



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

PROGRAM:

Academic Year:

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

The mission of the Academic Affairs Department of Barstow Community College is to provide high level academic programs for students that optimize the educational and working environments of the college to enhance student learning and help students meet their educational goals.

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

The vision of Academic Affairs is to increase the efficiency of scheduling, curriculum development and professional development of faculty and staff within the classroom and throughout administration offices. This efficiency would lead to timely decision making so that students can achieve their academic and professional goals through educational planning while attending classes in traditional classroom settings, through distance education and while serving in the military.

C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

The Academic Affairs Department promotes and supports all instruction and student achievement across the College. The Department focuses primarily on CTE, Basic Skills and transfer courses. Through the Workforce and Economic Development Department, the Academic Affairs Department provides training opportunities for area business and industry to promote the economic health of the high desert region.

DATE:

1. Mission & Vision

ANNUAL UPDATE #1:

No changes, BUT information was missing in 2011-2012 program review:
See below.

1. A. Service Area/Administrative Unit Mission

The mission of the Academic Affairs Department of Barstow Community College is to provide high level academic programs for students that optimize the educational and working environments of the college to enhance student learning and help students meet their educational goals.

1. B. Service Area/Administrative Unit Vision

1. C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

Academic Affairs Department promotes the Core competencies in classrooms through the course outcome reports and faculty support in program review:
"critical thinking, communication, personal and professional responsibility, and global awareness?"

Also promotes open-access learning environment" through DE and satellite campus at Fort Irwin.

Also Academic Affairs through faculty meetings and training work to create an environment that helps "prepare students in basic skills" offer opportunities in "career and technical education" and courses that "transfer to four-year colleges

and universities.”

Academic Affairs through its CTE area has Partnered “with local agencies, businesses” and schools to promote “economic growth” and provide “career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.”

DATE:

ANNUAL UPDATE #2:

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
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

Data Entered from 2011-2012 Program Review – to fit new adopted format

From previous form, Question 2: Service Area Description and Overview

Organization:

- Academic Affairs / Instruction Office includes the VP of Academic Affairs the Dean of Instruction, the Instruction Office Coordinator, the Academic Affairs secretary, and an Accreditation support staff.
- Academic Affairs oversees *CTE, Academic Instruction, Fort Irwin Satellite, and Instructional Support service areas.
- *CTE - Workforce & Economic Development Department (WEDD) consists of the Business and Workforce Division (BWD) which oversees credit-based vocational classes and the Career and Technical Education Workforce Development Division (CTEWD) which conducts contract training for employers.
- The supervisory areas area is split into four distinct areas with various leads:
 - o CTE supervised by Dean of Vocational and Work Force development
 - o Academic Instruction supervised by Dean of Instruction
 - o Fort Irwin supervised by Director of Military operations (Jerry Peters' title?)
 - o Instructional Support service including Library and Tutoring.
 - o Also as part of Academic Instruction and CTE Instruction, Academic Affairs is also one of the supervisory bodies over the Instructional Technology Center for Distance education and faculty training.

Who is served:

- Faculty: Full-time and Adjunct
- Students: Basic Skills, Transfer, lifelong learners, military, vocational

- Community: through use of tutoring, library, and indirectly through support of community events orchestrated by faculty and clubs such as events
-

Services provided:

State and External Entities

- Provide official information to the state in related areas of Curriculum and student success,
- Document publication and building: catalog and semester course schedules to general public,
- Work with local K-12
- Assist in articulation to four year universities

Faculty:

- Teaching load compliance, teaching assignments, training, evaluations, guidance and direction for compliance in regulations and state policies
- Syllabi compliance procedures and review
- Communication channel between faculty and students by use of student dropping of items in faculty mailboxes, posting class changes,
- Faculty handbook in coordination with Academic Senate and BCFA
- Faculty Support regarding scheduling, teaching load, absences, facilities requests, substitutes, assistance with course material reproduction services, facilities requests,
- Involved in creating and refining BCFA contract language to clarify and guide procedures
-

Students:

- Critical first contact in student complaints and grievance process related to faculty and instruction
- Provide timely information regarding class schedules and finals calendar
- Oversee Instructional support areas such as tutoring and library and DE
- Contact point for students regarding faculty concerns, contacting faculty if necessary including mail boxes, email or other appropriate method.

How are services provided? (check for reorganization of previous list)

DATE:

<p>2. Service Area/Administrative Unit Description and Overview</p> <p>ANNUAL UPDATE #1:</p>	<p>A. Organization, including staffing and structure No change</p> <p>B. Who do you service (including demographics)?</p> <p>WEDD Update:</p> <p>Serves students, trainees, and employers locally, regionally, state-wide, and nationally through credit-based vocational classes and through contract training for various employers.</p> <p>Academic Update: Military: Work to include a Department of Defense (DOD) online program to reach more military, not limited to California or local area, is bringing implemented.</p> <p>C. What kind of services does your unit provide? No change</p> <p>D. How do you provide them? No change</p>
<p>DATE:</p>	<input type="text"/>
<p>ANNUAL UPDATE #2:</p>	<input type="text"/>

3. Data

A. ASSESSMENT DATA

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

Data Entered from 2011-2012 Program Review – to fit new adopted format

On previous form, this was question 6.A. and 6.C (1)

6.A. “Discuss the area’s performance on the specific data items listed below, (if applicable): 1) Completion Rate; 2) Success/Retention Rate; 3) Full-Time/Part-Time Service Professional ratio; 4) FTES Targets; 5) Student Engagement; 6) and any other representative measurable data, to be considered.”

Data for our use may include faculty expenditure ratio (50/50) full-time faculty vs. part time ratio, Overall student completion and success rates, faculty who attend Best Practice / All-Division and In-Service,

WEDD: Completion Rates, Success/Retention Rates, Full-Time/Part-Time Service Professional Ratio, FTES Targets, Student Engagement, other representative measurable data, Perkins Data, student/trainee satisfaction surveys.

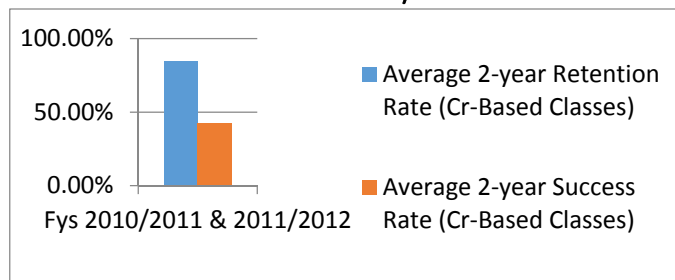
6.C (1) “Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program’s effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin’s data, etc.”

2) Summarize the results of these measures.

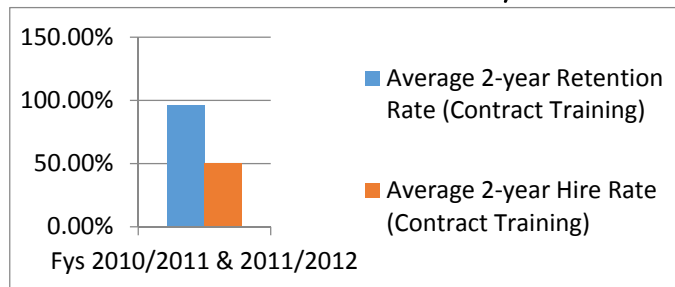
Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, there was no corresponding question.

See Update # 1 section listed “

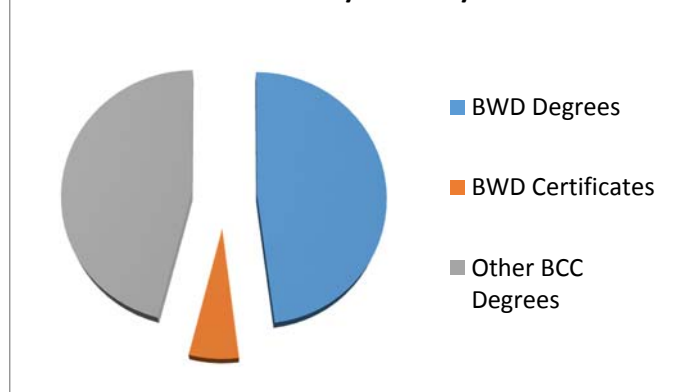
WEDD:
CREDIT-BASED RETENTION/SUCCESS

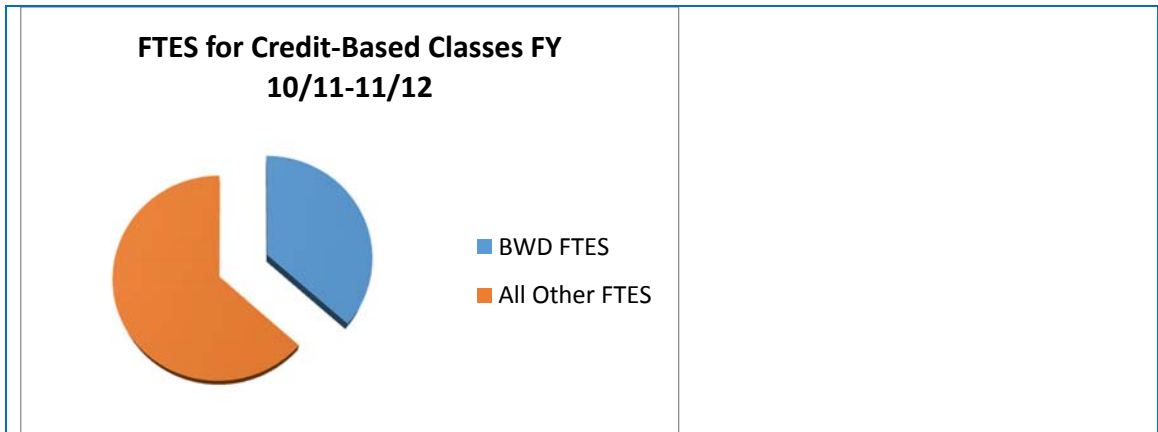


CONTRACT TRAINING RETENTION/SUCCESS



Credit-Based Degrees & Certificates Issued FY 10/11 & 11/12





B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

- 1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was question 6.B. (1) “Progress on Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs)”

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was question 6.B. “Describe any program/service improvements made by your Service Area as a result of the outcomes assessment process.”

DATE:

3. DATA**ANNUAL UPDATE #1:****Academic Affairs Overview (Data):**

Graduation and enrollment numbers continue to be used. Also 50/50 law remains a guide as well as course completion and fill rates and retention.
New reports in Campus data making collecting data easier.
Spring 2013 was anomalous and has slightly skewed data for this cycle.

Fill rate (all disciplines) - Total for all delivery types in review Cycle (2012-Fall, 2013-Spring, 2013-Summer)

1st day / Max = 66.09%
Census / Max = 54.64%
EOT / Max = 47.51%

Fill-rate COMPARISON - fill rates down in this review cycle from last annual cycle

1st day / Max -7.93%
Census / Max -3.77%
EOT / Max -4.16%

Total FT vs. PT (unduplicated personnel, not load) this annual cycle

Total for update Cycle:
FT = 32
PT=146

Total Course Completion # (all disciplines) this annual cycle

FT Traditional= 2591
FT Online = 2051
PT Traditional = 2225
PT Online = 3405

Course Success/Retention Rate - Based on enrolled at census: (All Disciplines)

Total for review update Cycle (2012-Fall, 2013-Spring, 2013-Summer)
FT Traditional: 78%
FT Online = 68%
PT Traditional = 75%
PT Online = 66%

Specific Area Updates:

A. Assessment Data: (1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

WEDD Update (Assessment data – List):

We continue to use the quantitative and qualitative gauges outlined in the prior year's program review and have added trainee satisfaction survey. We have made our best attempt with limited staffing to collect and compile additional data. Having staff dedicated to this area could increase the effectiveness of the data collection process for the WEDD.

Academic Update (Assessment data – Summarize –List)

A. Assessment Data: (2) Summarize the results of these measures

Academic Affairs Overview:

Specific Area Updates:**WEDD Update (Assessment data – Summarize Results):**

- Our credit based retention average for the 3-year period is down by 1/2%. Our credit based success rate has steadily increased each FY and is up by 6% over the last 3 years.
- Credit based degrees and certificates issued have decreased by 10% over last year. This may be due to capstone courses added and because required classes were cancelled.
- Currently unable to validate accuracy of FTES data collected from Campus Data.
- Contract training retention remained high at 96%. The average 3 year hire rate decreased to 38%, due in part to the state of the economy, unemployment rate and other uncontrollable factors. The trainees in these particular trainings are not pre-screened for some factors that may exclude them from some employment opportunities (Determined by Workforce Development Department (WDD). Furthermore, due to lack of staffing the figures might not be a complete representation of current employment data. Processes for collecting hire rates needs to be improved. We achieved our goal of 90% satisfaction rate (ratings of good, very good, and excellent).

Academic Update (Assessment data – Summarize Results):

Disciplines: Academic Only

Update Cycle: 2012-Fall, 2013-Spring, 2013-Summer

FT/PT (unduplicated personnel, not load)

Total in update Cycle:

FT = 27

PT=101

Course Completion Rate

Total for update Cycle:

FT Traditional= 2327 FT Online = 1578

PT Traditional = 1649 PT Online = 2460

Course Success/Retention Rate - Based on enrolled at census:

Total for update Cycle

FT Traditional: 79%

FT Online = 71%

PT Traditional = 75%

PT Online = 65%

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES: (1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review

WEDD Update (Assessment data – Summarize AUO Progress):

- The number of students participating in the CTE Summer Youth Program has increased. In addition, our program was enhanced through outreach efforts to K-12 students and their parents/guardians in promoting our CTE credit based programs (tour of facility, presentations, and assisted with admissions of students). CTE continues to attend a variety of community job fairs and outreach events in K-12 schools. A CTE club has been developed and assists in outreach to students including scholarships.
- Improvements in equipment and technology were made to improve instruction. We purchased training simulators to meet the needs of industry employers who

requested more hands on instruction for trainees.

- An annual CTE advisory meeting for each department was held. In addition, WEDD holds a CTE advisory for all departments and business partners every other year. One will be held in FY 13/14.

Academic Update (Assessment data – Summarize AUO Progress):

INPUT AUOs and proposed assessment methods

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES: (2) Describe any improvements made by your unit as a result of the outcomes assessment process. What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures?

WEDD Update:

- Hire data collector to gather additional information to further analyze and enhance our contract training and credit based programs.
- Collaborate with the Dean of Research to brainstorm processes for collection of data of credit based and contract training programs.
- Hold an annual CTE advisory committee meeting with all departments and business partners to review credit-based programs and contract training to ensure they meet industry standards and needs.
- In order to maintain financial stability and be self-sustaining, we will seek external funds from Employment Training Panel (ETP), Workforce Investment Board (WIB), and upcoming grant funds as they become available.

Academic Update (Assessment data – Describe Improvements):

INPUT AUOs and proposed assessment methods

- Continue to improve scheduling process to allow sufficient time for course ‘fill’
- Early Alert process – Inform new hires in support meetings and work with Student Services regarding to improve retention numbers
- Implement additional support for adjuncts – including support meetings with FT faculty (August 2013) and “Nuts & Bolts” of policies and processes including SLO reports and early alert process (Oct 2013).

DATE:

ANNUAL UPDATE #2:

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)

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was Question 4.A. and 4.B.

On previous form, this was Question 4.A. “What are the policies, procedures and processes that impact your Service Area (BCCBP/AP; Federal, State & local regulations; departmental guidelines”

Policies that lead our area: BP/AA, Federal and state regulations including but not limited to Title 5, SB 14440, Ed Code, 50/50 law for instruction expenditures,

On previous form, this was Question 4.B. “What policies, procedures and processes need to be updated or deleted?”

AP/BP

- Administrative Policies and Board Procedures are being updated to improve the language and system for student grievances to include input from new VP of Student Services, Academic Senate, and Dean of Instruction.
-

Scheduling Process

- The process for scheduling is being reviewed and updated
- Scheduling procedures and processes are being reviewed, refined, and/or revised to include standardized SOPs, and to be holistic, implement yearlong schedules, and align more with program requirements and two year calendars in disciplines
- This process also includes realistic time line for completion of Schedule, discussion on responsibility for the different areas of the schedule: Schedule of classes, Student Services information, etc.

Evaluation Process

- Evaluation processes are being refined to include MOU expectations in regards to reports on adjunct faculty evaluation

Faculty Handbook

- The faculty handbook is being revised for distribution by May 2013

Syllabus template, procedure, and requirements

- A syllabus template is being created for assisting new faculty and the current procedure for syllabi review is being clarified for evaluating syllabi and assisting new hires

Curriculum Process

- Curriculum Process is being updated to reflect the change to the new program CurricUNET

– the Go Live date in January 2013

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

Data Entered from 2011-2012 Program Review – to fit new adopted format

On previous form, this was Question 4.C. “What impact have changes or updates in policies and processes had on the workflow of the Service Area?”

BP/AP

- The Administrative Policies and Board Procedures need for change and change have been part of a review process to determine the most suitable procedures to deal with student situations such as expulsion, complaints against instructors, and academic dishonesty
- This review has necessitated meeting with VP Student Services, drafting new information to assist faculty, and exploring current policies for monitoring and tracking complaints

Scheduling Process

- **Scheduling Process** – Start planning one to two years in advance, training faculty, and gathering information from areas CTE, Fort Irwin, and Instruction
- In addition, effective implementation is beginning with dialogue with Instruction Office Coordinator, Counselors, and Banner specialist with an eye to be more data driven.
- Other related college processes are being reviewed for suitable procedures that will improve BCC scheduling and planning

Evaluation Process

- Evaluation processes include the new MOU outlining adjunct evaluation reports and contact.
- Also in the negotiating process, includes revising language with an eye towards more clarification and data currently used to compile the faculty evaluations

Faculty Handbook

- The faculty handbook is being revised for distribution by May 2013 and will include info on grievance procedures, syllabi requirements, brief explanation of CurricUNET in regards to faculty responsibilities, updates on the evaluation process as needed.

Syllabus template, procedure, and requirements

- A syllabus template and procedure is being clarified for evaluating syllabi and assisting new hires.
- In addition, the process for collecting and reviewing syllabi is being scrutinized, and the language in the evaluation of faculty regards to the syllabi is being reviewed and may be part of the negotiations to change the observation form regarding the syllabi question.
- The creation of the syllabi template will be the responsibility of the Dean of Instruction in consultation with the VP of Academic Affairs and the Academic Senate.
- The implementation of the revised review procedure for syllabi submitted each semester will be determined based on personnel

Curriculum Process

- Curriculum Process in the instruction office is being updated to reflect the change to the new program CurricUNET – the Go Live date in January 2013- this process update includes Instruction Office Coordinator, Dean of Instruction, and Curriculum Chair.
- The updates include final review and testing of the electronic approval processes and planning faculty training.
- The Curriculum website was posted on the BCC website summer 2012 and will continue to be improved with helpful CurricUNET videos and how-to handouts. Also minutes and agendas from past 12 months will be posted on website by summer 2013as informational and for transparency.
- The Curriculum chair, as per a temporary MOU will be responsible to update and the website, also to determine necessary web resources and inform faculty of the resource.

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?

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, there was no corresponding question.

See Update # 1 section listed “4.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?”

DATE:

4. Policies & Processes
ANNUAL UPDATE #1:

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)

Academic Affairs Overview:

- **BP/AP** - many were updated last year.
- **DOD** education policies
- **SB1440** – Requirements for transfer degrees – new transfer degrees have been vetted and the requirement for “feasible” degrees by Fall 2014
- **Student Success Initiative and Completion Agenda** - Implementation for Fall 2014.
- **Title 5** - There are some minor changes

WEDD Update:
 Timelines are still crucial for our department and there have been some improvements. We have obtained verbal approvals to meet our contract training timeline demands. However, program 310-10/11 and program 323 final reports to the chancellor have not been certified by the administrative office. These reports were due 4/30/13. This may delay fund receivables and affect the cash flow of the college.

Academic Update:

- **BP/AP** - many were updated last year.
- **DOD** education policies

- **SB1440** – Requirements for transfer degrees – new transfer degrees have been vetted and the requirement for “feasible” degrees by Fall 2014
- **Student Success Initiative and Completion Agenda** - Implementation for Fall 2014.
- **Title 5** - There are some minor changes

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

WEDD Update:

- Procedure for certifying reports to the Chancellor has not been changed from the Budget Analyst to the WEDD Accounting Assistant or the WEDD Dean. Most of the time the quarterly reports have been certified by the administrative office in a timely manner.
- Procedure for obtaining some paperwork has not been expedited and has exceeded the deadlines. For example, an invoice for the State St. lease has been in the administrative office for over two months pending a decision on payment. This could affect the relationships with our partners and success of our students.

Academic Update:

- **Student Success Initiative and Completion Agenda** – more outreach, bridge courses and cohort groups
- **Curriculum calendar changes** – more emphasis and training earlier in academic year, and change of culture to start curriculum changes in spring of academic year prior to curriculum actions
- **DOD education policies** – Part of our process to offer online classes in effective cycle for DOD students
- **Prerequisite report** – report on all new or changed prerequisites due to Chancellors office each year started in 2012
-

4. Policies & Processes: 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?

WEDD Update: No change noted

Academic Update: No change noted

DATE:

ANNUAL UPDATE #2:

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was Question 5.A. “What is going well and why?”

Data and Procedure driven

- New leadership is procedure driven and as such is building better and sustainable systems that include documentation and accessibility.
- The VP of Academic Affairs as interim chair of the Institutional Effectiveness committee has had the IEC take on the role of Accreditation taskforce. The committee meets weekly to help establish and implant refinements to the planning and budget link. This includes the revised program review forms, a new Program review committee, and implementation of clear criteria for reviewing the budget allocation forms that are linked to program reviews.

Promoting from within to improve historical knowledge in administration

- Dean of Instruction position was created and has been filled by Barstow applicants with historical knowledge of the college's procedures and past practices

Adjunct and new hire outreach practices are in place –

- CTE Saturdays continue to be well attended and the use of CCCConfer allows adjuncts from out of the area to be involved.
- - New Basic Skills mentoring program aims to help instructors become better instructors and to improve communication and consistency in Basic Skills
- New adjunct office space in the B building was allocated and remodeled. A open house for the adjuncts with key campus positions was held at three different time to reach out to adjuncts

Best Practice/All-Division

- All-Division and Best Practice surveys to faculty and other areas that interact with faculty are sent via e-mail to determine training or informational needs and interests
- This data is compiled with the needs of Academic Affairs and then a semester schedule of dates and topics are created. This is posted on the Faculty & Staff website link and e-mailed to faculty. In addition, it is posted in adjunct office areas.
- Dialogue from Best Practice / All-Division meetings are beginning to be captured. In Fall 2012, two meetings have included a survey or dialogue response. One meeting was digitally captured to be posted on the website. This information will be compiled to improve future meetings and dialogue

In-Service - 2012 In-service focused on hands-on workshops regarding direct changes that will impact faculty

- Moodle training and information
- CurricUNET training and information
- The adjunct segment of in-service training included syllabi guidelines, connecting assignments to SLOs, and technical resources on campus

Program Review

- Math & Natural Science, Humanities, and Social Sciences underwent full program reviews in Fall 2012.
- As part of implementing the new IEC process, these program reviews used the new

Program review form and Budget proposal forms, in addition they underwent the recently clarified review process steps including additional feedback steps prior to final submission:

- Written using input from faculty in the program compiled by the DCP Coordinator
- The PRs are then Sent to the Dean of the program Area for review and commentary as necessary (Feedback step)
- Then after review and comments for improvement as necessary, the PRs are sent to the VP of Academic Affairs for review and feedback for further improvement if necessary. (Feedback step)
- Any PRs with Budget Allocation Proposals will be reviewed by the IEC so the committee can apply criteria and make recommendations on the Budget Allocation Proposals and submit to Budget and Finance
- IEC will communicate with PR authors to indicate this step is complete though no commentary may be involved (Feedback step)
- ALL PRs with or without Budget Allocation Proposals will be sent to the new IEC sub-committee – the Program review Committee (Feedback step)
- Once all PRs are reviewed by the PRC, using established criteria, will report finding to IEC.
- IEC will provide feedback to the PR authors, (Feedback step)
- Also IEC will inform other bodies in the process of the report findings.
- All CTE programs completed the Instructional Program Review Update

Academic Affairs and IEC relationship

- At this time, the VPAA is interim chair of the IEC in addition to other duties.
- IEC is also acting as the ad hoc Accreditation response taskforce committee

B. Weaknesses

Data Entered from 2011-2012 Program Review – to fit new adopted format

On previous form, this was Question 5.B. “What is not going well and why?”

- Adjunct communication:
 - Outreach to adjuncts still needs improvement
- Better orientation and new hire process
- New hire steps
 - New hire mentoring and training needs improvement
 - SOP for new hires
 - SOP for the steps for administration units should be more formalized and include new procedures in HR and in IT.
- Facilitate technology training as related to instruction areas:
 - Banner - Additional support and training in Banner to improve scheduling and reports to the state and reports for faculty and campus use
 - MOODLE – more focus, resources, and time for faculty training
 - CurricUNET - more focus, resources, and time for faculty training
- Dean of Research and Planning position still vacant

DATE:

5. Internal Factors

ANNUAL UPDATE #1:

5. Internal Factors A. Strengths

Academic Affairs Overview:

- New adjunct and new hire orientation processes have been implemented including the

following:

- midyear informal in service,
- support/mentoring meeting at beginning of Fall 13,
- outlining of hire process to review for gaps and opportunities
- Program Reviews have been revised to show more data and allow for consistent cycle of information (year to year)
- New temporary employee in Instruction office to work on items with hard deadlines such as schedule and catalog.
- **Curriculum** – time frame – revised to make all action items complete by Feb. each academic year to allow for appropriate time to update catalog and submit to chancellor’s office

Area Specific

WEDD Update (Strengths):

Staff and Faculty.

- With the departure of the Dean of WEDD, our team has developed a new perspective and a renewed commitment to the college’s goals of integrity, respect and open communication with each other, the college, and the community.
- One Full-time faculty position was hired for Automotive Program.

Facilities & Equipment.

We improved our facilities by purchasing training simulators (waiting for installation), increased network capabilities and Wi-Fi, installed SMART Boards and an additional computer lab for use with the training simulators once installed.

Distance Education.

Purchased simulation software to be used online when IMMT program is approved.

Curriculum.

- Industrial Maintenance Mechanic Technology (IMMT) courses have gone through the curriculum committee and an advisory committee must be held before approval by the Chancellor’s Office.
- All CTE faculty members have identified Student Learning Outcomes (SLOs) and method of instruction to CTE courses.
- Barstow Community College completed a survey at Fort Irwin and based off the results the three most desired programs are ADJU, CHLD, and MGMT.

Meeting Grant and Program Deliverables. WEDD continually meets grant deliverables and timelines on multiple grants.

- Perkins Title 1C Grant (program 0318): The intent of this grant is to develop the academic, career and technical skills of students who enroll in CTE vocational programs. WEDD will meet these fund requirements by:
 - Professional Development (faculty)
 - Develop, improve, and expand use of technology in CTE programs
 - Work-based Learning Experiences for Students
 - Assessing Needs of Special Populations
 - Improve quality of CTE Programs
- SB70 Grant (program 0310): The intent of this grant is to align and strengthen K-12 Career Technical Education (CTE) with community college programs organized around future labor market and industry needs. This grant funding will end in November 2014. WEDD has identified the following Pathway Sectors as the focus of the current grant cycle 1) Energy & Utilities (Electrical, HVAC, Environmental Tech) and 2) Transportation (Auto, Diesel, Logistics). WEDD’s plan to meet these goals includes the following:

- Career Exploration beginning in middle schools
- CTE Pathway Development
- Internships with Industry
- Professional Development
- Career Fairs
- Strengthening Instruction through new technology and equipment
- Local and Regional Partnerships to increase sustainability
- Recruitment Efforts
- CTE Transitions: The intent of this grant is to facilitate the transition of CTE students from secondary to postsecondary to high skill, high wage, and high demand occupations. These annual funds are expected to continue until the Perkins Tech Prep program is reinstated. WEDD plans for use of these funds include:
 - Outreach/Career Exploration
 - Professional Development
 - Consortia Meetings
 - Articulation
 - Support for concurrent enrollment
 - Support for coordination of work-based learning/internships/placement at the postsecondary level.
- Rural School (program 0308): The WEDD delivered the requirements of this grant by outreaching to California rural high schools and providing them the opportunity to attend online course offerings at Barstow College since these resources are not available in their locations. We also provided participating schools funding for textbook purchases and tutoring/computer lab support. We assisted the school counselors and students in the admissions, concurrent enrollment, registration and other student services processes.
- CDTC Grant (program 0304): Child Development Training Consortium (CDTC) – we receive 200 units which equals \$5,000.00 that is to be used for our students who are currently working in the field of early childhood education. The grant is an incentive for students to get their permits and degrees in ECE. We have had this program for 4 years and have earned all the units each year. Last year we assisted 20 students.
- CEC Mentor Grant (program 0305): High Desert Regional - Mentor Program – Barstow College and Victor Valley College have collaborated to offer the Mentor Program for our students. This program is designed to provide quality mentors for our Practicum Students. The Mentor Program pays the Mentors a stipend for each student they mentor. The Mentors provide 108 hours of mentoring
- Foster and Kinship Care Education (FKCE) Program:
 - The mission of the Foster and Kinship Education Program is to provide quality education and support opportunities to caregivers of children and youth in out-of-home care, so that these providers may meet the foster children’s educational, emotional, behavioral, and developmental needs.
 - In 2011-12 FKCE served 242 participants and in 2012-13 they served 484 participants which is a 100% increase.
 - In 2011-12 FKCE provided 441.5 hours of training and in 2012-13 they provided 604 hours of training. Which is an increase of 37%.

Academic Update (Strengths):

Staff and Faculty:

- Informal in-service was implemented in January 2013.
- Training and orientation gaps have been identified and additional outreach and inclusion strategies will be continued in 2013-2014 year

Curriculum

- All courses offered in last academic year have had Student Learning Outcomes (SLOs) and method of instruction identified and formalized on Course Outline of Record.
- Summer meetings with faculty who considered a transfer degree in their discipline feasible to start the program submission process.

5. Internal Factors B. Weaknesses

Academic Affairs Overview:

- **Slow schedule building** – while strides have been made to improve the scheduling process, the schedule still is timely and too often late in completion
- **Slow curriculum process** – Items move through the local system at a reasonable rate compared to other college processes, but the submissions to state, follow up, and integration to catalog are slower than reasonable expectations
- **Lack of full-time faculty** – No FT faculty in key areas and many disciplines and programs only have Part-time instructors. This requires a reliance on adjuncts with less college process knowledge to build programs and discipline
- **Data Collection:** The Campus data tool is not currently aligning with banner to consistently retrieve FTE data. This impacts ability to correctly gauge instructor effectiveness and contact. Fortunately this is being worked on, and new dean of research will be validating that data is consistent.
- **New Hires and Training** - Timing of new hires and training could be improved: Continuing to improve new hire and adjunct outreach and training

Area Specific

WEDD Update (Weaknesses):

- **External Funding:** Due to the departure of the WEDD Dean, the transition period has affected our external funding. The departure causes a delay in writing and obtaining new grants and changes in management causes partnerships to be reestablished. Funding is also affected because we were unable to proceed with offering the IMMT curriculum and training on a regional and national level due to delays in electrical upgrades.
- **Insufficient Staffing:** In order to meet external funding requirements and because of the rapid growth of WEDD, a reorganization and additional staff are desperately needed. Many current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. *See updated reorganization chart, Attachment A 12.13.*
- Based on the results of the survey at Fort Irwin we need additional full-time faculty to meet military families' educational needs.
- Need a full-time instructor for IMMT courses.

Facilities and Equipment:

Electrical infrastructure and updating of internet capacity for training simulators not being completed has forced cancellation of classes and contract training.

Distance Education:

Due to re-evaluating the direction of CTE this project has been put on hold.

Curriculum:

- Need to develop an advisory committee for the IMMT program for implementing credit based and contract training classes/programs.
- All courses requiring pre-requisites need to be reviewed and submitted to tech review by October 1, 2013.

	<p><u>BCC Processes</u>: Continues to be a work in process.</p> <p>Academic Update (Weaknesses): See Academic Affairs overview above</p>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

6. External Factors (see Handbook for worksheet)

A. Opportunities

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was Question 6 and combined Subsections ABCD “What external factors have a significant impact on the Service Area?”

NOTE: Some areas discussed in 2011-2012 Program review could be viewed as both opportunity and ‘threat’ so they appear in both areas:

Requirements of four-year institutions:

- The SB1440 legislation has impacted this area by requiring Transfer degrees. Also the shift at CSU to acceptance of transfer degrees as guaranteed junior status means the need for Academic Affairs to promote more transfer degrees with fewer courses and instructors than many other community colleges

Requirements imposed by regulations, policies, standards, and other mandates

- The state expectations on course outlines, course repeatability, prerequisite validations and consideration of adding prerequisites to encourage Students Success and Completion has resulted in additional Curriculum requirements.

B. Threats

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was Question 6 and combined Subsections ABCD “What external factors have a significant impact on the Service Area?”

NOTE: Some areas discussed in 2011-2012 Program review could be viewed as both opportunity and ‘threat’ so they appear in both areas:

Budgetary constraints – challenges/opportunities Grants, federal, state of categorical funding:

- Less budgeting money has reduced offerings of classes, employment of adjuncts, hiring of faculty to replace retired faculty, and reduced professional development funding

- Less funding has impacted off campus training and instructional support service positions

Requirements of four-year institutions:

- The SB1440 legislation has impacted this area by requiring Transfer degrees. Also the shift at CSU to acceptance of transfer degrees as guaranteed junior status means the need for Academic Affairs to promote more transfer degrees with fewer courses and instructors than many other community colleges
- Related to the SB1440 legislation, the creation of the C-ID course descriptor is in place for many disciplines, and the use of the C-ID descriptors when creating or revising transfer courses adds additional training for faculty and staff.
- Requirements of a four year institution places additional necessity of courses to meet the transfer requirements, however, a smaller college also has to weigh the transfer requirements against the smaller student population – offering required courses enough to satisfy transferring students, but not so frequently to have to cancel courses because of low enrollment
-

Requirements imposed by regulations, policies, standards, and other mandates

- The state expectations on course outlines, course repeatability, prerequisite validations and consideration of adding prerequisites to encourage Students Success and Completion has resulted in additional Curriculum requirements.
- Student Success initiative has added an emphasis on student completion. Tracking students who are college or area “jumpers” has always been difficult. For BCC we need to track students who attend intermittently, or the large number who attend both BCC and VVC, or students who transfer to new military locations, or the vocational students who measure success by enough course work to get a job (not a certificate) as success are not trackable through usual tracking methods
- SLO reporting has added additional strain on the training personnel as well as indicated that many adjuncts at a distance who do not realize the significance of this reporting
- The changes of the California Inventory has slowed down the curriculum process due to the state segment being down for 2 months and new protocols for passwords and submissions

- **Job Market**

- Requirements of prospective employers
- Developments in the field (both current and future)

See **2010-2020 Riverside and San Bernardino Counties Projection Highlights**

[http://www.calmis.ca.gov/file/indproj/rive\\$_highlights.pdf](http://www.calmis.ca.gov/file/indproj/rive$_highlights.pdf)

DATE:

6. External Factors
ANNUAL UPDATE #1:

6. External Factors A. Opportunities

Academic Affairs Overview (External - Opportunities):

- Student Success Initiative and Completion Agenda opportunity to be part of plan to improve student success and retention

- SB1440 step to create all feasible Transfer degrees to offer more focused path ways for student

Area Specific

WEDD Update (External - Opportunities):

Partnerships.

Excelsior Charter Schools Barstow Campus will be re-locating their campus onto the vocational training facility at State Street.

External Funding.

- Exploring Employment Training Panel (ETP), FEDBID, and Grants.gov to find future funding to replace expiring grants.
- An additional FY grant application for Southern California Edison (SCE) was submitted.
- Contacting partners to consider additional Workforce Investment Board (WIB) funding for contract training.

Resources:

Having the Career Education and Workforce Development Center, qualified instructors and staff, and tools and equipment provides us an opportunity to meet our partner's needs effectively.

Academic Update (External - Opportunities):

- Student Success Initiative and Completion Agenda mean more emphasis on orientation, outreach, and creation of Bridge programs and learning communities.
- SB1440 next step to create all feasible Transfer degrees
-

Academic Affairs Overview (External - Threats)

- Student Success Initiative and Completion Agenda mainly impact Students Services at this stage, but there continues to be impact on instruction as far as focus on completion not FTES.
- SB1440 step to create all feasible Transfer degrees and curriculum calendar changes in same year may cause problems meeting some deadlines

Area Specific

WEDD Update (Threats):

- With departure of the Dean position in the WEDD, we face challenges while the hiring process is conducted, staff is shortened, and employees are taking on new roles like identifying and writing grants to sustain our area.
- Still experiencing threats with Instructor availability, challenge to obtain qualified instructors and trainers who can meet specific requirements for the contract deliverables is further challenged by our remote location, timeframes for deliverables, and an inability to obtain qualified instructors at an equitable pay structure.
- Meeting grant requirements and partner's needs can be difficult with deadlines, policies, and procedures. Workforce Investment Board policies and procedures for contract training cause significant challenges, such as placement requirements for training participants and delays in issuing Purchase Orders and receiving payment for services.

Academic Update (Threats):

- Most threats are based on budgetary constraints and faculty positions:
 - ENGL & PSYCH: Two FT positions (English and Psychology) as Temporary has

	<ul style="list-style-type: none"> o caused some issues with sustainability and consistency o BIOL: The resignation of Dr. Stinson in BIOL has caused a gap in data knowledge and consistent use (such as Campus Climate data and Math/Science assessments) –hopefully the dead of research will quickly fill in this gap. While a replacement faculty has been hired, Dr. Stinson was key in more data driven areas across campus. o MATH: Continuing of only two FT faculty in math continues to cause on-going problems with successful scheduling and planning. o READ: No dedicated reading instructor causes the discipline to not grow as it needs to address basic Skills needs based on assessments. o HIST/HUMA: Not replacing the History/Humanities instructor who retired two years ago causes tow problems: (1) Forces undo weight on one History FT faculty who also is only FT faculty in ECON, ACCT, and BADM (2) Ensures no FT lead in another discipline: HUMA
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

7. Continuing Education/Professional Development

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

Data Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, there was no corresponding question.

See Update # 1 section listed “7. A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?”

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

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, there was no corresponding question.

See Update # 1 section listed “7.B. What are the continuing education and/or professional development plans for the upcoming cycle?”

DATE:	<input type="text" value="October 2, 2013"/>
7. Continuing Education/Professional Development ANNUAL UPDATE #1:	<p style="text-align: center;">Academic Affairs Overview</p> <p>Vice President of Academic Affairs regularly attends CIO Conferences and various helpful conferences. Also ...</p> <p>Area managers and Supervisors also attend various pertinent events. (See below).</p> <p>7. Continuing Education/Professional Development A. What continuing education</p>

and/or professional development activities have program/unit members participated in during the current cycle?

Area Specific

WEDD Update (Professional Development: During Current Cycle):

The Dean and Director of the WEDD have regularly attended meetings throughout the year at the local, regional, county, and state levels. Advisory meetings with instructors and related community/industry members are scheduled regularly. Furthermore, the Dean and Director have attended a variety of conferences, workshops, trainings, and been involved in other professional development activities throughout the 12/13 year such as future grants, regional consortium meetings, and upcoming sector navigators for the region.

Academic Update (Professional Development: During Current Cycle):

Dean of Instruction:

Academic Dean's Retreat (Sept 2012)

Asilomar (March 2013)

Campus EAI - Portal Training (July 2013)

Professional Development for Faculty and Staff:

Basic Skills/Mentoring - meeting 1st Saturday of the month – moderated by Basic Skills Coordinator (2012-2013)

Focused workshops - on various local needs: Curriculum, Program Review, etc.

HR Sponsored Workshops: Time management, Dealing with Stress

7. Continuing Education/Professional Development B. What are the continuing education and/or professional development plans for the upcoming cycle?

Area Specific

WEDD Update (Professional Development: Plan for Upcoming Cycle):

Management, Faculty, and Staff will continue to attend professional development training as recommended. This includes the continuing with the monthly Saturday CTE faculty meetings (covering program reviews and SLOs), conferences, workshops, institutional training and development meetings and workshops and other forms of professional development determined to assist in personnel development to better meet the WEDD's and Barstow College's mission and vision statements. A focus on cross-training of staff to better serve students and trainees. Some specific professional development areas we will be focusing on are ASE certification, grant writing development, AWS certification, exploring various electrical and HVAC certifications, OSHA certification, and NCCER certification.

Academic Update (Professional Development: Plan for Upcoming Cycle 2013-2014):

Dean of Instruction:

Academic Dean's Retreat (Sept 2013)

Student Success Initiative (Sept 2013)

ACCJC SLO Regional Workshop (Oct 2013)

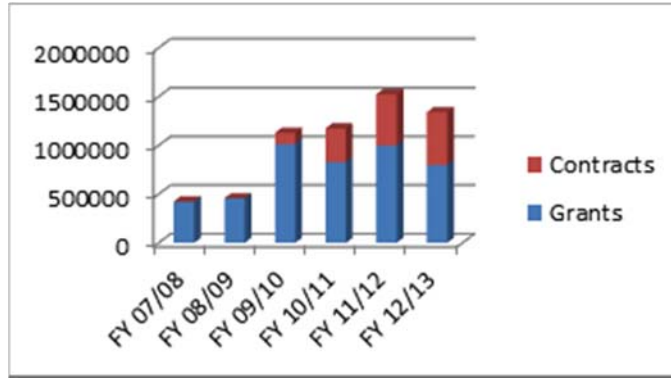
CTE Consortium at BCC (Oct 2013)

	<p>Professional Development for Faculty and Staff:</p> <p>Faculty Support/Mentoring – multiple meeting times to address various schedule (Aug 2013)</p> <p>Focused Saturday workshops – Nuts and Bolts (Oct 2013), Online Nuts, Bolts, & Moodle (Nov 2013)</p> <p>HR Sponsored Workshops: Time management, Dealing with Stress</p> <p>Dinner and Dialog with local H.S teachers (fall 2013 and Spring 2014)</p>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

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.)*

DATE:	<input type="text" value="October 2, 2013"/>
8. Prior Goals/Objectives	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
ANNUAL UPDATE #1:	<p>Academic Affairs Overview (Prior Goals/Objectives):</p> <p>Area Specifics:</p> <p>WEDD Update (Prior Goals/Objectives): Although Grants have decreased the WEDD continues to move forward with grant funding available while looking at new grant options. The WEDD continues to modernize the Career Education and Workforce Development Center including the purchase of training simulators and software. We also have built the IMMT program which will utilize the training simulators and software once installed.</p>



Grants decreased because:

- Rural grant gone \$75,000
- SB 70 decreased \$15,000
- Supplemental gone \$130,000
- Contracts were up about \$15,000

Academic Update (Prior Goals/Objectives):

- **Orientation/Training:** Prior goals to improve new hire and adjunct training – have taken steps. Offering additional training in addition to offered: August In-Service, CTE Saturday, etc.
- **Scheduling:** Prior goal to improve scheduling process to include more review and input earlier in the process. The spring 14 schedule went through counselor in an early review,
- **Fort Two-Year Schedule:** Also a two year schedule was created by collaboration with Instruction office and counselors including opportunity to earn three degrees in live classes

DATE:

ANNUAL UPDATE #2:

9. Goals/Objectives/Actions (ACTION PLAN)

- GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.
- ALIGNMENT:** Indicate how each Goal is aligned with the College’s [Strategic Priorities](#).
- OBJECTIVES:** Define Objectives for reaching each Goal.
- ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- 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 <small>(click link for list of Strategic Priorities)</small>		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	See update below "Improve training and hiring process to allow more time for training and preparation"	<i>List all that apply:</i>		#1			
				#2			
				#3			
<i>Additional Information:</i>							
DATE: <input type="text" value="Oct 2, 2013"/>	ANNUAL UPDATE #1:	GOAL Goal 1 Improve training and hiring process to allow more time for training and preparation	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement Attract, retain, and develop excellent employees.	OBJECTIVE #1 Faculty informed before hire and/or as needed at early parts of semester	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE - Early support meeting each semester - Encourage FT and PT dialogue - Available resources in hiring meetings, evaluations, etc. - Continue monthly training as needed	OUTCOMES, MEASURES, and ASSESSMENT OUTCOMES Higher confidence / knowledge ASSESSMENT Pre-Post Survey on effectiveness of meetings & additional needs OUTCOMES: fewer problems (grades, census, SLOs) from new hires ASSESSMENT: Track late submissions for semesters	
				#2 New Hires more effectively aware of policies and resources			
				#3			
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>					
#2	See update below "Improve timeliness of schedule building"	<i>List all that apply:</i>		#1			
				#2			
				#3			
<i>Additional Information:</i>							
DATE: <input type="text" value="Oct 2, 2013"/>	ANNUAL UPDATE #1:	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	

ACTION PLAN

GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
			Goal 2 Improve timeliness of schedule building <i>List all that apply:</i> - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees. - Strengthen college planning and informed decision making.	#1 Allow students time to fully realize class options #2 Allow for time to recognize trends early regarding class fill-rates or faculty hiring needs #3	- timely submission from faculty - limited revisions past draft deadline - prioritizing tasks OUTCOMES schedule done on time ASSESSMENT follow dates of first full release of schedule and compare to previous semesters		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>				
#3	See update below "Improve curriculum approval submission process"	<i>List all that apply:</i>	#1				
			#2				
			#3				
<i>Additional Information:</i>							
	DATE: <input type="text" value="Oct 2, 2013"/>	ANNUAL UPDATE #1:	GOAL Goal 3 Improve curriculum approval submission process	OBJECTIVE <i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees. - Strengthen college planning and informed decision	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE #1 set more manageable deadlines for local approval #2 promote a culture of planning curriculum, not reactive #3 Prioritize tasks after local curriculum approval	OUTCOMES, MEASURES, and ASSESSMENT - All New curriculum items on local agenda NLT January - Training and reinforcement through college participatory governance committees: Curriculum, Academic Senate, etc. Instruction office deadlines and additional personnel during cleanup time	OUTCOMES Curriculum through process in time for new catalog in last summer/ early fall ASSESSMENT Compare dates of catalog submission over several semesters OUTCOMES Curriculum changes to BOT in late spring early summer ASSESSMENT Compare dates of submissions over several semesters

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT															
			making.																
DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" type="text"/>																	
#4 See update below "Efficiently and effectively respond to the ACCJC and remove the College's Warning status"	<i>List all that apply:</i>	#1																	
		#2																	
		#3																	
<i>Additional Information:</i>																			
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#5	<i>List all that apply:</i>	#1																	
		#2																	
		#3																	
<i>Additional</i>																			

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<i>Information:</i>				
DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 25px;" type="text"/>		
DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 25px;" type="text"/>		
#6	<i>List all that apply:</i>	#1		
		#2		
		#3		
<i>Additional Information:</i>				
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DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 25px;" type="text"/>		

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

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:

DATE:

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

ANNUAL UPDATE #2:

DATE:

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