



Barstow Community College

Program Review

Non-Instructional

Name of Service Area:

Department:

Academic Year: Date Submitted:

By:

Lead

Members

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1. Service Area Mission and Vision

A. Service Area **Mission**

Click here to enter text.

B. Service Area **Vision**

Where would you like the Service Area to be three years from now?

Click here to enter text

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

Click here to enter text.

2. Service Area Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you serve (including demographics)?
- C. What kind of services does your Area provide?
- D. How are the services provided? (*Including alternative modes and schedules of delivery; for example, online, hybrid, early morning, evening services.*)

Organization:

- Academic Affairs / instruction Office includes the VP of Academic Affairs the Dean of Instruction, the Instruction Office Coordinator, the Academic Affairs secretary, and an Accreditation support staff.
- The area is split into two geographical locations
- The area oversees Academic Instruction, CTE Instruction, the Library, the tutoring Center, and is part of the two bodies that oversee the ITC

Who is served:

- Direct and indirect service groups include faculty full-time and adjunct, students, ????

Services provided:

- Provide official information in related areas
- Document publication and building: catalog and semester schedules
- Faculty handbook in coordination with Academic Senate and BCFA
- Involved to creating and refining contract language to clarify and guide

procedures

Faculty:

- Teaching load compliance, teaching assignments, training, evaluations, guidance and direction for compliance in regulations and state policies
- Syllabi compliance procedures and review
- Communication channel between faculty and students by use of student dropping of items in faculty mailboxes, posting class changes,

Students:

- First step in grievance process, handle student complaints or problems as related to faculty and courses
- Provide timely information regarding class schedules
- Oversee Instructional support areas such as tutoring and library and DE

How are services provided? (check for reorganization of previous list)

3. External Factors

What external factors have a significant impact on the Service Area? (*External factors are those issues which the college **does not** have control over.*) Include the following, as applicable:

- A. Challenges and/or opportunities presented by grants, federal, state or categorical funding
- B. Requirements of four-year institutions
- C. Requirements imposed by regulations, policies, standards, and other mandates
- D. Job Market
 - Requirements of prospective employers
 - Developments in the field (both current and future)

Budgetary constraints – challenges/opportunities Grants, federal, state of categorical funding:

- Less budgeting money has reduced offerings of classes, employment of adjuncts, hiring of faculty to replace retired faculty, and reduced professional development funding

Requirements of four-year institutions:

- The SB1440 legislation has impacted this area by requiring Transfer degrees. Also the shift at CSU to acceptance of transfer degrees as guaranteed junior status means the need for Academic Affairs to promote more transfer degrees with fewer courses and instructors than many other community colleges

Requirements imposed by regulations, policies, standards, and other mandates

- The state expectations on course outlines, course repeatability, prerequisite validations and consideration of adding prerequisites to encourage Students Success and Completion has resulted in additional Curriculum requirements.
- **Job Market**
 - **Requirements of prospective employers**
 - **Developments in the field (both current and future)**

4. Service Area Policies & Processes

- A. What are the policies, procedures and processes that impact your Service Area (*BCC BP/AP; Federal, State & local regulations; departmental guidelines*)

BP/AA, Federal and state regulations including but not limited to Title 5, SB 14440, Ed Code, 50/50 law for instruction expenditures,

- B. What policies, procedures and processes need to be updated or deleted?

AP/BP

- The AP/BPs are being updated to improve the language and system for student grievances.

Scheduling Process

- The process for scheduling is being reviewed and updated Scheduling procedures and processes are being reviewed, refined, and/or revised to include standardized SOPs, and to be holistic, implement yearlong schedules, and align more with program requirements and two year calendars in disciplines

Evaluation Process

- Evaluation processes are being refined to include MOU expectations in regards to adjunct faculty evaluation

Faculty Handbook

- The faculty handbook is being revised for distribution by May 2013

Syllabus template, procedure, and requirements

- A syllabus template and procedure is being clarified for evaluating syllabi and

assisting new hires

Curriculum Process

- Curriculum Process is being updated to reflect the change to the new program CurricUNET – the Go Live date in January 2013

- C. What impact have changes or updates in policies and processes had on the workflow of the Service Area?

BP/AP

- The BP/AP need for change and change have been part of a review process to determine the best procedures to deal with student situations such as expulsion, complaints against instructors, and academic dishonesty
- this review has necessitated meeting with VP Student services, drafting new information to assist faculty, and explore current policies for monitoring and tracking complaints

Scheduling Process

- **Scheduling Process** requires planning one to two years in advance, training faculty, and gathering information from areas CTE, Fort Irwin, and Instruction
- In addition, effective implementation is beginning with dialogue with Instruction Office Coordinator, Counselors, and Banner specialist with an eye to be more data driven.
- Other college processes are being reviewed for suitable procedures that will improve BCC scheduling and planning

Evaluation Process

- Evaluation processes include the new MOU outlining adjunct evaluation reports and contact.
- Also in the negotiating process, includes revising language with an eye towards more clarification and data currently used to compile the faculty evaluations

Faculty Handbook

- The faculty handbook is being revised for distribution by May 2013 and will include info on grievance procedures, syllabi, brief explanation of CurricUNET in regards to faculty responsibilities, updates on the evaluation process as needed.

Syllabus template, procedure, and requirements

- A syllabus template and procedure is being clarified for evaluating syllabi and assisting new hires.
- In addition, the process for collecting and reviewing syllabi is being scrutinized, and the language in the evaluation of faculty regards to the syllabi is being

reviewed and may be part of the negotiations to change the observation form regarding the syllabi question.

Curriculum Process

- Curriculum Process in instruction office is being updated to reflect the change to the new program CurricUNET – the Go Live date in January 2013- this process update includes Instruction office Coordinator, Dean of Instruction, and Curriculum Chair.
- The updates include final review of the digital processes and planning faculty training.
- The Curriculum website was posted on the BCC website summer 2012 and will continue to be improved with helpful CurricUNET videos and how-to handouts. Also minutes and agendas from past 12 months will be posted on website by summer 2013as informational and for transparency.

5. Service Area Status

A. What is going well and why?

Data and Procedure driven

- New leadership is procedure driven and as such is building better and sustainable systems that include documentation and accessibility.

Promoting from within to improve historical knowledge in administration

- Dean of Instruction position was created and has been filled by Barstow applicants with historical knowledge of the college's procedures and past practices

Adjunct and new hire outreach practices are in place –

- CTE Saturdays continue to be well attended and the use of CCCConfer allows adjuncts from out of the area to be involved.
- - New basic Skills mentoring program aims to help instructors become better instructors and to improve communication and consistency in Basic Skills

Best Practice/All-Division

- All-Division and Best Practice surveys to faculty and other areas that interact with faculty are surveyed via e-mail to determine needs and interested
- This data is compiled with the needs of Academic Affairs and then a semester schedule of dates and topics are created. This is posted on the Faculty & Staff

website link and e-mailed to faculty. In addition, it is posted in adjunct office areas.

- Dialogue from Best Practice / All-Division meetings are beginning to be captured. In Fall 2012, two meetings have included a survey or dialogue response. One meeting was digitally captured to be posted on the website. This information will be compiled to improve future meetings and dialogue

In-Service - 2012 In-service focused on more direct campus and faculty changes

- Moodle training and information
- CurricUNET training and information

Program Review

- Math & Natural Science, Humanities, and Social Sciences underwent full program reviews in Fall 2012.
- As part of implementing the new IEC process, these program reviews used the new Program review form and Budget proposal forms, in addition they underwent the recently clarified review process steps including additional feedback steps prior to final submission:
 - o Written using input from faculty in the program compiled by the DCP Coordinator
 - o The PRs are then Sent to the Dean of the program Area for review and commentary as necessary (Feedback step)
 - o Then after review and comments for improvement as necessary, the PRs are sent to the VP of Academic Affairs for review and feedback for further improvement if necessary. (Feedback step)
 - o Any PRs with Budget Allocation Proposals will be reviewed by the IEC so the committee can apply criteria and make recommendations on the Budget Allocation Proposals and submit to Budget and Finance
 - o IEC will communicate with PR authors to indicate this step is complete though no commentary may be involved (Feedback step)
 - o ALL PRs with or without Budget Allocation Proposals will be sent to the new IEC sub-committee – the Program review Committee (Feedback step)
 - o Once all PRs are reviewed by the PRC, using established criteria, will report finding to IEC.
 - o IEC will provide feedback to the PR authors, (Feedback step)
 - o Also IEC will inform other bodies in the process of the report findings.

Academic Affairs and IEC relationship

- At this time, the VPAA is interim chair of the IEC in addition to other duties.
- IEC is also acting as the ad hoc Accreditation response taskforce committee

B. What is not going well and why?

Outreach to adjuncts still needs improvement

New hire mentoring and training needs improvement

6. Service Area Data

A. Performance Data

Discuss the area's performance on the specific data items listed below, *(if applicable)*:

1) Completion Rate; 2) Success/Retention Rate; 3) Full-Time/Part-Time Service Professional ratio; 4) FTES Targets; 5) Student Engagement; 6) and any other representative measurable data, to be considered.

(If you have already discussed your area's performance on one or more of these components, then refer to that response here, rather than repeating it.)

Data for our use may include faculty expenditure ratio (50/50) full-time faculty vs part time ratio, Overall student completion and success rates, faculty who attend Best Practice / All-Division and In-Service,

B. Progress on Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs)

1) Summarize the progress your Service Area has made on programmatic and service level SAO/SLO measures you have applied since your last program review.

Click here to enter text.

2) Describe any program/service improvements made by your Service Area as a result of the outcomes assessment process.

Click here to enter text.

3) What is your plan for continuously completing the assessment cycle?

Click here to enter text

C. Supporting Assessment Data

1) Provide a list of any quantitative or qualitative measures not provided in 6.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.*)

Click here to enter text.

2) Summarize the results of these measures

Click here to enter text.

- 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 #9: Resources.)

Click here to enter text.

7. Prior Goals/Objectives

Briefly summarize the progress your Service Area has made in meeting the goals and objectives identified in the most recent Program Review.

Click here to enter text

8. Goals/Objectives/Actions

Reflect on the responses to all the previous questions.

- A. Formulate Service Area **Goals** to maintain or enhance program strengths, or to address identified weaknesses.
- B. Indicate how each Goal is **Aligned** with the College's **Strategic Priorities**.
- C. Identify explicit **Objectives** for reaching each goal.
- D. Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.
- E. Develop **Outcome** statements and appropriate measures for each objective.
- F. The **Comments** 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, BAM, 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.**

As you create your Service Area **Goals, Objectives, Outcomes** and **Action Plan**, it might be helpful to think about some of the following questions:

- Imagine your Service Area three years from now in an ideal future. You and your colleagues have done everything you possibly can to make the Service Area excellent. Look around: What do you see?
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
- What long-term impact would you like your Service Area to have on the College and the community?
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

Complete the following table with your Service Area's Action Plan.

Action Plan									
GOAL		ALIGNMENT	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE		OUTCOMES/MEASURES			
#1	<i>Enter text</i>	<input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input type="checkbox"/> 6. Strengthen college planning/ decision making	#1 <i>Enter text</i>	a)	<i>Enter text</i>	<i>Enter text</i>			
				b)	<i>Enter text</i>				
				c)	<i>Enter text</i>				
						#2 <i>Enter text</i>	a)	<i>Enter text</i>	<i>Enter text</i>
							b)	<i>Enter text</i>	
							c)	<i>Enter text</i>	
						#3 <i>Enter text</i>	a)	<i>Enter text</i>	<i>Enter text</i>
							b)	<i>Enter text</i>	
							c)	<i>Enter text</i>	
		<i>Comments:</i>	<i>Enter text</i>						
#2	<i>Enter text</i>	<input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input type="checkbox"/> 6. Strengthen college planning/ decision making	#1 <i>Enter text</i>	a)	<i>Enter text</i>	<i>Enter text</i>			
				b)	<i>Enter text</i>				
				c)	<i>Enter text</i>				
						#2 <i>Enter text</i>	a)	<i>Enter text</i>	<i>Enter text</i>
							b)	<i>Enter text</i>	
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						#3 <i>Enter text</i>	a)	<i>Enter text</i>	<i>Enter text</i>
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		<i>Comments:</i>	<i>Enter text</i>						
#3	<i>Enter text</i>	<input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input type="checkbox"/> 6. Strengthen college planning/ decision making	#1 <i>Enter text</i>	a)	<i>Enter text</i>	<i>Enter text</i>			
				b)	<i>Enter text</i>				
				c)	<i>Enter text</i>				
						#2 <i>Enter text</i>	a)	<i>Enter text</i>	<i>Enter text</i>
							b)	<i>Enter text</i>	
							c)	<i>Enter text</i>	
						#3 <i>Enter text</i>	a)	<i>Enter text</i>	<i>Enter text</i>
							b)	<i>Enter text</i>	
							c)	<i>Enter text</i>	
		<i>Comments:</i>	<i>Enter text</i>						

9. 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 6.C.

Rationale*: For each resource listed, enter the reason(s) the resource is needed to achieve the objective.

Goal #	Objective #	Resource Required	Rationale*	Estimated Cost
<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>
<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>
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A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for EACH new resource requested.