



Barstow Community College  
**INSTRUCTIONAL  
PROGRAM REVIEW**

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

PROGRAM:

Academic Year:  FULL PROGRAM REVIEW Date Submitted:

Academic Year:  ANNUAL UPDATE #1 Date Submitted:

Academic Year:  ANNUAL UPDATE #2 Date Submitted:

**By:**

Faculty Lead:

Members:

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

[Annual Update #1](#)

[Annual Update #2](#)

## 1. Program Mission and Vision

### A. Program Mission

The mission of the Automotive-Diesel technology program is to serve the community as a provider of an industry certified entry-level workforce capable of employment in specialized automotive and diesel industry disciplines.

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

Our vision within the Auto/ Diesel department is to provide students with the basic understanding of automotive service, maintenance, and repair that meets NATEF and ASE Standards. These courses are designed to qualify our students for entry level positions in the automotive and diesel industry.

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

The Auto/ Diesel department has the most diverse student base throughout Barstow Community College. Mr. Locke (Diesel Instructor) and I (Eric Blaine, Automotive/ Diesel Instructor) have well over 20 years of experience working with the military and have learned that each soldier has to be treated fairly yet on an individual basis. We use this experience to make each student feel welcome and comfortable throughout the semester. The Auto/ Diesel program has certificates in Automotive Technologies and Diesel Technologies which will provide students the ability to enter the automotive or diesel field as an entry level Trades Helper or Journeyman. We also have an AS degree in both Automotive and Diesel Technologies which is transferable to another 2 year college as well as a 4 year university. Mr. Locke and I work side by side with our students which creates a strong working relationship and develops skills and confidence. I personally utilize a group competition angle in my classes, which helps student become team players and develop people skills. All Students have an Ed plan before they enter my class, though my college experience comes in handy when advising students. Our office at the CTE bldg. post job opening throughout our community as they open. When they pertain to the automotive and diesel industry I post these jobs in our class/ shop. Our department hosts advisory meeting with the local businesses, including Santa Fe, Fort Irwin, and MCLB at least twice a year. We basically boast about our department in hopes of enticing these employers to hire our students. I believe this has been highly effective due to the amount of student we've lost to employment. Our department is the epitome of workforce development. Our main goal is to provide students with the ability to start or change their lives with a certificate or AS in Automotive or Diesel Technologies. As technology in the Auto/ Diesel industry advance we as instructors obviously need training. I've been to several automotive training sessions at Rio Hondo Community College on simulation equipment, eco-friendly vehicles, and a first responder's course. In order to strengthen our partnership with the military, we now provide on Diesel classes on-site at the National Training Center, fort Irwin.

## 2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

### A. Organization, including staffing and structure

At Barstow Community College, Career Technical Education Department we offer several courses in order to obtain a certificate or AS degree in Automotive or Diesel Technologies. Within this department we have one full time automotive/ Diesel instructor, one adjunct Diesel Instructor, and three adjunct Automotive instructors.

***Automotive Technology Certificate:*** Required 24 units with courses ranging from Auto 51a-56

***AS Automotive Technology:*** Required 20 units from automotive courses + General eds

***Diesel Technology Certificate:*** Required 20 units with courses ranging from DIESEL 63-65, 67, 70

**AS Diesel Technology:** Required 20 units from Diesel Courses + General Ed  
**With both the Automotive and diesel certificates a math, English, and computer class is required.**

We provide these classes with lectures and hands-on labs.

**B. Who do you service (including demographics)?**

We definitely have a diverse student base. Our students range from 7<sup>th</sup> grade to 70 year old women. Most of our students are either on probation or parole and are looking to change their lives for the better. We tend to have a high success rate among this group and they help guide the younger generation in my classes. We support students from Barstow, Yermo, Daggett, New Berry Springs, MCLB, Fort Irwin, Apple Valley, and Victorville. The CTE department has partnered with the US Army to develop a diesel certificate program on site at NTC, Fort Irwin.

**C. What kind of services does your unit provide?**

The automotive department provides courses in Steering and suspension, brakes, electrical systems, Fuel systems, A\C and Heating systems, Transmissions, and engine performance.  
The Diesel department offers courses in Steering and Suspension, Brakes, Electrical Systems, Auxiliary Systems, Fuel Systems, Engine performance, and Engine Service.

**D. How do you provide them?**

We provide these classes with lectures and hands-on labs. We also purchased several pieces of equipment that provides state of the art training for students.

**E. Does the program have a degree or certificate?**

Certificate in Automotive and Diesel Technology  
AS in Automotive Technology

### 3. Program Data

#### A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

##### 1) Full-time/Part-Time Faculty Ratio

---- Fall 2015 ----  
 FT faculty = 1/ Part-time = 4  
 Part-Time faculty = 80% of the programs instructors

	TRADITIONAL	ONLINE
2) Course Completion Rate	89%	
3) Course Success/Retention Rate	FT- .98% PT- .95%	
4) WSCH/FTEF Ratio		
Full-time:	168.8/.43	
Part-time:	259.4/4.2	
5) Fill Rate	FT- .47 PT- .58	

Reflect on the data above:

Our completion rate has an increase of over 10%, which I believe is a direct result of the new equipment and trainers we purchased. By replacing our equipment, we have upgraded our shop from the early 1990's to present day dealership shops. This has sparked the interests of the majority of our students.

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

##### 1) List your Program Level Outcomes (PLOs).

**Program Outcomes:**

1. Possess skills for entry-level placement utilizing the laboratory/shop requirements identified by NATEF.
2. Successfully complete the ASE certification examination.
3. Develop effective communication and interpersonal skills and future continuing education.

In 2012-2013, Auto course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught. We plan to continue to assess each class as it is taught.

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

Although NATEF certification is a long process, we have been doggedly pursuing this citation since Spring 2015 and plan accomplishing this feat by fall 2016. We found it difficult to gear our students towards the ASE due to the fact that we do not offer the exam at BCC. I have applied for BCC to become a testing site for the ASE certification. This will alleviate majority of the obstacles expressed by students.

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

Our advisory committees are directly responsible for the progress we've made. We invite several Corporations within our industry to evaluate our equipment and curriculum, and make suggestions on how we can train our students to become more employable in today's job market.

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

No changes.

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

By next cycle we should be NATEF certified, and either offer the ASE exams or close to offering the ASE exam. With the addition of smart boards, we can now offer a training system for our Diesel Fuel Injection class, Diesel Starting, Charging, and Electrical Systems class, Automotive Electrical Systems, and our Engine Performance class.

C. SUPPORTING ASSESSMENT DATA (See Handbook for additional information)

1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).

Our department gauges our program's success by the amount of students who become employed. We may not have a method to measure or gauge the amount of students who leave before semester end or drop the program because of employment. We have both certificates in Diesel and Automotive Technologies. We also have AS degrees in Automotive and Diesel Technologies. We have seen a slight increase in certificates and AS Degrees because of the diesel classes we now offer at Fort Irwin, though as we learn the processes we should see an immense increase in the near future.

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

**Employment Opportunities**  
**Diesel**  
MCLB- 500 Diesel Mechanics and related jobs  
Santa Fe- 400 Diesel Mechanics and related Jobs  
Fort Irwin- 1000 Diesel Mechanics and related jobs  
Barstow Businesses- 80 Diesel Mechanics and related jobs  
**Automotive**  
MCLB- 20 Mechanics and related jobs  
Fort Irwin- 25 Mechanics and related jobs  
Barstow- 100 Mechanics and related jobs  
  
We've had several advisory committees and have met all recommendations and standards.

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

Our main objective is to train these student to meet the needs of industry, but if industry needs them before they complete a certificate or AS our system has no way of tracking their employment. Though successful in training, we do not get credit for this success if we only measure Certificates and Degrees. We found that the industry in Barstow is geared more towards the Diesel Technologies than Automotive, so (with the help of our advisory committees) we beefed up our Diesel equipment.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan* to implement, as a result of your analysis of these measures? (\*List any resources required for planned implementation in #10: Resources.)

Our main objective is to train these student to meet the needs of industry, but if industry needs them before they complete a certificate or AS our system has no way of tracking their employment. Though successful in training, we do not get credit for this success if we only measure Certificates and Degrees. We

found that the industry in Barstow is geared more towards the Diesel Technologies than Automotive, so (with the help of our advisory committees) we beefed up our Diesel equipment.

#### D. TWO YEAR SCHEDULING PLAN

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

###### **Automotive Technology:**

###### **Fall ( odd years )**

Auto 51a Intro to Auto

Auto 55 Steering and Suspension

Auto 54 Brakes

###### **Spring ( Even Years )**

Auto 51a Intro to Auto

Auto 52 Electrical Systems

###### **Fall ( Even Years )**

Auto 51a Intro to Auto

Auto 56 Fuel Injection Systems

Auto 53 Transmissions and Transaxles

###### **Spring ( odd )**

Auto 51a Intro to Auto

Auto 52 Electrical Systems

###### **Diesel Technology:**

###### **Fall ( odd )**

Desl 70 Steering, Suspension and Brakes

###### **Spring ( Even )**

Desl 67 Auxiliary Systems

###### **Summer**

Desl 63 Engine Fundamentals

###### **Fall ( even )**

Desl 64 Fuel Injection Systems

###### **Spring ( odd )**

Desl 65 Starting, Charging, and Electrical Systems

###### **Summer**

Desl 63 Engine Fundamentals

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

We now offer Diesel 63 during summer semester.

##### 3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

Although more work must be done with the courses, this two year plan is quite effective with meeting the student's educational goals. 51a Intro to Auto, needs to be offered every semester.

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

Add AC, Alternative Fuel, Automotive Management, and Internship classes.

#### 4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

No new courses.

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

The curriculum process at this time, relies primarily on program review and curriculum requirements.

1) **CURRICULUM CURRENCY:** Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

All courses are in compliant at this time.

2) **CURRICULUM DEVELOPMENT:** Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

Text books have been verified and are on the course outline of record.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

All courses were updated 2012/ 2013.

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

AUTO and DESL are primarily hands-on and there are no clear plans to change mode of delivery at this time.

#### 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.

We rely on advisory committees in order to stay current and understand what employers are looking for. We attend all job fairs in our community and have developed a close relationship with high schools and jr. high schools throughout Barstow and neighboring towns. We have recently acquired several training machines that have been declared the future of automotive and diesel, such as:

- Tire Machine

- Alignment Machine and Tree
- Tire Balancer
- Brake Lathe that also cuts flywheels
- Starting and Charging Trainers
- Marker Light, Head Light, Etc... Trainer
- Air Brake Trainer
- Scan Tool
- Multimeter
- Smartboard

**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.*

Although we have acquired equipment that more that meets the need of industry, we find it difficult to use the equipment without the proper electrical capacity. Without the proper electrical upgrade some of the equipment can not be used and basically useless.

## 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.*

Training for alternative fuel, hybrid, and electrical vehicles is a must for this day and age. Rio Hondo has expressed the ability to provide training at our facility for these subjects. Also, a need for training in the biofuels industry would also benefit our program greatly.

**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.*

Chancellor's Office approval. Underprepared students entering a program in which reading, writing, and mathematics are required for a certificate. Communication between BCC and K-12 in our community

## 7. Continuing Education/Professional Development

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

We have recently started Articulation with the local high schools for Automotive.

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

This creates an effective transition into our program from high school.

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

We plan on building our relationship and communication with all aspects and levels of education in our community.



## 8. Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*
- If the program does not have prior goals and objectives, please explain.

We now have a full time diesel instructor in order to support 4 of our 5 diesel courses we offer per semester. We have recently purchased a RobinAir AC machine. We have upgraded much of our equipment.

## 9. Goals/Objectives/Actions (ACTION PLAN)

- GOALS:** Formulate Program Goals to maintain or enhance program 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 area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program’s ACTION PLAN, which must include a minimum of 3 goals:

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	<p>Obtain the proper electrical capacity in order to run updated equipment and new trainers.</p> <p><i>List all that apply:</i></p> <ul style="list-style-type: none"> <li>- <b>Foster</b> innovative learning environment</li> <li>- <b>Provide</b> Successful college learning experience</li> <li>- <b>Promote</b> and support student engagement</li> <li>- <b>Cultivate</b> and enhance local partnerships</li> <li>- <b>Attract</b>/develop excellent employees</li> <li>- <b>Strengthen</b> college planning/decision making</li> </ul>	#1	Use updated equipment.	Get approval from Dean.	<p><b>Outcomes:</b> Able to run all equipment as needed.</p> <p><b>Measures:</b> Retention, and Lab exams</p> <p><b>Assesment:</b> Will see an increase in student success</p>
		#2	Use new trainers.	Contact electrician for updated quote.	<p><b>Outcomes:</b> Able to run all Trainers as needed.</p> <p><b>Measures:</b> Retention, and Lab exams</p> <p><b>Assesment:</b> Will see an increase in student success</p>
		#3	Use the smart board.	Express our desire to remove and relocate electrical upgrade in the near future.	<p><b>Outcomes:</b> Able to run the smart board as needed.</p> <p><b>Measures:</b> Retention, and Lab exams</p> <p><b>Assesment:</b> Will see an increase in student success</p>
	<i>Additional Information:</i>				
#2	<p>Training for alternative fuel, hybrids, and electrical vehicles</p> <p><i>List all that apply:</i></p> <ul style="list-style-type: none"> <li>- <b>Foster</b> innovative learning environment</li> <li>- <b>Provide</b> Successful college learning experience</li> <li>- <b>Promote</b> and support student engagement</li> <li>- <b>Cultivate</b> and enhance local partnerships</li> </ul>	#1	#1 Keep program current	<ul style="list-style-type: none"> <li>- Get training grants</li> <li>- Get donations from dealerships</li> </ul>	<p><b>OUTCOMES:</b> Attract more grants, donations, and students</p> <p><b>MEASURES:</b> Compare courses with other 2 year programs.</p> <p><b>ASSESSMENT:</b></p>

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		<ul style="list-style-type: none"> <li>- <b>Attract</b>/develop excellent employees</li> <li>- <b>Strengthen</b> college planning/decision making</li> </ul>	#2 #2 Stay competitive	<ul style="list-style-type: none"> <li>- Offer courses for new technologies</li> <li>- Look at other programs at other colleges</li> </ul>	<b>OUTCOMES:</b> Attract more students <b>MEASURES:</b> Class rosters <b>ASSESSMENT:</b>
			#3 #3 Purchase vehicles	Training tools	
	<i>Additional Information:</i>				
#3	Formulate a strong and convincing argument to hire a part-time lab technician.	<i>List all that apply:</i> <i>List all that apply:</i> <ul style="list-style-type: none"> <li>- <b>Foster</b> innovative learning environment</li> <li>- <b>Provide</b> Successful college learning experience</li> <li>- <b>Promote</b> and support student engagement</li> <li>- <b>Attract</b>/develop excellent employees</li> <li>- <b>Strengthen</b> college planning/decision making</li> </ul>	#1 #1 Set up labs	<ul style="list-style-type: none"> <li>- Instructed to set up labs pertaining to lecture</li> <li>- Lab will be set up before arrival</li> <li>- Lab put away and cleaned before end of class</li> </ul>	<b>OUTCOMES:</b> Gives Instructor more lecture and training time. <b>MEASURES:</b> Improved retention due to more time on lesson and with students  <b>ASSESSMENT</b> Retention reports and class satisfaction surveys.
			#2 #2 Maintain shop	<ul style="list-style-type: none"> <li>- Prevent equipment damage</li> <li>- Prevent safety hazards and injuries</li> </ul>	<b>OUTCOMES:</b> Keep shop clean and organized. <b>MEASURES:</b> <b>ASSESSMENT:</b>
			#3 #3 Weekly inventory	<ul style="list-style-type: none"> <li>- Keeps tools clean</li> <li>- Prevents injuries</li> <li>- Will be able to identify problems with theft</li> </ul>	<b>OUTCOMES:</b> Keeps equipment and tools in order and Keeps theft down <b>MEASURES:</b> <b>ASSESSMENT</b>
	<i>Additional Information:</i>				



## 10. Resources Required

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

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

**IMPORTANT: A BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1,2,3	Obtain the proper electrical capacity in order to run updated equipment and new trainers.	\$100,000	Yes	
2	3	Training for alternative fuel, hybrids, and electrical vehicles	\$6000	Yes	
3		Formulate a strong and convincing argument to hire a part-time lab technician.	\$20.00 Hr	yes	

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

**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)  
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

**2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)**

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<b>#1</b>		#1		
		#2		
		#3		

**Goal #1 Annual Update:** (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

**Goal #2 Annual Update:** (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

**Goal #3 Annual Update:** (Assess progress made toward goal attainment)

### 3. Resources Required

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

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

**IMPORTANT:** A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

<b>Annual Update #2</b>	Academic Year: <input style="width: 90%;" type="text"/>
-------------------------	---

**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)  
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

**2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)**

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<b>#1</b>		#1		
		#2		
		#3		

**Goal #1 Annual Update:** (Assess progress made toward goal attainment)



GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

**Goal #2 Annual Update:** (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

**Goal #3 Annual Update:** (Assess progress made toward goal attainment)

### 3. Resources Required

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

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

**IMPORTANT:** A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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