or more years old	13.9%	Two or More Races	5.0%		
Unknown Age	0.0%	Unknown Ethnicity	2.2%		

2017 Barstow College Student Success Scorecard

Cohort Tracked for Six Years Through 2015-2016	Completion			Persistence			30 Units			Remedial			Career Technical Education
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL	
Cohort	61.0%	34.9%	37.0%	58.5%	49.0%	49.8%	70.7%	50.7%	52.4%	31.0%	37.9%	3.7%	36.5%
Female	45.0%	35.3%	36.0%	45.0%	52.8%	52.2%	75.0%	54.4%	55.9%	34.8%	42.4%	0.0%	35.8%
Male	76.2%	34.7%	38.5%	71.4%	44.6%	47.0%	66.7%	46.0%	47.9%	25.5%	31.7%	11.1%	37.7%
Under 20 years old	58.8%	36.5%	39.0%	55.9%	46.1%	47.2%	73.5%	59.4%	61.0%	36.3%	41.8%	25.0%	29.3%
20 to 24 years old	66.7%	28.0%	30.9%	66.7%	50.7%	51.9%	66.7%	32.0%	34.6%	30.3%	33.3%	0.0%	40.2%
25 to 39 years old	100.0%	34.8%	35.5%	100.0%	48.9%	49.5%	0.0%	38.0%	37.6%	27.4%	40.9%	0.0%	38.9%
40 or more years old	N/A	37.9%	37.9%	N/A	72.4%	72.4%	N/A	58.6%	58.6%	35.1%	24.6%	0.0%	33.3%
African-American	100.0%	37.0%	38.3%	100.0%	54.3%	55.3%	100.0%	54.3%	55.3%	24.0%	33.3%	N/A	30.5%
American Indian/Alaska Native	N/A	33.3%	33.3%	N/A	66.7%	66.7%	N/A	44.4%	44.4%	20.0%	14.3%	N/A	0.0%
Asian	N/A	40.0%	40.0%	N/A	60.0%	60.0%	N/A	60.0%	60.0%	60.0%	80.0%	0.0%	50.0%
Filipino	100.0%	50.0%	66.7%	0.0%	50.0%	33.3%	100.0%	50.0%	66.7%	12.5%	80.0%	0.0%	70.0%
Hispanic	62.5%	31.2%	33.9%	68.8%	44.5%	46.6%	75.0%	49.7%	51.9%	32.2%	38.0%	10.0%	34.3%
Pacific Islander	N/A	50.0%	50.0%	N/A	100.0%	100.0%	N/A	0.0%	0.0%	60.0%	60.0%	N/A	N/A
White	66.7%	34.2%	37.1%	46.7%	51.0%	50.6%	60.0%	49.7%	50.6%	32.6%	38.7%	0.0%	36.2%

Transfer Level Achievement	Math			English		
	Cohort Size	1-Year	2-Year	Cohort Size	1-Year	2-Year
		Cohort Rate	Cohort Rate		Cohort Rate	Cohort Rate
All	N/A	N/A	7.0%	343	0.3%	13.4%
Female	N/A	N/A	8.1%	211	0.0%	12.3%
Male	N/A	N/A	5.4%	130	0.8%	15.4%
< 20 years old	N/A	N/A	7.6%	211	0.5%	15.2%
20 to 24 years old	N/A	N/A	4.2%	72	0.0%	11.1%
25 to 39 years old	N/A	N/A	9.1%	44	0.0%	9.1%
40+ years old	N/A	N/A	6.3%	16	0.0%	12.5%
African American	N/A	N/A	6.3%	32	3.1%	15.6%
American Indian/Alaska Native	N/A	N/A	0.0%	*	0.0%	50.0%
Asian	N/A	N/A	0.0%	*	0.0%	0.0%
Filipino	N/A	N/A	14.3%	*	0.0%	14.3%
Hispanic	N/A	N/A	8.1%	160	0.0%	15.6%
Pacific Islander	N/A	N/A	25.0%	*	0.0%	0.0%
White	N/A	N/A	4.8%	104	0.0%	11.5%

Demographics		
Gender	Median % Change	Total N
Female	14.0%	132
Male	24.9%	79
Age	Median % Change	Total N
Under 20	86.4%	21
20-24	45.3%	59
25-39	14.2%	75
40 or over	10.0%	57
Ethnicity/Race	Median % Change	Total N
African American	2.7%	26
American Indian/Alaska Native	2.6%	**
Asian	-98.7%	*
Filipino	3.8%	*
Hispanic	34.6%	70
Pacific Islander	0.0%	*
White	21.7%	106

N/A: Cohort has no students.
 *: Suppressed to protect student Privacy.
 Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

C. What kind of services does your unit provide?

Matriculation Steps: Orientation, Assessment/Placement, Counseling/Ed Planning, Follow up services
 Equity Activities for DI populations
 Professional Development

D. How do you provide them?

- Matriculation Steps:
- Outreach
 - Workshops
 - One on One
 - Email
 - Phone
- Equity Activities for DI Populations:
- Workshops
 - Educational Trips
 - Textbook Vouchers
 - Meal Vouchers
 - Bus Passes
 - Gas Cards
 - Classroom supplies
- Professional Development
- Workshops
 - Webinars
 - Online Courses
 - Conferences

3. Data

A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

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

Student Success and Support Program:

1. Orientation: Identify and implement best practices in familiarizing students with the college experience to increase access to college programs and services.
2. Assessment: Facilitate Student Success by ensuring fair and valid assessment that leads to appropriate placement into the curriculum.
3. Counseling: Work to close gaps in the SSSP core steps by improving the number of target students that receive an education plan, and improving follow-up contact with those students.
4. Follow-Up Services: Improve follow-up for at risk students through counselor assigned cohorts.

Student Equity:

1. Access: Improve access for the identified DI populations.
2. Course Completion: Improve course completion for identified DI populations.
3. ESL and Basic Skills Completion: Improve ESL and basic skills completion for identified DI populations.
4. Degree and Certificate Completion: Improve degree and certificate completion for identified DI populations.
5. Transfer: Improve transfer rates for identified DI populations
6. District Wide Initiatives:
 - a. Foster Youth: Improve access and course completion of foster youth.
 - b. Economically Disadvantaged/Poverty: Improve access and transfer rates for Economically Disadvantaged/Poverty.
 - c. Distance Education: improve course completion and ESL/Basic Skills completion for distance education students.

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

Student Success and Support Program:

Orientation: When the online orientation was moved to the Comevo platform the information copied and updated from the old hosted site. It was determined that the college needed assistance in creating an orientation program that was more effective and ultimately fostered student success. The college has partnered with Comevo to receive the assistance needed to recreate online orientation.

Assessment: The Academic Senate approved using high school courses and grades as a multiple measure for assessment purposes in December of 2016. The counselors are currently using multiple measures on a case by case basis.

Counseling: The counselors have partnered with student success, admissions and records and student life and outreach to target students who have not received and education plan or needed follow up services to continue to have priority registration.

Comprehensive Education Plans	
Year	% of Student Population
2015-2016	42%
2016-2017	46%

Follow up services: A part time counselor was hired to focus on academic probation students for 50% of their time.

Student Equity:

Access: The program created a student ambassadors program to increase awareness of programs and services offered at Barstow Community College. Multiple diverse outreach events were attended to discuss opportunities of attending college with our DI populations.

Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion & Transfer: The College purchased Starfish Early Alert and Degree Planner. Once implemented it will assist the faculty, staff and counselors in recognizing opportunities for intervention when it comes course completion, ESL and Basic Skills completion, degree and certificate completion & transfer rates.

District Wide Initiatives:

Foster Youth: A part time counselor was hired to focus on foster youth students for 25% of their time.

Economically Disadvantaged/Poverty: An AFS program was created to assist economically disadvantaged students who did not qualify for services under EOPS. The Aid for School (AFS) program was integrated into the Special Programs and Services department in the fall of 2016. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Funds were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal vouchers, book vouchers and classroom supplies. As of the end of Spring 2017 all of the AFS student had transitioned to EOPS or graduated.

Distance Education: A Dean of Distance Education and Learning Support Services was hired and partially paid by Student Equity Funds. The purchase and implementation of Starfish will assist in augment online counseling for distance ed students.

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?

Outcomes were not measurable and too broad in scope. The department does not know if they are improving or increasing any of the outcomes.

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

The department has moved to data driven decisions.

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.)

The disproportionately impacted student data was reevaluated and will be implemented for the 2017-18 outcomes. The goals and outcomes for the 2017-18 cycle will be measurable.

B. OTHER ASSESSMENT DATA

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

N/A

2) Summarize the results of these measures.

N/A

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?

N/A

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

N/A

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.)

N/A

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)

- Common assessment becoming evidence based assessment
- Integrated Planning with BSI
- Updates to BCC AP 5050- Student Success and Services, AP 5055- Priority Registration
- BOG Waiver revamped into California College Promise
- Introduction of Student Completion Grant
- Change in 3SP and SE budgetary restrictions
- Implementation of Guided Pathways

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

- Common assessment becoming evidence based assessment: The student success department will need to update current forms, outreach material and processes. Additional resources including CalPass + will need to be accessed for student information. Professional development will be needed to use the resources and place student properly.
- Integrated Planning with BSI: The department will have to work closely with BSI to ensure the goals and outcomes are met.
- Updates to BCC AP 5050- Student Success and Services, AP 5055- Priority Registration: The priority registration process has been updated to allow a time period between the final tier and open registration. This allows the department to coordinate with Student Life and Development and Outreach to connect with students who have not registered in their tier.
- BOG Waiver revamped into California College Promise: Anticipate an increase potential students attending the college and needing to complete the student success steps.
- Introduction of Student Completion Grant: Updates are needed to education plans and advising practices.
- Change in 3SP and SE budgetary restrictions: Funds are no longer restricted and placing limitations on how funds can be spent.
- Implementation of Guided Pathways: The department will need to assess current student success and equity pathways for barriers.

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?

AP 4300 Student Travel: Currently the District does not allow funds to be allocated to out of state travel for students. The update will allow for funds to be spent from categorical programs to take students on trips that are tied to funding goals and outcomes.

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.*

High School Outreach Program
 Student Success Steps being utilized
 Follow up with internal students
 Funding
 Exploring new opportunities for workshops

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.*

Probation Process
 Online Orientation
 Funding- no dedicated plan to spend
 Identifying ways to service disproportionately impacted 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.*

Professional development opportunities
 Evidence based assessment
 Integrated Planning with BSI
 California College Promise
 Student Completion Grant
 Implementation of Guided Pathways
 Starfish Implementation

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.*

DACA policy
 Integrated planning with BSI
 Faculty participation
 Student driven class schedule
 Curriculum
 Articulation
 College Website

7. Continuing Education/Professional Development

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

Activity/Date/Location	Attendee(s)
July 11, 2016 Barstow Community College GradGuru Admin Training	Student Success Secretary, Student Success and Equity Coordinator, Student Success Advisor, Director of Public Relations, Communication & Marketing, Admin Secretary-AA, Web Services Technician

July 14, 2016 Barstow Community College Disabilities Training	Student Success Secretary, Student Success and Equity Coordinator, Student Success Advisor, Tutorial Specialist
July 27-28, 2016 Palm Springs, CA CCCAssess Common Assessment Ambassador Training	Dean, Student Success & Equity; Student Success & Equity Coordinator
August 8, 2016 Santa Monica, CA Athletic Eligibility Training	Student Success & Equity Coordinator
August 24, 2016 Barstow Community College Annual BCC Athletic Compliance Meeting	Student Success and Equity Coordinator
2016-17 Academic Year Barstow, CA -- BCC BCC President's Leadership Academy	Student Success Secretary
September 13, 2016 Riverside, CA UC Community College Counselors Conference	2 Counselors; Student Success Advisor; Student Success Advisor, Career & Transfer
September 15 & 23, 2016 Barstow Community College Class Climate Training	Tutorial Specialist
September 27-29, 2016 Sacramento, CA SSSP and Equity Coordinators/Directors Annual Training	Dean, Student Success & Equity; Student Success & Equity Coordinator
September 27, 2017 Riverside, CA CSU Community College Counselors Conference	3 Counselor; Student Success Advisor, Career & Transfer
September 30, 2016 Online Webinar Transfer Evaluation System (TES)	Student Success Advisor, Career & Transfer
October 9-12, 2016 Monterey, CA California Association of Postsecondary Education and Disability CAPED	DSPS Counselor, Assistant DSPS Coordinator, Director of Special Programs
October 11-13, 2016 San Diego, CA National Association of Veterans Program Administrators NAVPA	1 Counselor, Financial Aid Tech II
October 26, 2016 CSU Fullerton ASSIST Next Generation training	Transfer Counselor/Articulation Officer

October 28, 2016 Walnut, CA – Mt. San Antonio College Assessment Directors/Counselors Southern Chapter Conference	Assessment Services Director
November 2, 2016 San Bernardino, CA 9 th Annual Career Technical Education Counselor Conclave	Student Success Advisor, 3 counselors, Career & Transfer
November 29, 2016 Barstow Community College SARS Message/Security Training	Student Success and Equity Coordinator
December 2, 2016 Barstow Community College SARS Track Training	Student Success and Equity Coordinator
December 7-8, 2016 Ontario, CA New Transfer Directors Training	Dean, Student Success & Equity
February 1, 2017 Ontario, CA IEPI Transcript Evaluators Training	Admissions & Records Office Coordinator
February 2-5, 2017 San Diego, CA CCCO LDESM Training	ACSK Faculty
February 23, 2017 Victorville, CA High Desert Education Consortium Breakfast Meeting	2 Counselors; 1 Student Success Advisor
February 27, 2017 Yucaipa, CA – Crafton Hills College EAP Workshop	Assessment Services Director; 1 English Faculty; 1 Math Faculty
April 27-28 San Francisco, CA CIAC: California Intersegmental Articulation Council	Transfer Counselor/Articulation Officer
May 3, 2017 Victorville, CA Brandman Univ. Counselor Day	2 Counselors; 1 Student Success Advisor
May 10, 2017 Riverside, CA Ensuring Transfer Success Conference	3 Counselors; 1 Student Success Advisor

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

Activity/Date/Location	Purpose/Outcome
July 11, 2016 Barstow Community College GradGuru Admin Training	Participants received training on the GradGuru Administration Console. The training included how to add notifications, review existing notifications and an overview of the analytics the site provides.

July 14, 2016 Barstow Community College Disabilities Training	Participants gained awareness of issues faced by students with disabilities and tips to provide assistance
July 27-28, 2016 Palm Springs, CA CCCAssess Common Assessment Ambassador Training	Developed understanding of CCCAssess implementation requirements; provided updates to Assessment Director and Dean of Instruction, who could not attend
August 8, 2016 Santa Monica, CA Athletic Eligibility Training	Receive the latest information on CCCAA Eligibility requirements for Athletic Programs.
August 24, 2016 Barstow Community College Annual BCC Athletic Compliance Meeting	Annual Athletic Department In-service Training.
2016-17 Academic Year Barstow, CA -- BCC BCC President's Leadership Academy	Exposure to leadership philosophy, skill and techniques.
September 13, 2016 Riverside, CA UC Community College Counselors Conference	Received the latest information about UC admissions, policies and practices.
September 15 & 23, 2016 Barstow Community College Class Climate Training	Training on the Class Climate Survey Program.
September 27-29, 2016 Sacramento, CA SSSP and Equity Coordinators/Directors Annual Training	Gathered information about program changes and updates, budget information, best practices, and pending integration of SSSP, SE and BSI
September 27, 2017 Riverside, CA CSU Community College Counselors Conference	Receive the latest information about CSU admissions, policies and practices.
September 30, 2016 Online Webinar Transfer Evaluation System (TES)	Introduction to the Transfer Evaluation System by CollegeSource
October 9-12, 2016 Monterey, CA California Association of Postsecondary Education and Disability CAPED	Strategies and tools for supporting students with disabilities
October 11-13, 2016 San Diego, CA National Association of Veterans Program Administrators NAVPA	Annual Conference: Learned about trends and changes in VA legislation, discovered resources and service organizations assisting veterans and their families, heard latest research on veteran-specific issues and campus programs
October 26, 2016 CSU Fullerton ASSIST Next Generation training	Receive the latest information on ASSIST Next Gen. website.

October 28, 2016 Walnut, CA – Mt. San Antonio College Assessment Directors/Counselors Southern Chapter Conference	Gathered information about the Multiple Measures Assessment Project, Student Learning Outcomes and CCCAssess implementation
November 2, 2016 San Bernardino, CA 9 th Annual Career Technical Education Counselor Conclave	Learned about bridging the gaps between middle school, high school and community colleges through the dedicated work of counselors and colleagues in CTE programs.
November 29, 2016 Barstow Community College SARS Message/Security Training	Begin the process of implementing SARS Message
December 2, 2016 Barstow Community College SARS Track Training	Begin the process of implementing SARS Track
December 7-8, 2016 Ontario, CA New Transfer Directors Training	Learned about CCCCO and Title V Transfer Center requirements, including program plan elements and annual reporting; gained best practices and idea
February 1, 2017 Ontario, CA IEPI Transcript Evaluators Training	To obtain the latest information on topics including Transfer/ADTs, Credit by Exam, Out of State Transcripts and Exemplary Practices as they relate to transcript evaluations.
February 2-5, 2017 San Diego, CA CCCO LDESM Training	Learning Disability Eligibility & Services Model Testing Training
February 23, 2017 Victorville, CA High Desert Education Consortium Breakfast Meeting	Networked with representatives from universities located in the High Desert region for purpose of collaboration and gathering information about student transfer opportunities
February 27, 2017 Yucaipa, CA – Crafton Hills College EAP Workshop	Learned about the Early Assessment Program offered at high schools through the CSU, potential regional partnerships, and how other colleges are using the EAP for placement/multiple measures
April 27-28 San Francisco, CA CIAC: California Intersegmental Articulation Council	Statewide forum for Articulation Officers to meet, discuss, and resolve college transfer and articulation issues; and to facilitate the progress of students between and among the segments of post-secondary education in California.
May 3, 2017 Victorville, CA Brandman	Learned about the transfer opportunities available at Brandman College for Barstow College students.
May 10, 2017 Riverside, CA Ensuring Transfer Success Conference	Transfer Information for CSU.

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

<p>The program plans to engage in continuing education and/or professional development related to:</p> <ul style="list-style-type: none"> • Multiple Measures • Articulation • Matriculation Steps • Transfer Opportunities • Student Equity • Learning Communities

- Career Technical Education Opportunities
- Associate Degrees for Transfer
- Guided Pathways
- HBCU Opportunities
- Cal Grant Programs
- Cal Fresh

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.

Student Success													
Goals	Progress												
<p>Orientation:</p> <p>Automate online orientation completion data into the student information system (Banner); Update reporting features to assess and adjust effective orientation delivery.</p> <p>Improved connection and alignment of curriculum in college orientation course (ORIE 1) to the information topics contained of the Orientation presentations as required by Title 5.</p> <p>Conduct Student Evaluation of Orientation (in both face to face and online mode of Delivery) and Evaluate Results</p>	<p>BCC delivers our orientation in multiple ways.</p> <ul style="list-style-type: none"> • Online • In person • Summer Bridge Program • EOPS, CARE, CalWORKs, ACCESS (DSPS) special orientation <p>BCC uses Comevo for the delivery of our orientation. This solution provides an engaging, easy to use, cloud based software service for online orientation. Comevo has assisted the college in creating an orientation program that is more efficient and effective, which has assisted our students succeed.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">Orientation Completion</th> </tr> <tr> <th>Type</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Online</td> <td>2672</td> <td>2615</td> </tr> <tr> <td>Live</td> <td>251</td> <td>378</td> </tr> </tbody> </table> <p>Our New Student Orientation provides an introduction to college life and includes the following topics:</p> <ul style="list-style-type: none"> • Information on the steps you must take to become a student at Barstow Community College. • An introduction to the support services provided to students at BCC. • Information on certificate programs, Associate Degree requirements, and transfer requirements to four-year colleges and universities. • Tips on how to be successful in college • An introduction to Student Life and Activities • Information on important policies governing student conduct and rights 	Orientation Completion			Type	2015-2016	2016-2017	Online	2672	2615	Live	251	378
Orientation Completion													
Type	2015-2016	2016-2017											
Online	2672	2615											
Live	251	378											

	<ul style="list-style-type: none"> • Improve the connection and alignment of the curriculum in Orientation 1 was changed to Student Development 1. • The Student Development 1 title was implemented for the fall 2017 semester. • A full-time counselor is teaching one section to evaluate the curriculum alignment with the current orientation presentation. 												
<p>Assessment :</p> <p>Increase and improve test proctoring services for students taking assessment tests outside of the BCC service area.</p> <p>Increase student awareness of testing information, practice and preparation.</p> <p>Develop and implement comprehensive communication strategies to better promote and publicize pre-assessment workshops and available tutoring options for students.</p>	<ul style="list-style-type: none"> • The district contracted with Proctor U in March of 2017, a remote proctoring service, which eliminated the need for remote students to procure an approved proctor. <table border="1" data-bbox="615 716 1344 865"> <thead> <tr> <th colspan="3">Assessment Completion</th> </tr> <tr> <th>Type</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>On Campus</td> <td>1333</td> <td>1131</td> </tr> <tr> <td>ProctorU</td> <td>N/A</td> <td>4</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Promoted counselors’ and students’ understanding of testing information, practice and preparation opportunities to students at the local feeder high schools. • Ensured that high school students and new students had access to the ACCUPLACER web-based study Application to allow them the ability to access and explore sample tests and receive feedback on the skills they needed to focus on. • The ACCUPLACER web-based study Application features practice tests in each test subject. It is accessible from most devices with internet access, and will help you become familiar with the content and format of the ACCUPLACER test questions. • The basic skills committee reviewed options to develop and implement pre-assessment workshops. The committee choose NROC as their platform. • Summer Bridge to College Success programs have used NROC Math to assess the needs of the participating students. 	Assessment Completion			Type	2015-2016	2016-2017	On Campus	1333	1131	ProctorU	N/A	4
Assessment Completion													
Type	2015-2016	2016-2017											
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<p>Counseling, Advising, and Other Education Planning Service:</p> <p>Close gap in SSSP core services by following-up on students who are missing education plans</p>	<ul style="list-style-type: none"> • Counselors worked with Student Success and Equity staff to identify students that were missing education plans. • Students were contacted and met with a counselor to create a comprehensive education plan. 												

	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Comprehensive Education Plans</th> </tr> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;">% of Student Population</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2015-2016</td> <td style="text-align: center;">42%</td> </tr> <tr> <td style="text-align: center;">2016-2017</td> <td style="text-align: center;">46%</td> </tr> </tbody> </table>	Comprehensive Education Plans		Year	% of Student Population	2015-2016	42%	2016-2017	46%																																	
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<p>Improve follow-up services</p>	<ul style="list-style-type: none"> • Assigned a general counselor to support probationary students. • Purchased Starfish and began the implementation process with the Early Alert System. • Will begin testing Early Alert in October 2017, with pilot courses going live in spring 2018 and full implementation scheduled for fall 2018. • Student Success and Equity staff, Special Programs staff and Student Success Advisors participate in the semimonthly counseling meetings allowing expanded dialog and streamlined process to be initiated. 																																									
<p>Expand student success dialog in counseling</p>	<p>Accomplishments include:</p> <ul style="list-style-type: none"> ○ Creating a new abbreviated education plan ○ Updating current education plan templates ○ Reviewing and updating board and administrative policies that pertain to student success ○ Multiple Measure for assessment discussion and implementation plan ○ Curriculum committee representation by counselors ○ Counselors were assigned at our two off campus sites (CTE and Fort Irwin) to assist students who only attend courses at those locations ○ During the spring 2017 semester the counseling department was reorganized. 																																									
<p>Increase Counseling</p>	<table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">2015-16</th> <th colspan="2" style="text-align: center;">2016-17</th> </tr> <tr> <th style="text-align: left;">Counselors</th> <th style="text-align: left;">Location</th> <th style="text-align: left;">Counselors</th> <th style="text-align: left;">Location</th> </tr> </thead> <tbody> <tr> <td>1 FT</td> <td>Ft Irwin</td> <td>1 FT</td> <td>Ft Irwin</td> </tr> <tr> <td>4 FT</td> <td>General</td> <td>1 PT</td> <td>Ft Irwin</td> </tr> <tr> <td>1 PT</td> <td>General</td> <td>4 FT</td> <td>General</td> </tr> <tr> <td>1 FT</td> <td>EOPS</td> <td>1 PT</td> <td>General</td> </tr> <tr> <td>1 PT</td> <td>EOPS</td> <td>2 FT</td> <td>EOPS</td> </tr> <tr> <td>1 PT</td> <td>DSPS</td> <td>1 PT</td> <td>EOPS</td> </tr> <tr> <td></td> <td></td> <td>1PT</td> <td>DSPS</td> </tr> <tr> <td></td> <td></td> <td>1PT</td> <td>CTE</td> </tr> </tbody> </table>	2015-16		2016-17		Counselors	Location	Counselors	Location	1 FT	Ft Irwin	1 FT	Ft Irwin	4 FT	General	1 PT	Ft Irwin	1 PT	General	4 FT	General	1 FT	EOPS	1 PT	General	1 PT	EOPS	2 FT	EOPS	1 PT	DSPS	1 PT	EOPS			1PT	DSPS			1PT	CTE	
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1 PT	DSPS	1 PT	EOPS																																							
		1PT	DSPS																																							
		1PT	CTE																																							
<p>Peer Mentors</p>	<ul style="list-style-type: none"> • Students were hired and trained as Student Success Ambassadors to provide support, mentoring and resources to students. Ambassadors have knowledge of the matriculation steps and available campus resources. In addition, Ambassadors provide feedback to counseling faculty and staff with the student perspective, to address varying needs of first time college students. • A Student Success and Equity Event/Workshop 																																									

<p>Evaluate workshop/classroom activities for effectiveness</p>	<p>Survey was created. Participants are able to provide feedback about the workshop/activity, rate a variety of items including:</p> <ul style="list-style-type: none"> ○ Event/workshop organization, ○ Expectations, ○ Appropriate time allotted, ○ Application of workshop in academic and personal life, ○ Presenters' knowledge on subject matter. <ul style="list-style-type: none"> ● Participants choose to add what they believe are the most valuable components of the event/workshop and suggest ways to improve the content and delivery. ● Surveys are reviewed after the event/workshop and discussed in order to make changes and improvements to future events/workshops.
<p>Follow Up Services:</p> <p>Develop workshops & no credit seminars</p> <p>Work on data collection and tracking of students on academic or progress probation and dismissal</p>	<ul style="list-style-type: none"> ● An online Academic Standing workshop was created to provide resources to students who have been placed on second level academic probation or been dismissed. The workshop addresses the impact of academic probation on their educational goals and steps they need to take in order to resolve their academic probation status ● After students complete the workshop they meet with their designated counselor who assists them with academic support resources, their educational plan and selecting courses to ensure completion. ● SARS allows us to track students' academic progress, probation and dismissal ● Counseling receives a list of students at the end of each semester who are on probation level 1, probation level 2 or have been dismissed ● Students receive intrusive follow up services, including academic support services
Equity	
Goals	Progress
<p>Access: Explore partnerships internally and externally that improve campus connections with Hispanic, Economically Disadvantaged, and Current/Former Foster Youth and males.</p>	<ul style="list-style-type: none"> ● Partnerships with local K-12 feeder schools were established. ● High school outreach included reaching out to our Hispanic populations, Economically Disadvantaged, and Current/Former Foster Youth populations and males ● Efforts included awareness and understanding of college and career options, workforce readiness and transfer. Comparative information about the earnings of recent graduates who received a degree or certificate award in a specific program area is shared with students. ● Financial aid and affordability information is shared

<p>Review SSSP Core Services Processes for Equity Barriers</p>	<p>with perspective students and families</p> <ul style="list-style-type: none"> • An affinity group called Brother Reaching Academic Success and Service (BRASS) program was created to help male students of color achieve success in their academic, social and personal lives. <ul style="list-style-type: none"> ○ The group meets monthly to engage in discussing resources available to them at Barstow Community College and other local agencies. ○ Faculty and staff provide direct connections to students through crucial dialogue and mentorship by helping students link their curricular and co-curricular experiences. This program has allowed our students a safe space for crucial conversations, personal development and growth. <p>This goal was not addressed during the 2015-2017 plan cycle but will be addressed through Goal #1 of the 2017-19 plan.</p>
<p>Course Completion: Develop focused dialogue with faculty and staff about interventions, including expanding campus use and knowledge of the early alert system.</p> <p>Augment support for online/DE by hiring a dean and increase counselor support dedicated to focusing on and improving outcomes for distance education students.</p> <p>Establish targeted interventions for disproportionate groups.</p>	<ul style="list-style-type: none"> • Starfish has been purchased and the testing and pilot implementation with the Early Alert System is in progress with full implementation scheduled for fall 2018. • The data received from the Early Alter System will allow for targeted interventions for disproportionately impacted groups. • A Dean of Distance Education and Learning Support Services was created to support our online students and create a comprehensive learning support program.
<p>ESL and Basic Skills Course Completion: Partner with Basic Skills and Distance Education Committees to create interventions for underprepared target groups, especially distance education students.</p> <p>Identify delivery methods and processes impeding satisfactory completion for target populations.</p> <p>Support sustainable long-term progress for DE target</p>	<ul style="list-style-type: none"> • Basic Skills, Distance Education and Student Success and Equity have representatives on each committee. This allows for dialog across all three committees to work to establish best practices and interventions for the target groups in Basic Skills, Equity and Distance Education. <p>Not addressed during the 2016-2017</p> <p>Not addressed during the 2016-2017</p>

<p>students.</p>	
<p>Degree and Certificate: Investigate and identify momentum points to degree and certificate completion and implement interventions which will tip students improved completion.</p>	<p>Not addressed during the 2016-2017</p>
<p>Research barriers to degree completion including coordination and sequencing of courses, and delivery mode.</p>	<p>Not addressed during the 2016-2017</p>
<p>Combine with SSSP efforts to build education plans that take into account the manner and modes of delivery that are most appropriate for the target group populations</p>	<p>Not addressed during the 2016-2017</p>
<p>Transfer: At the time of enrollment build and create value in transfer/ baccalaureate education, while further reinforcing the importance at key momentum points along the transfer pathway.</p>	<p>The Transfer and Career Center and the Student Success and Equity Department, developed an action plan that established:</p> <ul style="list-style-type: none"> • New and improved communications with students to include a monthly Transfer Newsletter • Review of transfer processes • Articulation with CSUs and UCs and private colleges
<p>College and District Wide Initiatives:</p> <p><i>Foster Youth:</i></p> <p>Working with local community groups and agencies servicing foster youth</p> <p>Supporting success with programs and services through EOPS and local Aid for School (AFS) programs that offer holistic and intrusive advising and support</p> <p>Review and support services</p>	<ul style="list-style-type: none"> • A staff member was appointed as the Foster Youth Services Initiative liaison with outside organizations. • Staff work with the Foster Kinship Care Education Program to increase access for foster youth students. • Identified a general counselor to work with foster youth • The Aid for School (AFS) program was integrated into the Special Programs and Services department in the fall of 2016. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Funds were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal vouchers, book vouchers and classroom supplies. Equity funds are allocated to assist EOPS with offering holistic and intrusive advising and support. • An educational advisor has been assigned to support

<p>to ensure successful navigation and completion of college processes</p> <p><i>Economic Disadvantage:</i></p> <p>Improving and developing data collection.</p> <p>Continued research of issues facing Economically Disadvantaged students, including:</p> <ul style="list-style-type: none"> • Support systems • Processes • Course delivery methods <p>Continue to support Economically Disadvantaged students through the AFS program</p> <p><i>Distance Education:</i></p> <p>Hiring a Dean of Distance Education</p> <p>Augmenting current counseling staff with an additional focus on Distance Education students</p> <p>Collaboration between the SSEC and the Distance Education Committee to identify and develop areas of improvement in online education.</p>	<p>students with intrusive advising and support services</p> <ul style="list-style-type: none"> • These goal is being addressed through the College’s overall data integrity and cleanup project so we are able to use data to make decisions. • Starfish Early Alert and Degree Planner assist us to scale our student support initiatives and efforts in a way that will enable students to engage more effectively with the campus community and, ultimately, achieve their academic goals. • The Aid for School (AFS) program was integrated into the Special Programs and Services department in the fall of 2016. The AFS program was phased out with the students moving from AFS to EOPS once they met all of the EOPS minimum eligibility requirements. Fund were dedicated to EOPS to provide AFS student with bus vouchers, gas cards, meal vouchers, book vouchers and classroom supplies. As of the end of Spring 2017 all of the AFS student had transitioned to EOPS or graduated. • The Dean of Distance Education and Learning Support Services was hired • Counselors were hired and placed at our two off campus sites (CTE and Fort Irwin) to assist students who only attend courses at those locations and distance education. • The Starfish platform will be used to augment online counseling to our distance students • Student Success and Equity staff and faculty work collaboratively with Distance Education. This collaboration has allowed the college to identify and develop areas of improvement in online education including creating student success and tutoring modules in our Canvas Learning Management System to provide resources for Distance Education students. 	
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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 access for disproportionately impacted student groups	<i>List all that apply:</i> SP# 1: Educational Success SP# 2: Marketing & Outreach SP# 6: Evidence Based Decision Making	#1 Develop and implement additional outreach activities geared towards higher education awareness.	<ul style="list-style-type: none"> • Update marketing material • Expand feeder high school outreach to 9, 10, 11 grades • Expand community outreach 	Increase in DI population students attending BCC
			#2 Develop and implement additional outreach activities geared towards matriculation support	<ul style="list-style-type: none"> • Update marketing material • Update Online Orientation • Create Live Orientation • Create an outreach/in-reach support plan 	Increase student completion of matriculation steps and increase in students receiving priority registration.
			#3		
	<i>Additional Information:</i>				
#2	Increase student retention	<i>List all that apply:</i> SP# 1: Educational Success SP# 6: Evidence Based Decision Making SP# 7: Diverse & Excellent Workforce	#1 Develop and implement early alert system	<ul style="list-style-type: none"> • Test/Pilot Starfish • Training for faculty and staff • Collect data on flags/kudos 	Decrease number of students on probation Increase student retention
			#2 Evaluate and update student probation and academic dismissal process	<ul style="list-style-type: none"> • Identify the cohort and outreach to probation 1 students • Create game based learning probation workshops • Train all counselors to provide effective 	Increase # of students who are removed from academic probation status

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
			interventions for probation students.		
		#3			
	<i>Additional Information:</i>				
#3	Improve diversity awareness	<i>List all that apply:</i> SP# 3: Campus Culture SP# 7: Diverse & Excellent Workforce	#1 Create an inclusive work place	Host guest speakers and workshops on diversity issues	Pre and post surveys Increase in attendance
			#2 Create a campus community that supports and values diversity	Create a safe space that promotes peer-to-peer dialogues around hot-button issues like race, religion, and sexual orientation. Host guest speakers and workshops on diversity issues for students, faculty and staff	Pre and post surveys Increase in attendance
			#3		
	<i>Additional Information:</i>				
#4		<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.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
		n/a			
		n/a			
		n/a			
		n/a			
		n/a			

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

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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