



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:

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[Annual Update #1](#)

[Annual Update #2](#)

## 1. Program Mission and Vision

### A. Program Mission

The mission of the Humanities degree is to support the Barstow College mission by providing students with courses towards an AA degree in English and other languages, communication skills, the arts, and humanities. The department fosters an appreciation of language, literature, fine arts, and scholarship. It promotes critical thinking, a broad level of cultural understanding, and strong written and verbal communication skills to inspire students to become artists, educators, global citizens and responsible members of a free society.

The Theatre Arts Department at Barstow Community College is open to all students and is dedicated to the development of critical thinking, communication, and global awareness and promotion of the value and celebration of diversity.

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

The vision of the Theatre Arts Department is to provide quality education in acting, directing, dance, technical theatre, and general theatre appreciation. Students will meet the expectations and guidelines of the State of California and other Community Colleges. The Theatre Arts Department productions will grow in quality, diversity, and vitality.

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

**A. “Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures.”** The Theatre Arts Department values diversity and teaches the value of diversity through its selections of plays, class scenes, subjects, and discussion topics. Classes, including performance classes, are open to all students, regardless of ability, background, and culture. Production cast auditions are open to all students and community members (based on the role breakdown). Those not cast are still able to be a part of the production in a non-acting capacity.

**B. “Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.”** The Theatre Arts Department offers classes in acting and production to prepare students for a career in theatre (which includes writing, acting, directing, producing, stage management, choreographing, design, crewing, marketing, publicity, box office management, painting, construction, sewing, dramaturg, criticism, and engineering). An appreciation class meets lower division articulation agreements so students may transfer to a four-year college. Students are given lifelong learning opportunities through appreciation classes (where they learn about history and culture) and performance classes (where they learn new skills, hone their existing skills, live outside their comfort level, and become less shy).

**C. “Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities.”** Students are encouraged to visit office hours, the Student Success Center, or create peer groups in which to further study and advance in knowledge and understanding.

**D. “Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential.”** Students are encouraged to visit office hours and discuss their career opportunities or university/training choices. Students are also encouraged to visit a counselor on campus.

**E. “Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.”** The Theatre Arts Department works with the community, giving presentations for the Barstow School District, the Barstow Library, Calico Ghost Town, or doing special performances with panel discussions (the Desert Sanctuary, for instance). The Theatre Arts Department also networks with other theatre groups for the purpose of sharing and recruitment.

**F. “Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.”** Students who wish to major in theatre arts or pursue a career in theatre learn to further their skills in their chosen field as well as learn new skills (learning about costumes, sets, props, sound, lights, etc).

**G. “Using institutional research to further develop courses, programs, and services.”** The Theatre Arts Department has utilized institutional research to track retention rates so instructors can better recruit and keep students.

**H. “Increasing access to all students by continuing to promote and develop our extensive distance education program.”** Theatre Appreciation classes is offered through distance education. This classes have been consistently full and has included students from all over the country and sometimes abroad.

## 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

There is one full-time instructor and no adjunct faculty.

Classes take place in the Performing Arts Center. Most classes take place in the Black Box Theatre (where a portable whiteboard, TV, stereo cart, and piano are stored or moved for events). Sometimes the Dance Studio, Scene Shop, and Costume Shop are used in instruction.

The full-time instructor has an office located in the lobby.

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

The Theatre Arts Department has a wide demographic. Students range from high school age to more mature ages. Community members as well as college students are served.

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

The Theatre Arts Department offers Beginning Acting, Intermediate Acting, a Theatre Appreciation class, a Broadway Voice class, and Production classes (Modern, Classical, and Musical Theatre).

### D. How do you provide them?

Theatre Appreciation is offered through distance education. Beginning Acting is offered every fall. Intermediate Acting is rotated every spring with The Broadway Voice. Production classes are offered every semester (which one offered depends on the play selection).

Live classes are offered in the afternoons and evenings, allowing for core curriculum classes to be taken in the mornings.

The full-time instructor has office hours throughout the week that are close to class times but also offers appointments to students who can’t make the published hours. Email, telephone, and social media is used for further contact with students.

E. Does the program have a degree or certificate?

The Theatre Arts Department does not offer a degree or certificate. There are not enough classes for this to be offered.

### 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

1:0  
There is one full-time instructor who teaches on-campus and online and lives within the community.

	TRADITIONAL	ONLINE
2) Course Completion Rate	<u>2014-2015</u> <u>Census to EOT</u> TART 1: 100% TART 4: n/a TART 5: n/a TART 6: 100% TART 12: data not avail TART 13: 68% TART 13B: 100% TART 13C: 100%	<u>2014-2015</u> <u>Census to EOT</u> TART 3: 81%
3) Course Success/Retention Rate	<u>2014-2015</u> .67	<u>2014-2015</u> .57
4) WSCH/FTEF Ratio		
Full-time:	<u>2014-2015</u> .5	<u>2014-2015</u> .4
Part-time:	n/a	n/a
5) Fill Rate	<u>2014-2015</u> .22	<u>2014-2015</u> .79

Reflect on the data above:

Completion and retention rates are high.  
Fill rate shows a large change between online and live classes. This issue has arisen because of changes in the Chancellor’s Office regarding repeatability. Also, production classes have a high percentage of auditing students and this affects the enrollment numbers.

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

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

**Humanities A.A Program Outcomes**

- 1. Communication:** Demonstrate communication skills in written, musical, verbal and visual forms
- 2. Critical Thinking:** Analyze the cultural and historical foundation of contemporary human experiences; recognize the interconnectedness of all things; historical context, writing, composing poetry, creating art, singing, acting, and have developed a healthy curiosity about the

world and its peoples.

**3. Global Awareness:** Analyze different historical/artistic/literary movements throughout history and how those movements developed; demonstrate skills to become more historically and culturally literate; and demonstrate a deeper appreciation of people’s use of history, language and cultural mediums.

**4. Personal & Professional Growth:** Demonstrate the willingness to explore and discover through writing, performing or creating works of art; demonstrate respect and appreciation for humans’ place in the world and the diversity of the human experience; and demonstrate an appreciation for history, art, music, literature, culture and philosophy

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

PLOs were created for Humanities only. In the last few years, there was an effort to put all departments into a division umbrella. The full-time Humanities faculty collaborated on the PLOs for the division. These were created through what is currently being taught in all Humanities classes and can be reflected in each course.

Progress has been made in the continuous striving for each of these outcomes. Measurement has been in the form of performance of productions, assignments, discussion, and video recordings.

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

Fall 2014

100% of SLOs were submitted to SLOAC.

*TART 1*

- SLO 1: 90% of students received a “B” or higher with the measured assignment.
- SLO 2: 60% of students received a 3 out of 4 (or higher) on the rubric for the measured assignment.
- SLO 3: 100% of students passed the measured assignment, with 82% receiving an “A.”

*TART 3*

- SLO 1: 74% received a passing grade on the measured assignment, with 44% receiving a “B” or better.
- SLO 2: 33% received a passing grade on the measured assignment, with 30% receiving a “B” or better.

*TART 12*

- SLO 1: 92% of students received a 3 out of 4 (or higher) on the rubric for the measured assignment.
- SLO 2: 97% of students completed the measured assignment satisfactorily.
- SLO 3: 67% of students received 2 out of 3 on the rubric of the measured assignment. 33% received a 3 out of 4. Zero received a 4 out of 4.

Spring 2015

100% of SLOs were submitted to SLOAC.

*TART 3*

- SLO 1: 62% received a passing grade on the measured assignment, with 40% doing less well.
- SLO 2: 83% received a passing grade on the measured assignment, with 61% receiving a “B” or better.

*TART 6*

- SLO 1: 60% did very well on the measured assignment, with 44% receiving a “B” or better.
- SLO 2:
  - Objective: 67% received a C or higher
  - Action: 83% received a B or higher
  - Obstacles: 100% received a C or higher
  - Inner Images: 83% received a C or higher
  - The Score: 100% received a B or higher
  - Character: 100% received a C or higher
  - Setting: 100% received a C or higher
  - Given Circumstances: 100% received a B or higher

▪ SLO 3:

Rubric Scores

○ <i>STUDENT</i>	<i>SCENE 1</i>	<i>SCENE 2</i>	<i>SCENE 3</i>
○ L.A.	2/4	2.75/4	4/4
○ L.G.	2.5/4	3/4	2/4

○ D.J.	3/4	3.75/4	4/4
○ K.L.	3/4	3/4	2/4
○ H.N.	3.5/4	4/4	4/4
○ A.S.	2/4	3/4	2/4

**TART 13**

- SLO 1: 100% of students received a score of 2 out of 4 or higher. 83% received a score of 3 or higher.
- SLO 2: 75% of students completed the measured assignment completely.
- SLO 3
  - Singing
    - 44% received a score of 4 out of 4
    - 33% received a score of 3 out of 4
    - 22% received a score of 2 out of 4
  - Dancing
    - 22% received a score of 4 out of 4
    - 56% received a score of 3 out of 4
    - 22% received a score of 2 out of 4

**TART 13B**

- SLO 1: 38% of students received a score of 2 out of 4 or higher. 50% received a score of 3 or higher.
- SLO 2: 33% of students completed the measured assignment completely. 11% above average. 22% satisfactorily.
- SLO 3
  - Singing
    - 100% received a score of 4 out of 4
  - Dancing
    - 75% received a score of 4 out of 4
    - 24% received a score of 3 out of 4

**TART 13C**

- SLO 1: 100% of students received a score of 4 out of 4.
- SLO 2: 50% of students completed the measured assignment completely. 50% satisfactorily.
- SLO 3
  - Singing
    - 100% received a score of 4 out of 4
  - Dancing
    - 100% received a score of 4 out of 4

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

Course level changes have been made to reflect issues found from completing measurements.

- Assignment modifications to allow for more concept understanding
- Utilizing peer group work
- More discussion questions

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

Activity course progressions need to revisit rubrics to show if improvement from one class to the next.

**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.).

1. Track class enrollment.
2. Track performance attendance

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:

N/A

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.)

N/A

**D. TWO YEAR SCHEDULING PLAN**

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

Fall – Year 1	Spring – Year 1
TART 1 TART 3 (online) TART 5, 12, or 13	TART 3 (online) TART 4 TART 5, 12, or 13
Fall – Year 2	Spring – Year 2
TART 1 TART 3 (online) TART 5, 12, or 13	TART 3 (online) TART 4 <b>or</b> TART 6 TART 5, 12, or 13

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

N/A

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?

A two-year schedule has no serious impact on the Theatre Arts Department. Students who need Theatre Appreciation are served every semester. There is a production class every semester. Those who need Beginning Acting are served each fall. The only class that is really affected is Intermediate Acting or The Broadway Voice. These classes are usually rotated but as Intermediate Acting is more difficult to fill.

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

No changes are recommended.



## 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.

### Fall 2013 Curriculum Changes

Pre-requisite Validations: TART 6

Revisions for Transferability: TART 4B-D, TART 5B-D, TART 13B-D

### Spring 2015 Curriculum Changes

Repeatability and Textbook Updates: TART 1, TART 6

COR Textbook Update: TART 3

Content, Objectives, Repeatability: TART 5/B/C/D

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.*)

All courses are current.

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 Theatre Arts courses meet CSU Transferable requirements.

TART 1, 3, 5, and 6 meet CSU GE-Breadth Certification requirements.

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.)

Textbooks are current or the change is occurring this semester to meet requirements.

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.)

N/A

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

Courses need to be un-archived since new Performing Arts Center is now open and these courses now seem viable. To be un-archived:

TART 10 (Tech Theatre), TART 23 (Modern Dance), & TART 24 (Jazz Dance)

Courses need to be developed for activity classes that are not repeatable. Needed:

TART 12B, C, D

TART 23B, C, D

TART 24B, C, D

Course to either be revised or new course to be developed to add diversity to acting classes:

Musical Theatre Workshop (either revise TART 4 to become this or new number)

## 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.

- Open to all students
- Utilizes non-traditional students
- Open to community
- Provides theatre performances (cultural experience)
- Student growth shown through performances
- Stable leadership
- Brings community to campus
- Partnerships with community
- New state-of-the-art Performing Arts Center with multiple performing spaces
- Dedicated Costume Shop, Scene Shop, dressing rooms, and green room
- Successful student actors/theatre professionals (graduating and alumni)
- Potential for cross-curriculum partnerships
- Successful and active performing arts club that offers smaller theatre events and aids in producing departmental, main stage productions.

**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.*

- Limited programming
- Lack of dance classes / dance instructor

## 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.*

- *Off-campus performances - Performing at other venues in the community help generate interest in the program and the school. It also provides good-will, entertainment, and edification.*
- *Theatre conference attendance – Conference attendance gives instructors a chance to recharge, learn new techniques, and infuse their teaching with a new energy.*
- *Guest performers/directors/choreographers - Guest performances allow a chance for students to see, in action, what they're learning. They have an example of the end result of what they're studying. Guest directors and choreographers give students a chance to learn from current industry professionals or others who have a fresh approach. It's important performing arts students work with a variety of directors and choreographers so they can learn to adapt and learn something new.*

**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.*

- Low cultural awareness in community
- Challenging socio-economic status in the community
- State budget

## 7. Continuing Education/Professional Development

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

- Attendance at the Broadway Teacher Conference in New York City
- Attendance at several Broadway productions (as well as local pro and amateur productions)
- Performed two numbers in a community theatre’s annual “Burlesque”
- Performed the role of Carol Strong in a community theatre production of *Catch Me If You Can*
- Performed the role of Mama Rose in campus production of *Gypsy* alongside students
- Directing children’s play for Barstow Library presentation (upcoming)

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

- Conference attendance inspires instructor with new teaching techniques and repertoire
- Directing a community and performing for/with other groups creates networking opportunities and fosters recruitment

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

- Possible conference opportunities will be researched
- Possible performance opportunities will be researched

## 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.

- Hire a Dance Instructor
  - A discussion took place with VP of Instruction. Dance classes must be un-archived. Once that is done, a dance instructor can be researched.
- Continued involvement in school and community for exposure and recruitment
  - This has been successful and continuous.
- Research for theatre conferences and workshops
  - This is on a continuous basis
- Recruit high school students.
  - A few high school students have shown interest in joining classes and some have been able to, but there are new issues with concurrent enrollment and the Chancellor’s Office. Fortunately, the issue doesn’t affect productions. The high school is marketed to (mostly through social media) when a production needs high-school age cast members.
  - There is the plan to develop The High Desert High School Theatre Festival which will be a 1-2 day event on campus, bringing high school students from all over the high desert to compete with monologues, scenes, and possibly songs and short plays. Participants will go through “rounds” of judging (utilizing advanced college students and community members) before the winners are announced and perform for an audience in the main stage auditorium.
- Improve marketing.
  - Through the use of a PR officer position in the Callboard Performing Arts Club, flyers are being distributed in the community in a more efficient fashion (depending on the officer that semester). Social media is also being utilized at a high degree.
  - Play attendance has been tracked, utilizing a box office report after each performance.
- Offer more diverse curricular opportunities in performing arts.

- Un-archiving the dance class with the potential of hiring a dance teacher will help.
- Un-archiving the technical theatre class and offer it will help.
- There is a plan for developing a Musical Theatre Workshop class will give more acting training but focusing on musical scenes (acting, singing, and dancing).

## 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	Improve the community and campus involvement in the performing arts program	<i>List all that apply:</i> <ul style="list-style-type: none"> <li>Foster innovative learning environment</li> <li>Provide Successful college learning experience</li> <li>Promote and support student engagement</li> <li>Cultivate and enhance local partnerships</li> </ul>	#1 Improved Marketing	<ul style="list-style-type: none"> <li>Work with PIO</li> <li>Outreach to community and High schools</li> <li>Enhance online marketing presence</li> <li>Enhance marketing within the Performing Arts Center</li> </ul>	<b>Outcome:</b> <ul style="list-style-type: none"> <li>Measure performance attendance</li> <li>Measure class numbers</li> </ul> <b>Measurement:</b> <ul style="list-style-type: none"> <li>Ticket sales</li> <li>Course enrollment numbers</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>A box office report was created for Theatre Arts productions.</li> <li>Enrollment                             <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>CLASS</th> <th>F14</th> <th>S15</th> <th>F15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>19</td> <td>52</td> <td></td> </tr> <tr> <td>3</td> <td>51</td> <td>49</td> <td></td> </tr> <tr> <td>6</td> <td>n/a</td> <td>8</td> <td></td> </tr> <tr> <td>12</td> <td>21</td> <td>n/a</td> <td></td> </tr> <tr> <td>13/B/C/D</td> <td>n/a</td> <td>45</td> <td></td> </tr> </tbody> </table> </li> </ul>	CLASS	F14	S15	F15	1	19	52		3	51	49		6	n/a	8		12	21	n/a		13/B/C/D	n/a	45	
			CLASS	F14	S15	F15																							
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12	21	n/a																											
13/B/C/D	n/a	45																											
#2 Offer more diverse curricular opportunities in performing arts	<ul style="list-style-type: none"> <li>Realign existing courses or create new course</li> <li>Un-archive dance classes</li> <li>Un-archive technical theatre class</li> </ul>	<b>Outcome:</b> <ul style="list-style-type: none"> <li>Class is offered with strong enrollment.</li> </ul> <b>Measurement:</b> <ul style="list-style-type: none"> <li>Course enrollment numbers</li> </ul> <b>Assessment:</b> <p>n/a</p>																											
#3																													
<i>Additional Information:</i>																													
#2		<i>List all that apply:</i>	#1																										
			#2																										

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			#3		
	<i>Additional Information:</i>				
#3		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				

## 10. Resources Required

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

Also list any resources required to implement planned improvements noted in 3.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	Bulletin board for classroom hallway	\$199.00	Yes	
1	1	Season banner for lobby and stand	\$100.00 (\$55 each year after)	Yes	

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