Barstow Community College

INSTRUCTIONAL

PROGRAM REVIEW

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

PROGRAM: | SOCIOLOGY

Academic Year: | 2014-15 | FULL PROGRAM REVIEW | Date Submitted:

Academic Year: | | ANNUAL UPDATE #1 | Date Submitted:

Academic Year: | | ANNUAL UPDATE #2 | Date Submitted:

By:

Faculty Lead: | DAWN H

Members:

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Annual Update #1
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1. Program Mission and Vision

A. Program Mission

The Social Science Department fosters critical thinking and communication through exploring broad based, multicultural and multidisciplinary perspectives concerning humanity, society, the environment and human development through transferable courses in the fields of Psychology, Political Science, Sociology, Economics, Business and History.

In addition, the department contributes to the General Education Program of Barstow Community College and thrives to develop and produce graduates who:
   I.   Understand and can apply fundamental concepts of our disciplines.
   II.   Communicate effectively, both orally and in writing.
   III. Conduct sound research.
   IV.   Address issues critically and reflectively.
   V.   Create solutions to societal problems.
   VI.   Work well with others.
   VII. Respect persons from diverse cultures and backgrounds.
   VIII. Are committed to open-minded inquiry and lifelong learning.

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

Goals for the next three years in the area of Sociology:

- to continue to provide a collaborative learning environment
- to facilitate pathways to both degree completion and transfer.
- to periodically evaluate the effectiveness of the course offerings
- to make changes to the schedule and course offerings to ensure maximum student success

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

Barstow Community College Mission Statement:
Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.

Social Sciences Mission Statement

The Social Science Department provides a broadly based, multicultural and multidisciplinary perspective utilizing critical thinking on humanity, society, the environment and development through transferable courses in the fields of psychology, political science, sociology, economics, business and history.

In addition, the department offers general education courses that provide an understanding of the complexity and diversity of the world's peoples and their problems through empirical analysis and qualitative written and oral assessment.

Courses have a global social orientation such as comprehension of class, ethnicity, gender and sexual orientation, religion, past and present civilizations, political economy, physical environments and environmental sustainability.

The Social Sciences mission aligns with and contributes to Barstow Community College's Mission and Vision in the following ways:

A. Offering comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.

   It is the desire of the Social Sciences to continue to expand and/or revise the curriculum to meet the dynamic needs of students and the greater academic community leading to more student transfers to four-year colleges and universities. It is our goal to continue to develop student skills that promote lifelong learning with competencies in human and self-understanding, oral and written communication, and critical and analytical thinking.

   We will continue to support flexible pedagogies designed to improve student learning and achievement. Our faculty seeks consistent improvement through reviewing their teaching methods at the start of every semester.

   Our faculty is of the opinion that learning best takes place in modern facilities and classrooms with integrated technologies that support learning and accommodate projected student growth. In order to better prepare our students our faculty regularly attend Best Practice meetings and seminars to stay current and enhance professional developed with the aim of improving both live and distance delivery of our courses.

B. Offering traditional and distance education courses, programs, and pathways.

   The Sociology Department offers a variety of both traditional and online courses towards various certificates and transfer degrees.

C. Improve college programs through systematic evaluation.

   It is the goal of the Social Sciences to ensure alignment between our courses and programs with the mission and overall curriculum direction of the institution.

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

The Sociology Department has one Full-time professor teaching Sociology exclusively, and one Full-Time Professor teaching Sociology and Political Science.
There are 4-5 additional part-time faculty that teach Sociology courses.
In FA15 there were 5 part-time instructors teaching courses in Sociology, and in SP15, there were four.

B. Who do you service (including demographics)?

Population by Races

Race	Population	% of Total
Total Population	22,639	100
White	11,840	52
Hispanic or Latino	9,700	42
Some Other Race	4,242	18
Black or African American	3,313	14
Two or More Races	1,766	7
Asian	723	3
American Indian	477	2
Native Hawaiian Pacific Islander	278	1
Three or more races	184	Below 1%

Population by Races And Gender

	Male	Female	Total
Total Population	11,296	11,343	22,639
White	5,984	5,856	11,840
Hispanic or Latino	4,854	4,846	9,700
Some Other Race	2,163	2,079	4,242
Black or African American	1,643	1,670	3,313
Two or More Races	891	875	1,766
Asian	269	454	723
American Indian	219	258	477
Native Hawaiian Pacific Islander	127	151	278
Three or more races	88	96	184

https://suburbanstats.org/population/california/how-many-people-live-in-barstow

For those where Language other than English spoken at home, pct age 5+, 2009-2013 the percentage was 25%. This is a need that should be addressed.
82% of those over 25 have earned a High School diploma, while only 10% hold a BA or higher. This is well below the state average of 30% with a BA or higher.

C. What kind of services does your unit provide?

> The Sociology Department offers courses leading to a degree (AA-T Sociology) as well as courses that fulfill General Ed requirements.

D. How do you provide them?

> Course are delivered both online and live.

E. Does the program have a degree or certificate?

> Yes, Barstow Community College offers an AA-T degree in Sociology

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

> 1.5:4

	TRADITIONAL	ONLINE
2) Course Completion Rate SOCI1	93 FT 55 PT	.81 FT .72 PT
3) Course Success/Retention Rate .67	.73	.67 FT .62PT

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
Full-time:	377.8	705.5
Part-time:	582.4	563.7
5) Fill Rate .65	.7 FT .72 PT	0.5 FT 0.68 PT

Reflect on the data above:

> .82 Course Completion rate for Soci 1 courses

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

1) List your Program Level Outcomes (PLOs).

> SLO's Social Science
> GLOBAL AWARENESS:
> Students will evaluate and interpret the ways in which individuals through the ages and in different cultures respond to themselves and the world around them within past, present and future contexts.
>
> CRITICAL THINKING:

The student will be able to analyze/identify the relationship between him or herself and the various social, political, and/or economic institutions.

Students will be able to read, interpret, comprehend and apply the theories of social science.

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

Most of the Sociology course offerings have SLO's that line up closely with the PLOs.

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

SLO data from SP15 term:
SOCI 1: SLO1: Compare and Contrast the Functionalist perspective, and the interactionist perspective.
Target met at 88% success
          SLO2:Students will demonstrate a basic understanding of 10 general sociological concepts
Target met at 85%

SOC12: SLO1: Apply and communicate complex research findings, and develop career opportunities through reading of peer reviewed research publications
Target met at 90%
          SLO2: Critically analyze research methods and their appropriateness to the research question
Target me at 79%

SOC3/PSYCH33 SLO1: Demonstrate knowledge of financial management within the family structure.
Target met at 90%
                    SLO2: Provide various options for pregnancy and childbirth
Target met at 92%
                     SLO3: Describe the various consequences of divorce to our society.
Target met at 96%

SOC2   SLO1: Understand the dynamics of American social problems through a sociological perspective
Target me at 93%
          SLO2: Understand the dynamics of social class, social stratification, social interaction, and group dynamics of American culture
Target met at 88%
          SLO3: Relate theoretical concepts and link them with the realities of American social problems which focus on the uniqueness of the political and economic system.
Target met at 92%

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

The full-time Sociology Professor will continue to monitor progress of SLOs. It is not possible to evaluate the part-time courses in terms of their SLOs at this time.

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

Without a Department Chair or an area Coordinator, it is impossible to assemble the data from all of the Sociology courses offered.

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.).*

According to Program Review Data (P drive) there were 40 students who declared Sociology as their major in the 2013-14 AY, however only 4 AA-T degrees were awarded.
Similar data for the 2014-15 year, with 53 declaring Sociology as their major, and only 3 AA-T degrees awarded.
It should be noted that not all students who declare Sociology as their major intend to transfer, and may also obtain a degree in Social Science.
Social Science degrees awarded were as follows:
128 in 2013-14 AY and 126 in 2014-15 AY.

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.)*

N/A

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

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.)*

More outreach to Sociology students regarding the availability and usefulness of an AAT degree in Sociology.

D. TWO YEAR SCHEDULING PLAN

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

The following courses are required for the AAT degree:
SOCI1   4 sections offered FA14 and 7 sections offered SP15
SOCI2   1 sections offered FA14 and 2 sections offered SP15
SOCI12/PSYCH12   1 sections offered FA14 and 2 sections offered SP15
MATH2   2 sections offered FA14 and 3 sections offered SP15

SOC3   3 sections offered FA14 and 1 sections offered SP15
SOC8   this class is commonly cross-listed as ADJU8 where there were 2 and 0 offered**
SOC4   this class is commonly cross-listed as CHLD4 where there were 3 and 5 offered**
SOC6   0 sections offered FA14 and 3 sections offered SP15
SOC14   2 sections offered FA14 and 2 sections offered SP15
SOC15   2 sections offered FA14 and 2 sections offered SP15

PSYCH1   5 sections offered FA14 and 7 sections offered SP15 PSYCH2   3 sections offered FA14 and 4 sections offered SP15 *SOC8 and SOC4 are both required for the AAT degree in Sociology, however have not been cross-listed for the past two semesters. Not sure of how this affects the degree.

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

None noted.

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?

Upon review of the last year of course offerings, perhaps a more balanced offering of Soc 1 would be recommended. Since SOC1 is a major requirement in the transfer degree, a minimum of six sessions should be offered each semester. SOC 6 has 0 offerings in Fall and then 3 in Spring.

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

Offer a minimum of six sessions of SOC1 each term, as well as at least two in the summer. Cross-list SOC8 and SOC4 with ADJU8 and CHLD4 to meet the requirements of the degree. Offer a minimum of one section of SOC2 in each term as well as one in the summer. Offer a minimum of two sections of SOC3 in each term. Offer a minimum of 6 sections of PSYCH1 and at least 3 sections of PSYCH2 each term.

4. Curriculum

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

There have been no new courses or program changes in Sociology since the last program review.

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.*)

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

The following courses are aligned for transfer to CSU system: SOC1, SOC2, SOC3, SOC6, SOC8, SOC12, SOC14, SOC15, SOC18. The following courses rae aligned for transfer to the UC system: SOC1, SOC2, SOC3, SOC6, SOC12, and SOC14

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.*)

Curriculum is current and no changes are planned at this time.

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.)*

> The following courses are in CID compliance: SOC1, SOC2, SOC3

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

> SLOs are now included in course syllabi.

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.*

> The Sociology Department is still rather small, having only 1.5 Full Time Faculty. This is a strength to students as they can take the same Professor for multiple courses.
> The Faculty in the Sociology Department is well-trained and are current in their fields.
> Sociology is a very popular field of study and with the AAT now being offered, the number of degrees awarded should increase.

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.*

> There needs to be many more opportunities for Professional Development
> Expand on community partnerships
> More access to discipline-related organizations such as the American Sociological Association, International Sociological Association, Pacific Sociological Association.
> Better/more up to date technology in the classrooms
> Little, if any, communication with adjunct faculty.

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.*

> With the increase in Social Media, students are eager to study human behavior and Sociology is a good outlet.

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.*

> Budget issues which would decrease rather than increase course offerings.

7. Continuing Education/Professional Development

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

The College offers very little in the way of Professional Development.
Funding as well as resources are limited.

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

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

Join the American Sociological Association ($280) which includes discounts to events as well as subscriptions to teaching and research materials.
Join the Pacific Sociological Association ($60)

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.

From 2014 Program Review: Transfer degrees AAT have been added in Psyc and Soc with other disciplines in the process. The department achieved 100% SLO participation and continues to address SLOs each semester. The Social Science Department graduated the most students in 2013 and 2014 and will continue to improve the areas addressed in the program review cycle.

9.   Goals/Objectives/Actions (ACTION PLAN)

A.   **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.

B.   **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.

C.   **OBJECTIVES:** Define Objectives for reaching each Goal.

D.   **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

E.   **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

F.   **ADDITIONAL INFORMATION:** This 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	Develop and produce graduates who: I. Understand and can apply fundamental concepts of our disciplines. II. Communicate effectively, both orally and in writing. III. Conduct sound research. IV. Address issues critically and reflectively. V. Create solutions to societal problems. VI. Work well with others. VII. Respect persons from diverse cultures and backgrounds. Are committed to open-minded inquiry and lifelong learning.	*List all that apply:* *Educational success* *Campus culture*	**#1** #1 To increase the number of Sociology students who successfully complete their degree before transferring to a four-year institution	- Review all Course Outline of Records - Annually Update Course Outline of Records - Standardize SLOs	1. Course Completion Rates.. 2. Course Success and Retention Rates.. 3. Transfer and Completion Rates of Social Science Students
			#2 #2 To increase the number of students that successfully complete Sociology courses through offering workshops and supplemental resources that enhance their learning of course material	- Regularly review available resources that can help enhance student learning	1. Course Success and Retention Rates.. 2. The number of workshops and supplemental resources that enhance student learning offered to students
			#3 #3 To increase partnerships and working relationships with four- year institutions...	- Review and list both free and paid workshops, conferences, webinars that faculty can attend. - Reach out and visit faculty of other regional colleges and universities to develop a list of best practices...	1. The number of conferences and professional meetings attended by faculty... 2. The number of calls and or visits to faculty members at four-year institutions
	Additional Information:				

ACTION PLAN				
GOAL	**ALIGNMENT WITH BCC STRATEGIC PRIORITIES**	**OBJECTIVE**	**ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE**	**OUTCOMES, MEASURES, and ASSESSMENT**
#2 Increase discussion and dialogue between full-time and part-time faculty of the Social Sciences	*List all that apply:* Campus Culture Diverse and Excellent Workforce	**#1** #1 To increase the number of planned and scheduled faculty conversations and interactions between faculty members	- Obtain a list of all part-time faculty teaching for the Social Sciences - Schedule workshops and activities for Social Science faculty - Assign full-time faculty two part-time faculty mentees	1. Documented faculty meetings. 2. Minutes from faculty meetings
		#2 #2 To improve numbers and averages on the Social Science Faculty Departmental Survey Assessment	- Annually give the Faculty Departmental Survey - Assessment to full-time and part-time faculty	Annual Faculty Departmental Survey Assessment Results
		#3		
	Additional Information:			
#3 Remain currency in the field of Sociology	*List all that apply:* Educational Success Campus Culture	**#1** #1 To increase the number of planned and scheduled faculty conversations and interactions between faculty members	- Obtain a list of all part-time faculty teaching for the Social Sciences - Schedule workshops and activities for Social Science faculty - Assign full-time faculty two part-time faculty mentees	3. Documented faculty meetings. 4. Minutes from faculty meetings
		#2 To increase the number of resources available to Sociology faculty	Purchase membership to ASA which includes current publications/resources Purchase membership in ASA and PSA which will provide annual conferences and meetings in the field of Sociology	1. Documented subscriptions 2. Documented attendance at conferences
		#3		
	Additional Information:			

10. Resources Required

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

Also list any resources required to implement planned improvements noted in 3.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
3	2	Membership to American Sociological Association (includes Teaching Sociology subscription)	$280	Yes	
3	2	Membership to Pacific Sociological Association	$60	Yes	

Annual Update #1   Academic Year: _____

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
#1		#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			☐
		#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

Annual Update #2	Academic Year:	

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
#1	#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			☐
		#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