



Barstow Community College

INSTRUCTIONAL PROGRAM REVIEW

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

PROGRAM:	<input type="text" value="Basic Skills"/>		
Academic Year:	<input type="text" value="2016-2017"/>	FULL PROGRAM REVIEW	Date Submitted: <input type="text"/>
Academic Year:	<input type="text"/>	ANNUAL UPDATE #1	Date Submitted: <input type="text"/>
Academic Year:	<input type="text"/>	ANNUAL UPDATE #2	Date Submitted: <input type="text"/>
By:			
<i>Faculty Lead:</i>	<input type="text" value="Ibrahim About"/>		

PROGRAM REVIEW:

Members:

PROGRAM REVIEW:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
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7. Continuing Education and Professional Development
8. Prior Goals and Objectives

PROGRAM REVIEW:

9. Action Plan:
Goals/Objectives/Actions

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0. Resources

Annual Update #1

Annual Update #2

1. Program Mission and Vision

A. Program Mission

The mission of the BCC Basic Skills program is to provide students from a variety of socioeconomic and cultural backgrounds with a solid foundation in academic skills required to succeed in college level courses and professional endeavors, which is a main component to achieve equity in higher education. Our courses cover essential areas such as English, Math, English as a Second Language (ESL), and Academic Support courses (ACSK).

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

The Barstow Community College Basic Skills program is committed at Barstow College to improving learning outcomes for our students who seek to successfully complete an academic or professional goal. This is reflected through effective instruction, academic support services, and well-qualified faculty. In the coming three years we plan to achieve greater retention, enrollment, and successful student completion of required courses by closely working with other departments and the community, adopting more effective learning and course planning strategies, and removing unnecessary hurdles that prevent students from continuing in a timely manner toward their goals.

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

The vision of Barstow College is based on a belief that “specific actions, directions and processes that foster student learning and institutional excellence” must be at the heart of college planning. The Basic Skills program subscribes to this vision through its commitment to taking positive dynamic steps to ensure student success.

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The mission of Barstow College states that we are “committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth.” Since the majority of our students enroll in Basic Skills courses, the program’s main purpose is to serve these communities by planning courses, offering academic support, and engaging with students to achieve measurable and excellent outcomes in a thought-out and timely manner.

The mission of Barstow College also states that to achieve the above, “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.” This is especially important when it comes to Basic Skills courses, which are foundational and essential to students who seek careers, certificates, and degrees in our community. These courses offer students the education and access needed to our ever evolving and diverse academic, social, and professional world.

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 Basic Skills program is divided into the following:

ACSK (Academic Skills): these 9 courses focus on Writing (ACSK 150, 151, 152), Math (ACSK 153, 154, 155), and Reading (ACSK 156, 157, 158), and are designed specifically for students who struggle with a learning disability and/or cannot demonstrably succeed in Math and English sequence courses due to other factors. They are currently taught by 2 certified part-time

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instructors in collaboration with the Department of Special Programs and Services (DSPS). These courses are only offered on the main campus and are non-degree applicable. Students who complete them receive a P/NP (Pass/No Pass) grade.

ENGLISH: There are three below transfer level courses currently taught by all three full-time faculty and adjuncts (ENGL101, 102, 50, and 50X). ENGL50X was added in the Summer 2016 as an accelerated course and is only taught by full-time faculty who received training by the California Accelerated Project. ENGL101, 102, and 50 represent the traditional pathway. These courses are offered at the main campus, Ft. Irwin, and only ENGL 50/50x are available online. It should be noted that ENGL101/102 are non-degree applicable and receive a P/NP grade rather than a letter grade.

Also in conjunction, the English department has included more compressed sequences in the schedule allowing students to complete two English classes, live in sequence with the same instructor in the same time slot. These sequences are ENGL 101-102; ENGL 50-1A, and ENGL 1A-1C. At this time there is no in semester sequence for ENGL 102-50. As of Fall 2016, the ENGL non-credit series was approved by the chancellor and will be ready to offer in Spring 2017. The courses are 18 hours non-credit meant to refresh and authentically assess students' ability and level as needed.

READING: Three reading courses are offered on campus: 100, 101, and 102. These are taught live by a single part-time instructor. Completion of this course receives a P/NP grade and is not degree applicable. Reading courses are non-degree applicable.

MATH: The Math department has included more compressed sequences in the schedule allowing students to complete two Math classes, live in sequence with the same instructor in the same time slot. These sequences are Math 101-50; MATH 55-3. Data for the students in the sequences are not as high as hoped for, mostly because students are not linked in a cohort, so often students in the first sequence do not take the second class in the sequence. This may be because they are not interested in taking more math or because the second class may be filled with new incoming students. See attached for data on the sequencing of compressed classes. Note that our Fr. Irwin location has offered Math in sequence for over two years. There is no data tracking these students through the sequence at this time. Currently, there is no in semester sequence for MATH 50-55. This will be offered in Spring 2017. As of Fall 2016, the

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Math non-credit series was approved by the chancellor and will be ready to offer in Spring 2017. The courses are 18 hours non-credit meant to refresh and authentically assess students' ability and level as needed.

ESL: The organization of the ESL department divides classes into 2 categories, one of which can be further divided into core and elective courses. Non-credit ESL courses, (here ESL 190 and 192), are courses offered to meet the needs of literacy and beginning level ESL students. The focus of these non-credit courses is on basic life-skills content, offering reading, writing, speaking, listening, and grammar (multi-skill) instruction through content that explores personal, social, and vocational topics. These are levels 1 and 2 of a 6 level ESL program. Credit ESL courses begin with level 3 here at Barstow College, and in alignment with state standards as laid out through the Basic Skills recommendations offered in Basic Skills as a Foundation for Success in the California Community Colleges and the CB 21 coding expectations shared by the Chancellor's office, they offer instruction in skill-specific classes: Reading and Vocabulary, Writing and Grammar, and Oral Communication. These credit begin at 4 levels below transfer and progress to one level below transfer, preparing students for success in transfer-level college coursework. The ESL department offers core courses in Reading and Vocabulary (102, 112, 122, and 132) starting with 4 levels below transfer; Writing and Grammar (104, 114, 124, 134); and Oral Communication (106, 116, 126, 136). In addition, we regularly offer an elective: Pronunciation of American English (ESL 107). We also have the elective ESL 103: Learning to Earn in our approved curriculum, (but have yet to offer it).

COMM: COMM 160 is a specialized Basic Skills course offered at Fort Irwin and is aimed at improving scores for military personnel in the military test. This course includes math, reading comprehension, vocabulary improvement, and test taking strategies.

The Basic Skills coordinator is a full-time English instructor with 20% release time; he is responsible for budget reporting, planning, and has regular biweekly meetings with a committee that represents the various departments involved with Basic Skills: math, English, and ESL faculty, DSPS, Dean of student Success and Equity, Vice President of Student Services, Vice President of Academic Affairs, Assessment Coordinator, and counselors. Basic Skills Coordinator reports to

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B. Who do you service (including demographics)?

The Basic Skills program serves students who do not assess into college level courses or meet certain academic standards required to reach their academic/professional goals. Basic Skills courses are provided to non-native students whose first language is not English, students with disabilities, and returning students who wish to complete any of the programs offered by the college. In Fall/Spring 2016, 1478 students enrolled in Basic Skills courses. As of Spring 2016, total enrollment in Basic Skills courses was 3118 students (38% male and 62% female). Basic Skills demographics are divided as follows:

African American	13.28%
American Indian	.55%
Asian	2.34%
Filipino	1.48%
Hispanic	43.68%
Multi-Ethnicity	5%
Pacific Islander	1.12%
White Non-Hispanic	30.63%
Unknown	1.92%

C. What kind of services does your unit provide?

Basic Skills programs provide preparatory courses in Math, English, ESL, Reading and ACSK. These courses prepare students to successfully execute and comprehend the functions required in college level courses and/or careers. Math and English courses are offered to students in Career and Technical Education programs (CTE) and are also available at our satellite location at Fort Irwin to serve our men and women in the military. ESL courses are available at the main campus and in community locations to serve our non-native population. Lastly, ACSK is available for students with a variety of learning and physical disabilities, to assist them in transitioning to college or acquiring skills to succeed in their careers.

D. How do you provide them?

PROGRAM REVIEW:

ENGLISH: ENGL101/102 are provided solely in a live format, while ENGL50/50X are currently offered online and live.

ACSK: All courses are offered live in a stacked format, so each three levels are treated as a single course with a maximum enrollment ceiling of 24. All levels of arithmetics, for example, are taught in one time block with students from three different levels working on level specific outcomes yet being taught in the same class as other levels.

This stacked format is a positive in that it allows enrollment for possibly low enrolled classes, allows students to help each other, and instructors to show progression from level to level, and ability to easily assess and move students to correct levels if necessary. The negatives, however, include students splitting time with other levels. ACSK uses technology and has an instructional aide to assist in the classroom as a facilitator of levels, technology issues, and overall learning disability assistance.

READING: All reading courses are offered live on campus, and students are offered the option to waive the reading requirement as per college catalog.

ESL: We provide these services by scheduling courses at 6 levels of English so that we can maximize our service to the community and to our students. We work with the Dean of Instruction and other members of the Office of Academic Affairs to schedule classes at days and times that best meet student needs. Most of our students are parents, so classes are best offered either in the mornings, (as children are at school and parents may be free to learn) or in the evenings after students get off from work. Classes in the afternoons are difficult due to consideration of the schedules of parents of school-aged children, though we do offer ESL 190/192 from 1-3:15, which allows parents to still pick up their children from school. Our core credit classes (at levels 3, 4, 5, and 6) are offered on a two-year cycle to maximize student progress, and the full-time instructor has been working on incorporating content areas in these credit classes so that students are introduced to subject matter and vocabulary that will potentially prepare them for academic coursework at college-level. We have offered classes at Fort Irwin and are working to develop and expand offerings there so as to meet the needs of

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military personnel and spouses, some of whom have been driving to Barstow to take classes when offerings there for them are slim.

MATH: Math 50 and 55 are offered online and live on campus. Those courses are also available live at Fort Irwin.

E. Does the program have a degree or certificate?

No

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

Full-Time =: 9.66 FTEF
Part-Time = 7.89 FTEF
55.04% of faculty load is taught by full-time faculty.

	TRADITIONAL	ONLINE
2) Course Completion Rate	90%	85.1%
3) Course Success/Retention Rate	74%	55.2%
4) WSCH/FTEF Ratio		
Full-time:	3433/10.96	N/A
Part-time:	2214/6.82	808/1.87
5) Fill Rate	70.63%	56.90%

Reflect on the data above:

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There are currently no full-time (FT) instructors teaching READ or ACSK, and both are offered online live on campus. No FT instructors are dedicated solely for Basic Skills courses except in ESL.

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

1) List your Program Level Outcomes (PLOs).

Outcomes for the Basic Skills Pathway

Communication: Students will be able to demonstrate, orally and in written form, communicative strategies that are appropriate to context.

- a. Building of vocabulary in context
- b. Understanding communicative norms in context
- c. Producing personal, vocational, and academic written communication
- d. Developing appropriate strategies to express oneself and solicit clarification

Critical Thinking: Students will be able to demonstrate appropriate problem context. -solvi

- a. Applying logical processes
- b. Making logical inferences
- c. Analyzing and evaluating textual information and contextual cues
- d. Responding appropriately in context

Global Awareness: Students will engage in examination of varied perspectives and contexts through analysis of written works of various levels and topics.

Personal Development and Responsibility: Students will build confidence and proficiency in appropriate fields in order to increase their success with personal goals.

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Status update: As shared above, we are working each semester on the above outcomes, and we are working towards:

1. Including all Basic Skills full -time and part- time i
2. Creating assessment assignments that incorporate all of the above processes. In reading and writing, all prompts will be focused on questions of global awareness so that all processes are inherent in the requested work. With Math, Global awareness is more challenging, so we will be looking at ways to address that as well.
3. Please note that the above outcomes all address the idea that the process is level appropriate, which is why we have been working on leveling the process for all disciplines. For example, one level below transfer in reading and writing courses (including ESL) offer questions based upon texts at a reading level of 10 (110 grade), w as one level below transfer. Before prompts are developed, texts are selected and vetted by participating instructors. The same holds true for subsequent levels below transfer.

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

ENGLISH: The English department has made efforts to push for acceleration in the past year, and developed content for non-credit workshops to support students.

ESL: The ESL department continues to work on scaffolding and refining assignments and rubrics in all skill areas (reading/vocabulary, writing/grammar, and oral communication) across levels so that student growth is continuous and consistent as students progress through the program.

MATH:

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

ENGLISH: Encouraging results were seen in the Summer offering of ENGL50X. Norming sessions for ENGL50 and ENGL50X should continue to take place in the future to obtain more accurate data on the students' progress.

ESL: The outcomes were surprisingly successful, as rather than finding it discouraging for students to cover 2 books in 6 week classes, I found students rising to the challenge, and the feedback/result was positive, as students found the information valuable to their lives.

MATH:

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

ENGLISH: Instructors teaching our new accelerated courses are focusing on its content and discussing ways to make the course more effective.
ESL: The full-time instructor had been exploring the idea of revising curriculum and instructional approach to focus on content-areas/themes, as skills can be taught through many mediums.

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

ENGLISH: Offering ENGL50X in hybrid and online formats to maximize access and replace traditional remedial courses gradually with the accelerated method. The scope of this change will depend largely on the results observed over time and the effectiveness of our academic support services.
ESL: The full-time instructor is currently exploring potential themes and text for Spring 2016, and she is working on curriculum revisions and changes to Program and course outcomes to reflect the shift in focus and strengthened approach to student success and growth in multiple directions.

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.).*

Basic Skills Progress Tracker

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.)*

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N/A

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

Between Spring 2014 and Spring 2016, out of the 62 students enrolled in three levels below transfer English courses, only 16 made it ENGL50 and 6 made it to transfer level. Out of the 118 enrolled in the same time period in Math at three levels below transfer, 34 made it to one level below and only 8 went on to transfer level. None of the 11 students enrolled in Reading made it to transfer level.

ACSK data is not tracked by the chancellor's office tracker, but none of the students enrolled in it according to our records continued to transfer level courses.

ESL: Movement between intermediate and advanced levels was more solid, but more needs to be done to connect beginning and intermediate levels. Many students do not move up from beginning to intermediate for a variety of reasons, among them documentation, family situations, work situations changing, fear of coming to the college, difference in requirements/work from beginning to intermediate and non-credit to credit classes, etc.

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.)**

Across the board we notice a serious problem with student completion and retention. The first major reason for this is directly related to lower placement and having too many exit points or remedial courses which students have to go through. The time it takes to achieve this adds to the problem of completing a degree or certificate in a timely manner. The Basic Skills committee needs to focus on reducing exit points and completion time by offering more accelerated and/or 9 Week (intensive) courses, students support workshops and tutoring, and explore with counselors more effective ways to provide students with more appropriate educational plans depending on their majors.

D. TWO YEAR SCHEDULING PLAN

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

All courses are offered every semester

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

The English department has piloted ENGL50X, its new accelerated course, and will continue to work on acceleration and reducing exit points. 18 hours non-credit courses are now offered to assist students enrolled in all levels as well.

ACSK/READ: No changes were made to these programs although discussions are currently taking place to review the way they are offered and their overall effectiveness.

ESL: Rather than offering classes in an 18 week session as back to back classes (Reading from 8-9:15, Speaking 9:30 -10:45, and Writing 11-12:50, classes are offered intensively in 6 week increments so that students focus on one skill at a time. The time spent in class is the same, but the students have offered positive feedback because they only have one subject and type of homework to contend with at a given time. Success rates have either held steady or increased, with the change in approach to scheduling as one possible contributing factor.

Math: No changes

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?

- While Basic Skills courses are offered every semester and act as preparation for degree and transfer courses, an effort is being made to advance more 9 week courses, stacked 6 week courses (for ESL/ACSK), and acceleration so students are able to complete their degrees and certificates in a timely manner and attrition is significantly reduced.

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- ENGL50X is offered on campus and at Fort Irwin, and it will be offered online and in a hybrid format as well so more students can have access to it.
- **ESL:** It is working well, though there will be upcoming changes to the curriculum and possibly to the length of the semester which will possibly change the effectiveness of the above schedule.
- Math: No changes need to be made.

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

- Further support efforts to increase enrollment in Basic Skills courses at Ft. Irwin by using teleconferencing, especially for ESL
- Review ACSK and READ

Curriculum

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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.

During the past PR cycle of three years (2013-2016)

ACSK: No changes
 READ: No changes
 ENGL:

- ENGL50X was approved and was first offered in Summer 2016.
- English 191, 192, 193 and 194 (Summer Bridge)

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- Additional prerequisites added for English 1A. Prerequisites now include ESL 134, English 50X and English 194.

ESL: No changes to existing courses, though ESL 134, the equivalent to English 50, has been included as a prerequisite for English 1A

MATH: None

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.*)

ACSK: None

READ: None

ENGL: Updates were made to ENGL1A to accommodate ENGL50X. Course are in compliance.

ESL: Courses are still in compliance with state requirements and CB 21 coding.

MATH: None

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

No Basic Skills courses transfer. MATH 55 and ENGL 50/50X are degree applicable to any California Community College only, not transferrable to the CSUs and UCs but can be used to lift prerequisite holds for the college-level courses.

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.)

ENGL: Aside from edition changes, all textbooks are up to date and no changes to the textbooks were made.

ACSK: Textbooks on file are over 5 years old and require updating.

READ: Textbooks on file are over 5 years old and require updating.

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ESL: In fall of 2014, all textbooks were updated and submitted through the Curriculum Committee and should have been entered in the COR.
Math: *MyMathLab* editions for Math 50 and 55 is 10 years old and require updating.

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.)

None

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

Review Basic Skills courses in curricunet annually to ensure all information is up to date

5 Internal Factors *(see Handbook for additional information)*

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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 expertise and personnel required to form a strong Basic Skills team are available
- Cooperation with PT faculty to participate in department development and campus activities continues and is a welcome change.
- Administration supports program improvement and vision

PROGRAM REVIEW:

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.*

- Communication is lacking between the various departments that form Basic Skills
- Too many exit points and low placement continue to produce higher attrition
- No dedicated FT Basic Skills instructors in Math, English, Reading and ACSK or counselors.
- No specialist to test or assess students with learning disabilities before enrolling them into ACSK or moving them from ACSK to higher level courses.

6 External Factors *(see Handbook for additional information)*

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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.*

- Acceleration training for Part Time faculty is supported
- Multiple Measures validated at state level
- Encourage Basic Skills integration in other classes (CTE and Academic content class)

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.*

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- Having too many exit points and placement into lower courses remain an obstacle to student success
- Availability of faculty to teach more courses at Ft. Irwin
- Lower enrollment

7 Continuing Education/Professional Development

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

English: All FT faculty participated in the California Acceleration Project (CAP) for 2015-2016. The Basic Skills coordinator attended "Increasing Student Completion Through Accelerated English & Math" in Moreno Valley, CA (Mar. 4, 2015) and CB21 Conference for Basic Skills Descriptors in Anaheim, CA (September 20, 2014).

Math: There were professional development activities members in the math department participated. The RP group conference, Regional Phi Theta Kappa are two conference a member attended. Also, a member participated in the SI training in Kansas City.

ESL: The full-time instructor has attended the Strengthening Student Success Conference each of the last two years.

ACSK/Read: No FT faculty.

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

All instructors found these events helpful and constructive. The information and interactions made in each help to incorporate ideas in the classroom, explore ways to make our offerings more effective, and develop stronger pedagogy. An essential benefit is staying current with developments in higher education across the state.

PROGRAM REVIEW:

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

- Training for PT
- Engaging PT to teach non-credit courses/workshops
- Enlisting PT faculty to participate in future norming sessions

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.

Since the previous full program review was composed by the previous Basic Skills coordinator, little progress was made on the prior goals and objectives. A new set of goals and objectives are created to be pursued in the next cycle.

9 Goals/Objectives/Actions (ACTION PLAN)

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- 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.

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- 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.)*

PROGRAM REVIEW:

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 ways to increase student engagement, retention, and success rate in Basic Skills courses.	<i>List all that apply:</i> SP# 1, 2, 3	#1 Reduce exit points to eliminate attrition	Support tele-conferencing capabilities to reach Ft. Irwin students	Assessments and success rate
		#2 Support the Multiple Measures Assessment Project to offer students better placement		
		#3 Maximise outreach to students at the main campus and Ft. Irwin		
Additional Information:				
#2 Create more opportunities for students to access quality support services in conjunction with local community organizations and schools, Student Success and Equity, Counseling, DSPS, and faculty.	<i>List all that apply:</i> SP# 2, 3	#1 Prevent struggling students from falling behind or quitting	Utilize support services such as tutoring and workshops to advance student success	Assessments and success rate
		#2 Prepare students for college level courses		
		#3 Develop a student-centered environment of awareness and cooperation on campus		
Additional Information:				

PROGRAM REVIEW:

#3	Increase faculty engagement with campus activities and students.	List all that apply: SP# 3, 4, 5	#1	Involve PT instructors in norming sessions	Make funds available out of BSI budget for activities	Faculty attendance and participation
			#2	Provide adjuncts with training and feedback		
			#3	Support professional development activities		
	Additional Information:					

1 Resources Required

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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	3	Teleconferencing classroom to make instruction available at off-campus locations like Ft. Irwin for ESL and hybrid courses	In progress	No	BSI budget

Annual Update #1	Academic Year:	<input 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):

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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)

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PROGRAM REVIEW:

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:	<input type="text"/>
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Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
1. (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):

PROGRAM REVIEW:

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)

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PROGRAM REVIEW:

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