



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

Barstow Community College Spanish Department offers curriculum in introductory and intermediate level language with themes regarding Spanish-speaking world cultures. The department focuses on developing accuracy and fluency in oral and written communication skills in Spanish. The department serves students planning to transfer, fulfilling career objectives, and desiring to increase diversity and communication.

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

Barstow Community College Spanish Department envisions an inspired, diverse community of learners who aim to be able to communicate in Latin-American language, respect and understand cultures and use improved communication skills to further their own economic and personal goals as well as become part of a global society.

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

The Spanish Department adds communication skills and cultural awareness for BCC students which helps meet the Mission statement by the following:

Students who learn another language or culture have additional “educational tools to achieve personal goals and professional growth.” All language acquisition helps growth in communication, critical thinking, and cultural understanding.

Also multi-lingual students increase opportunities in the increasingly global economic market.

Speaking Spanish is often a job preference or requirement in California job market. This Spanish learning “enhances student success” and “career opportunities.”

The understanding of a language is a part of understanding a culture and other global communities. Spanish is the only Foreign language regularly taught at BCC thus helping students in the community “thrive in a changing global society.”

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

Spanish has 1 adjunct instructor. Adjunct faculty under the supervision of the Dean of Instruction. There are 6 Transfer level Spanish classes at BCC, but three have been archived.

B. Who do you service (including demographics)?

This discipline serves main campus students only at this time.

Spanish Language Studies aligns with the demographics of California and BCC (see below)

2010 Census	BCC 2012-2013 (Equity Plan)	BCC 2014-2014 Fact Book 5 year avg.
Latino = 42.8%	Latino = 35.91%	Latino = 30.2%
White = 34.2%	White = 35.75%	White = 35.5%
Afr. Am. = 13.8%	Afr. Am. = 15.41%	Afr. Am. = 13.3%
Multi-Eth=3.8%	Multi-Eth = 4%	Multi-Eth = 3.2%

All others = below 2%	All others = below 3%	All others = below 2.5%
Age group attending BCC	19 and under = 22.7 %	Under 18 = 9.4%
19 and under = 33%	20-24 = 26.7%	18-21 = 29.8%
40-49 =12%	25-29 =16.2%	22-25 = 16.4%
50+ = 27%	30-34 = 11.6%	26-30 = 14.3%
Other ages = between 7-5%	35-39 = 7.8%	31-39 = 14.9%
	40-49 = 9.8%	40-49 = 9.4%
	50+ = 5.2%	50-69 = 5.4%

C. What kind of services does your unit provide?

The Spanish Discipline is part if the Humanities AA degree and the GE requirements for CSU, UC, IGETC, and BCC degrees.
 Also Spanish is an important aspect of communication in California and the region.
 Also Learning a new language improves acceptance of ethnic diversity as
 1) Language is no longer a barrier
 2) Student learn more about a culture during the study of its language.

D. How do you provide them?

SPAN 1A and 1B are only taught live and are usually taught once each semester
 In the last three years, we offered SPAN 1A in spring instead of SPAN 1B to meet student needs.
 Also for the last couple of years Spanish is taught only in the evening.
 During the past three years, SPAN 1A was offered once at the Excelsior high school site.

Courses	BCC 18 weeks
SPAN 1A	1.7
SPAN 1B	.7

E. Does the program have a degree or certificate?

NO. Though it is part of the Humanities AA Degree

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

Only adjuncts teach the classes. There was a TEMP Ft in Spring 2013.
 Currently, only one course is offered each semester
 Each year the adjunct instructors have changed. So there has been no real consistency to determine instructional patterns.

	TRADITIONAL	ONLINE
2) Course Completion Rate	TTL RET = 88%	NA
3) Course Success/Retention Rate	From Census TTL SUCC = 63% TTL RET = 88% Success/Ret.= 72%	NA
4) WSCH/FTEF Ratio		
Full-time:	NA	NA
Part-time:	Efficiency = 311.3 TTL FTEF = 0.8 TTL WSCH = 249	NA
5) Fill Rate	75%	NA

Reflect on the data above:

Additional Summary SPAN Discipline enrollment (2014-2015)

- Students in all SPAN classes at census = 60
- Students in all SPAN classes at EOT = 53 (60/53 = 66% Retention rate)
- Students in all SPAN classes who Passed (C or higher) = 38 (60/38 = 63% Success rate)
- TOTAL FTEF = 0.8
- WSCH = 249
- Efficiency = 311.25 or 59% (formula WSCH 249/FTEF 0.8)

Reflection on Data
 Data in 2012-2013 and 2013-2014 were significantly higher than 2014-2015 (used in data fields above)

	2012-2013	2013-2014	2014-2015	3 year avg.
Fill Rate =	40%	63%	75%	68%
Completion/Retention Rate =	97%	94%	88%	92%
Success Rate =	75%	88%	63%	75%

Fill rate has been better in last academic year, but the completion and success have been lower.

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

1) List your Program Level Outcomes (PLOs).

NEED to write Spanish Program Outcomes

- Demonstrate speaking and listening skills in the Spanish language
- Demonstrate writing and reading skills in the Spanish language
- Demonstrate cultural awareness of Spanish-speaking communities through project, assignment, or group discussion.

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

As no Spanish discipline outcomes were created in the past, the progress is that there are now PLOs in Spanish.

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

All SLOs for Spanish classes have been required for last 3 years. However, with the change in adjuncts, not all courses level reports were submitted.

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

As the department faculty have been changing each year, the history of outcome assessment has not had reflection for growth at the course or program level.

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

The need for consistency and day time offerings will help establish a stronger program. While hiring and scheduling are up to the college, this department suggests adding a daytime SPAN class in addition to the evening one.

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.).

No other methods are used currently.

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.)

NOT CTE

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

NA

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.)

Spanish department should gather student survey or other A&R data to better serve students’ needs once a consistent instructor is in place.

D. TWO YEAR SCHEDULING PLAN

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

In the current two year plan, SPAN 1A is offered every Fall, and SPAN 1B is offered every Spring

Courses	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
SPAN 1A	BCC	Not Offered	BCC	Not Offered
SPAN 1B	Not Offered	BCC	Not Offered	BCC

However, to adequately meet the student needs, two SPAN courses should be offered every semester Minimum.

Courses	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
SPAN 1A	BCC (evening)	BCC (Day)	BCC (evening)	BCC (Day)
SPAN 1B	BCC (Day)	BCC (evening)	BCC (Day)	BCC (evening)

The problem with this is that SPQAN 1A and 1B load too high to offer two SPAN courses to one instructor. With the Spanish roll over of adjuncts, this may be a problem.

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

No scheduling change of significance.

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?

It is not effective for many transfer needs
Without offering two semesters of SPAN in more time slots, this will not satisfy many students' needs.
There should be classes during the day, not just at night.

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

Try to offer classes in the day and in the evening

4. Curriculum

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

No New Courses in last 3 years

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 Span courses were updated with SLOs, Objectives, and Methods of Instructions and in some cases content in 2012-2013. If they were not updated, the courses were archived.

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

According to ASSIST in Fall 2015

CSU Transferable Courses = SPAN 1A, 1B, 2A

CSU GE-Breadth Certification Courses = SPAN 1A, 1B, 2A, 3AB, 5, 10, (and SPAN 21, 25, 26, 27, 28)

IGETC for UC and CSU = SPAN 1B, 2A, 2B, 10

UC Transferable Courses = SPAN 1A, 1B, 2A

UC Transfer Admission Eligibility Courses = (UC-H - Arts and Humanities) SPAN 2A

C-ID – At this time no C-ID descriptors have been approved for Spanish.

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.)

All Actively taught SPAN classes are up-to-date OR have Pending Course Outlines of Record with updates.

- SPAN 1A Textbook listed is current (2012)

- SPAN 1B Textbook listed is NOT current (1989) BUT the Pending COR has updated textbook (2012)

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.)

ASSIST: Course are approved for ASSIST as of Fall 2015, but after consulting with the articulation officer should probably update textbooks for SPAN 2A

BCC Curriculum: SPAN 1A and 1B have been updated to meet BCC requirements for SLOs, Objectives, etc. or were archived locally (SPAN 2B, 5, and 10 archived). The department may have to update the textbook section for SPAN 2A.

C-ID: There are no SPAN C-ID descriptors at this time.

Prerequisites:

SPAN 1A - Recommendation ENGL 50

SPAN 1B - Prerequisite SPAN 1A or placement score

SPAN 2A - Prerequisite SPAN 1B or placement score

All other SPAN were archived

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

Updates as needed. Usually Curriculum Chair, Articulation Officer, Dean of instruction, or other contacts instructors when curriculum needs to be updated especially in an area without FT faculty.

Unfortunately, this usual procedure depends on communication with adjuncts
However, without a consistent faculty in the discipline, making the curriculum updates the responsibility of the rotating adjuncts may not result in knowledgeable updates, understanding of the process, or BCC curriculum changes.

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.

- Quality courses
- Highly qualified, enthusiastic new adjunct instructor

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.

- No Consistent faculty
- No Full-time Faculty in Discipline
- Current scheduling cycle for Spanish does not allow for growth

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.

- Strong interest in community
- Required for transfer
- CSU minimum one course/year of College Spanish (or high school)
- UC Transfer is higher level Spanish 2A
- The focus at state on equity and diversity should allow Spanish to be well placed to increase offerings

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.

The limit to adjunct classes makes it hard to offer multiple sections in Spanish without multiple part-time instructors

7. Continuing Education/Professional Development

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

New Adjunct – no update at this time

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

New Adjunct – no update at this time

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

New Adjunct – no update at this time

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.

No Goals or Objectives as this discipline has not done a Program Review in over 5 years.

9. Goals/Objectives/Actions (ACTION PLAN)

- GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- ALIGNMENT:** Indicate how each Goal is aligned with the College’s Strategic Priorities.
- OBJECTIVES:** Define Objectives for reaching each Goal.
- ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

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

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Revitalize the discipline with more offerings.	<i>List all that apply:</i> #1- Foster an innovative learning environment that respects diversity. #2- Provide students a successful college learning experience. #3- Promote and support student engagement.	#1	Increase SPAN offerings	Get on a two year cycle and promote to students	If successful, courses will be on the schedule by the next Full program review in 2018
			#2	Offer section during day for the majority of live BCC students	Promote to Academic Affairs a 2 year schedule with daytime offerings	If successful, courses will be on the schedule in the daytime slots by the next Full program review in 2018
			#3			
	<i>Additional Information:</i>					
#2		<i>List all that apply:</i>	#1			
			#2			
			#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	Additional adjunct SPAN instructor	\$5,000 annually	No	Academic Affairs instructional budget

Annual Update #1

Academic Year: 2015-2016 – Submitted Oct 2016

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

A) List your Program Level Outcomes:

Spanish Program Outcomes (written last year in 2014-2015 full program review)

PLO # 1 - Demonstrate speaking and listening skills in the Spanish language

PLO # 2 - Demonstrate writing and reading skills in the Spanish language

PLO # 3 - Demonstrate cultural awareness of Spanish-speaking communities through project, assignment, or group discussion.

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

PLOs for Spanish have been mapped to the SLOs for SPAN 1A and 1B at this time as no higher level Spanish is currently being taught. The higher level SPAN 1B requires a higher level of understanding and for now will be considered the capstone course. SPAN 1A will be noted, because there is no degree, and SPAN 1A is often as high as student will go in SPAN as the GE requirement for graduation and most transfers.

PLO # 1 - Demonstrate speaking and listening skills in the Spanish language

SPAN 1A – SLO # 1 covers Speaking & **SLO # 3** covers Listening

SPAN 1B – SLO # 2 covers Speaking & **SLO # 3** covers Listening

SPEAKING

In SPAN 1A – 88% were successful in a two way oral exchanges using vocabulary and grammar.

In SPAN 1A – 85% - Through a presentation/discussion, of students were able to Demonstrate speaking skills in an improvised role-play. Also respond to authentic questions with improvised answers. Using good pronunciation in conversation about self, preferences, opinions, and social experiences.

LISTENING

In SPAN 1A – 81% - were successful in a listening to a guided role play and authentic dialogue tracks.

They then had to demonstrate recognition and understanding.

In SPAN 1A – 79% - Through a presentation/discussion, of students were able to Demonstrate listening skills in an improvised role-play and authentic dialogue tracks. Express comprehension of high frequency authentic text through written and/or oral questions.

PLO # 2 - Demonstrate writing and reading skills in the Spanish language

SPAN 1A – SLO # 2 covers Reading & Writing

SPAN 1B – SLO # 1 covers Reading & Writing

WRITING & READING

In SPAN 1A – 86% were successful in a Basic Spanish

In SPAN 1B – 79% were successful in a reading skills an authentic text (i.e. news article). They wrote skills unified 5-sentence paragraph using appropriate grammatical structures.

PLO # 3 - Demonstrate cultural awareness of Spanish-speaking communities through project, assignment, or group discussion.

While there was ongoing work in both classes to improve cultural awareness these were not assesses. There should be reflection on this PLO and whether it is being present in a measurable manner. Either improve/change assessment or revise the PLO. The SPAN 1A class created a Day of the Dead memorial that was originally going ion the Student Success center, but due to scheduling problems and access, the memorial was changed to the classroom.

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

The Spanish courses have changed instructor almost every year, so a unified progression has been hard to determine.

In 2015-2016 the following was determined: One instructor taught one section of SPAN 1A and 1B. This was the first time at BCC this instructor had taught these sections and measures outcomes. The instructor realized that students were more successful in **speaking activities than reading & writing. It seemed that students enjoy discussions related to their personal lives.**

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

Again there is no progression as it was the first time this instructor has taught at BCC.

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

The Spanish PLOs were **reviewed by the SLOAC committee**. The only suggestion was regarding ILOs and narrowing to course level: "The PLOs that you have identified are connecting to the ILOs for Communication, Global Awareness; perhaps narrow to the levels taught. "

The Spanish PLOs do align directly with the Institutional Outcomes: Communication and Global Awareness. The Outcomes mapping is directly linked to levels based on current sequence and degree requirements. We hope for further direction after the SLOAC reviews the assessments and plans.

The plans for future improvement included the following:

- Develop more interactive assessment
- Find ways to improve attendance – that was the main factor in success.
- While an online lab was offered, not all students participated. The Spanish program should advocate for a language lab for students at BCC had a language lab with certain hours are required to pass the class. This would require changes in COR as well as funding the lab and connecting in class assignments to the lab.
A well-run lab can have one-on-one teacher student interactions as well as listening activities. The instructor reviews & evaluates listening & speaking skills.
- Until a language lab is feasible though, the instructors will assign more listening activities in the online lab program & assess where students individually to determine their needs.

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	Revitalize the discipline with more offerings.	#1	Increase SPAN offerings	Get on a two year cycle and promote to students	If successful, courses will be on the schedule by the next Full program review in 2018
		#2	Offer section during day for the majority of live BCC students	Promote to Academic Affairs a 2 year schedule with daytime offerings	If successful, courses will be on the schedule in the daytime slots by the next Full program review in 2018
		#3			

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

2015-2016 academic Year Update:

As a small, with only one PT faculty in the discipline/Department, Spanish has been given permission by Academic Affairs VP to only focus on one Goal for the Program Review time period.

What we have learned is that with one adjunct who cannot teach more than one course a semester without going overload, growing the program relies primarily on the college to determine to hire another adjunct or to hire a FT faculty. So we will work with Academic Affairs on suggesting more Spanish classes and network to hire more adjuncts.

If this is not feasible, the Spanish department will re-think its goals in the next update.

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
1	1 & 2	PT Spanish adjunct	\$5,000 (semester)	No	Normal instruction funding
1	1 & 2	OR a FT Spanish position	100,000 a year	?	This has been explained it is probably not feasible, but if it was the funding would come from normal instruction funding

Annual Update #2	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
#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		<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